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Appendix evidence for criterion 1.A.02

Appendix evidence for criterion 1.B.09

Appendix evidence for criterion 1.B.10

Appendix evidence for criterion 1.B.10

Appendix evidence for criterion 2.A.02
1: Relationships
1.A.: Building Positive Relationships among Teachers and Families

1.A.02: Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

We are fortunate as a campus program to be able to draw our population from a globally diverse group of families. We see our parents as invaluable resources in helping us promote tolerance and teaching our children to consider themselves members of a global community. Parents complete a detailed "Home Information Form" and teachers conduct a visit with each family prior to the beginning of the school year in August. Teachers use this information to coordinate planning for community-building, generate initial ideas about topical studies, and begin coordinating parent participation in classroom activities and events that relate to families and community.
Home Visits Report

Name_________________________Classroom Group_________________________All children we
Please complete for all children in your group:

| Child Name | Date of Visit | Forms updated? | Notes/comments
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8.16.2010
Home Visits Report
Description of evidence for criterion 1.A.02

Teachers visit with each family and record information prior to the first day of the academic year in August.

HIF.Rev.2013.pdf

Each family fills out the "Home Information Form" at enrollment, providing detailed information about themselves and their child; they update annually and/or as needed.

1.B.09: Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. (This is a required criterion.)

All staff and volunteers sign a statement at the time of hire to abide by the ECDC Discipline Policy, which explicitly identifies appropriate and inappropriate practices and preferred procedures for behavior management. Our parents also sign off on this policy annually to indicate they support the strategies we prefer to use. Teachers are encouraged to (a) use a constructivist approach to conflict resolution, (b) frame desired behaviors with positive language (e.g., “I need you to...it's time for you to...”), (c) talk with children at their eye level, and (d) develop a sense of belonging to the classroom community with its associated rights, privileges, and responsibilities.
The ECDC Discipline Policy reads:

1.3 No corporal punishment or coercion of any kind is used at ECDC and food is never withheld or used as a form of discipline. Redirection, positive reinforcement, modeling, and natural consequences, along with verbal explanation and problem solving training are our preferred and primary methods for development of acceptable behavior. “Time outs” are used with discretion, only if other methods don’t seem to be working, and only for very short periods of time (usually corresponding to age of child, such as 2 minutes for a 2 year old child, etc.)

In the event a child loses complete control or is seriously disrupting the activities of the rest of the class, he/she may be taken either out of the classroom, off the playground, or to the director’s office to ‘cool off’ and regain composure before rejoining the other children. Children are regularly involved in helping determine the age appropriate rules and expectations for each class. Children are not allowed to hurt other children, adults, or abuse materials and equipment, and are taught to use the materials and equipment productively. They are taught to respect, help, and take care of one another.

The ECDC faculty and director work with parents on discipline problems for each individual child. Although we encourage daily informal conversation between parents and staff, the child’s lead teacher may not be present (or readily available) at pick-up time, so we may provide daily informal written reports and email during the day to maintain regular communication. Working together we can solve most problems. For persistent challenging behaviors, teachers and parents together develop an individualized plan for improvement. Teachers make environmental accommodations when appropriate to create conditions that promote positive behaviors. If difficult behavior does not subside over time, parents may be referred to the Baby Net (birth-3) or Child Find (3-5) processes or other external professional resources.

As a staff member of the Miles Early Childhood Development Center, I understand and agree to abide by the ECDC Discipline Policy. Specifically, I understand that no corporal punishment of any kind will be used under any circumstances and that more appropriate means such as redirection, explanation, and time out may be used. In addition, it is my responsibility as a condition of employment to follow the class and playground group rules at all times.

______________________________  _______________________
Staff Signature                        Date.

Effective 7.1.10
Description of evidence for criterion 1.B.09

This is the Discipline Statement that all staff sign at the time of hire.

1.B.09 and 1.B.10 P.P.1.3.pdf

This excerpt from our Policies & Procedure (1.3) describes our Discipline Policy.

1.B.10: Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.

Our South Carolina state licensing regulation section #114-506 addresses discipline and specifically prohibits inappropriate forms of discipline. DSS also requires facilities to have a discipline policy that staff sign which describes positive discipline methods. We restate this policy on internal documents where appropriate; for example, our Policies and Procedures state "1.3 No corporal punishment or coercion of any kind is used at ECDC and food is never withheld or used as a form of discipline. Redirection, positive reinforcement, modeling, and natural consequences, along with verbal explanation and problem solving training are our preferred and primary methods for development of acceptable behavior." All staff at the time of hire sign the Discipline Policy Statement, indicating they understand the policy. Our staff performance evaluations include language such as, "Interact with children without using physical punishment or any form of psychological abuse" as one of the required criteria. Further, our classrooms each have one-way observation booths which enable random supervision and monitoring of teacher/child interactions.
The ECDC Discipline Policy reads:

1.3 No corporal punishment or coercion of any kind is used at ECDC and food is never withheld or used as a form of discipline. Redirection, positive reinforcement, modeling, and natural consequences, along with verbal explanation and problem solving training are our preferred and primary methods for development of acceptable behavior. “Time outs” are used with discretion, only if other methods don’t seem to be working, and only for very short periods of time (usually corresponding to age of child, such as 2 minutes for a 2 year old child, etc.)

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As a staff member of the Miles Early Childhood Development Center, I understand and agree to abide by the ECDC Discipline Policy. Specifically, I understand that no corporal punishment of any kind will be used under any circumstances and that more appropriate means such as redirection, explanation, and time out may be used. In addition, it is my responsibility as a condition of employment to follow the class and playground group rules at all times.

Staff Signature ___________________________ Date ___________________________

Effective 7.1.10
Description of evidence for criterion 1.B.10

Newly hired staff sign this form to confirm they understand our discipline policy and agree to abide by it.

1.B.09_and_1.B.10_P.P_1.3.pdf

This excerpt from our Policies & Procedures (1.3) describes our Discipline Policy.

ECDC_Policies_Signature_Page.pdf

Parents sign off annually on a specific (short) list of policies for which we require current, written permission or confirmation. Among these policies is the discipline policy.
1.E.: Addressing Challenging Behaviors

1.E.01: For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

ECDC has been a full-inclusion program since its founding in 1974 and our master teachers have extensive experience working with children who present challenging behaviors. We can also consult with special education faculty from the SOEHHHP for advice and support as needed. Our Policies & Procedures describe both our approach to working with families to support children identified with behavior challenges and our expectations of families. We enjoy good working relationships with many private behavior consultant professionals in the local community and the staff of the Child Find and Baby Net offices, who coordinate early intervention services for area preschool programs out of the local Charleston County Public School District. At entry, our collaboration with each family begins as we ask them to complete (a) the Ages and Stages Questionnaire (2006, 2nd Edition), a developmental screening tool normed and standardized across diverse populations and widely used in early childhood programs. This tool may be re-administered subsequently (as well as its companion version, the ASQ Social-Emotional) if observational or anecdotal information indicates existing, possible, or emerging special needs (P&P section 4.C.01). If an enrolling child has already been identified with special needs, ECDC staff meet with the family and external professional resource staff to review the IFSP or IEP. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation, parents are encouraged to initiate the Child Find process (7.B.04; 7.C.03).
evidence for criterion 1.E.01

Programs for Students with Disabilities

STUDENT NAME: [Redacted]  DATE OF MEETING: 4/16/10

Section C - ACTIONS TAKEN: (Summary from Meeting minutes)
As a result of this IEP/Staffing meeting, we have made the following determinations: (check all that apply)
☐ We have determined the student is eligible or ineligible for special education and related services. (Requires a P-1)
☐ We have completed a Reevaluation Review Plan. (Requires a Parcon 14)
☐ We have proposed a change in disability. (Requires a P-1)
☒ We have conducted an initial IEP/Annual Review and have developed a new IEP in EXCENT. (Requires an MC-1)
☐ We find the current IEP to be appropriate and have made no changes.
☒ We have revised the current IEP in the following areas and all changes must be made in EXCENT.
  □ Section I  □ Section IV  □ Section VII
  □ Section II  □ Section V  □ Section VIII
  □ Section III  □ Section VI  □ Section IX
  □ Other:

Section D - PRIOR WRITTEN NOTICE DETERMINATION: (These questions must be completed at all meetings)

1. As a result of the IEP/Staffing meeting, did the IEP/Staffing Team propose or refuse to begin or change the student's:
   • evaluation (initial evaluation, reevaluation, additional evaluation, independent evaluation); □ Yes  ☒ No
   • identification (eligibility); □ Yes  ☒ No
   • placement (including location); or □ Yes  ☒ No
   • FAPE (IEP issues and procedural safeguards) (Note: Changes made to Sections II & IV of the IEP do not necessarily constitute a change to FAPE).

If YES, Prior Written Notice must be provided. Proceed to Item 2. If NO, skip Item 2 and proceed to 3.

2. ☒ The school district/agency proposes to initiate or change the areas as described below.
   ☑ The school district/agency refuses to initiate or change the areas as described below.

The following prior written notice will contain the following on each relevant issue:

1. A description of the action proposed or refused relative to identification, evaluation/reevaluation, educational placement, or provision of a free appropriate public education (FAPE) by the school district/agency.
2. An explanation of why the school district/agency proposes or refuses to take this action.
3. A description of any options the school district/agency considered and the reasons why those options were rejected.
4. A description of each evaluation procedure, test, record, or report the school district/agency used/will use as a basis for the proposed or refused action.
5. A description of any other factors that are relevant to the school district/agency's proposal or refusal.

issue: Propose to continue special education services for [Redacted] for the 2010-2011 school year based upon global delays as determined by teacher and therapists observations and IEPs. No other options were considered at this time. Parent input is relevant to this proposal.
Description of evidence for criterion 1.E.01

This is a cover sheet from an IEP that represents a team approach to working with families on behalf of children with special needs. We do not at present have an IEP example that specifically focuses on challenging behaviors.
2: Curriculum
2.A.: Curriculum: Essential Characteristics

2.A.01: The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.

ECDC’s program philosophy is guided by our three-part mission as part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston to provide: (a) a demonstration preschool for research, observation, and practicum purposes, (b) quality care and early education for children ages two through kindergarten from the College and neighboring community, and (c) an active model of child advocacy in the Charleston community. As a demonstration program, we intentionally do not use a commercial curriculum as we believe there are many theoretically sound and developmentally appropriate approaches consistent with our philosophy. We therefore strive to make curriculum theorizing and decision-making a transparent, organic process that we call "responsible eclecticism" (Jaruszewicz, 2005). Written information about our curriculum approach is accessible on our website and in section 2 of our Policies and Procedures. We articulate to visitors and families how our curriculum approach draws its inspiration from many sources; in particular, Montessori, Reggio Emilia, and the cognitive/play-based High Scope and Creative Curricula.
History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHPP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature\(^1\) and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment\(^2\), all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

Mission

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.

---


• Quality care and early education for children ages two through five from the College and neighboring community.
• An active model of child advocacy in the Charleston community.

Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."

Goals:

By providing a demonstration program committed to excellence, children:

• Explore & develop their interests and abilities.
• Develop self-direction as learners and citizens.
• Understand and practice tolerance and respect for others.
• Are fully included in all dimensions of our program.

By providing a supportive environment and resources, parents:

• Feel accepted and welcomed
• Express confidence that their children are being well cared for and nurtured.
• Engage as partners and advocates for high quality early childhood education

As an integral part of the School of Education, Health, and Human Performance, we:

• Support the academic goals of faculty and students across campus.
• Enhance the development of student employees’ professional skills and dispositions.
• Add to the knowledge base about early childhood education and child development

Keeping these goals in focus is an ongoing process that we use multiple means to assess.

Philosophy

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an
increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

**Curriculum Framework**

The College’s support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009) and reflective of current research literature on early childhood development.

---

3 Swiss psychologist Jean Piaget’s body of work described the theory of cognitive development, a process whereby children progress through a series of four idiosyncratically distinct developmental stages. As they process experiences, they actively construct ideas and schema about the world through a process known as constructivism. Piaget’s theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process, and Lawrence Kohlberg, who applied this theory to moral development.

education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages responsible eclecticism (Jaruszewicz, 2005) and supports our teachers’ roles as participant observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in ongoing dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children’s individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

Curriculum Influences

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing (Reggio Emilia; Montessori; Waldorf).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child’s independence and sense of responsibility (High Scope; Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions (Creative Curriculum; High Scope).
- Topical investigations are selected, planned, and guided by children’s individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; Project Approach).
- Arts are infused into the curriculum in many ways (Waldorf).
- Curriculum activities extend learning to the out of doors (Waldkindergarten).
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Physical Development: Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child’s body coordination, balance, agility, and spatial awareness.

Creative Arts: Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials
that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the "hundred languages of children." (Edwards, Gandini & Forman, 1993; 1998).

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The Master Teachers at ECDC are expected to assume primary responsibility for implementation of the curriculum according to the following guidelines:

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- Experiences designed for children foster children’s development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content.
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking.
- Strategies for documentation of children’s learning are incorporated into curriculum planning and implementation.

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time. Displays typically include photographs and images, artifacts, children’s transcribed
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include interactive online and/or software applications such as PowerPoint, PhotoStory,
wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages”
traveling documentation exhibits of Reggio children’s project work. At ECDC you will see
that we experiment with different kinds of visual presentations in our classrooms and
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are meeting learning and developmental standards and expectations for both groups and
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When teachers thoughtfully and accurately represent children’s work at multiple periods of
time over the course of a project or topical inquiry, children benefit from the ability to
‘revisit’ earlier stages in their thinking process, which promotes higher level thinking,
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project at various stages, determining appropriate means for, collecting, and analyzing
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and create concrete representations of their learning. Teachers typically collect photos or
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reflect with the children and other teachers about the work. Visual documentations can be
constructed and shared while a project is in progress, or as a cumulative reflection when a
project ends.
Description of evidence for criterion 2.A.01

Our Curriculum narrative describes our approach within the context of our philosophy, theoretical influences, and program mission.
Table of Contents

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   ECDC Mission .................................................................................................................. 1
   ECDC Philosophy ............................................................................................................ 2
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GSGS (Good Start Grow Smart) South Carolina Early Learning Standards 3-5

South Carolina Infant/Toddler Guidelines

References

Examples of ECDC Documentations
   The Crystal Stick of Egypt
   The Dinosaur Project
   Sunflowers Culture Study
   Pumpkins & Turnips
   Folk Art Fun
   The Caves at ECDC
   Sarah & Becky Solve a Problem
   The Fancy Dress Project (soft cover book in back pocket)
Description of evidence for criterion 2.A.01

The Table of Contents from our Curriculum notebook indicates what we use as the written basis for curriculum decision-making.

2.A.02:A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children.

The focus for curriculum planning at ECDC comes from a set of "statements" about each content area of the curriculum. These statements convey how the curriculum is contextualized. The curriculum is flexible, as each of the four master teachers is expected to interpret and apply these statements to the planning process keeping the developmental characteristics of the children in mind. The teachers use additional information about families and children's interests to plan activities that are responsive and allow for individualization and differentiation across groups of children. All of our teachers use an emergent approach to curriculum appropriate for the developmental characteristics and ages of the children they teach. Visual documentation of investigations is regularly displayed in the hallways, classrooms, posted to our blog, and the "projects" page of our website. This information can be found on our website, in Policies & Procedures, and handouts we provide to parents and the general public.
History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature¹ and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment², all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

Mission

ECDC’s three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.


- Quality care and early education for children ages two through five from the College and neighboring community.
- An active model of child advocacy in the Charleston community.

**Program Goals**

Our program goals support the missions of both ECDC and the College of Charleston, which states:

"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."

**Goals:**

*By providing a demonstration program committed to excellence, children:*

- Explore & develop their interests and abilities.
- Develop self-direction as learners and citizens.
- Understand and practice tolerance and respect for others.
- Are fully included in all dimensions of our program.

*By providing a supportive environment and resources, parents:*

- Feel accepted and welcomed
- Express confidence that their children are being well cared for and nurtured.
- Engage as partners and advocates for high quality early childhood education

*As an integral part of the School of Education, Health, and Human Performance, we:*

- Support the academic goals of faculty and students across campus.
- Enhance the development of student employees' professional skills and dispositions.
- Add to the knowledge base about early childhood education and child development

Keeping these goals in focus is an ongoing process that we use multiple means to assess.

**Philosophy**

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become lifelong self-directed learners and citizens. We believe that in an
increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

**Curriculum Framework**

The college’s support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009) and reflective of current research literature on early childhood

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3 Swiss psychologist Jean Piaget's body of work described the theory of cognitive development, a process whereby children progress through a series of four idiosyncratically distinct developmental stages. As they process experiences, they actively construct ideas and schema about the world through a process known as constructivism. Piaget's theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process, and Lawrence Kohlberg, who applied this theory to moral development.

education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages responsible eclecticism (Jaruszewicz, 2005) and supports our teachers’ roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in ongoing dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children’s individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

Curriculum Influences

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing (Reggio Emilia; Montessori; Waldorf).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child’s independence and sense of responsibility (High Scope; Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions (Creative Curriculum; High Scope).
- Topical investigations are selected, planned, and guided by children’s individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; Project Approach).
- Arts are infused into the curriculum in many ways (Waldorf).
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Description of evidence for criterion 2.A.02

Our written curriculum narrative describes a framework and approach that is both flexible and focused.

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Section 2 of our Policies & Procedures describes our curricular framework, including academic freedom, goals, objectives, content area statements, planning, field trips, and supplemental activities.

2.A.03: The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives.

Our role as a demonstration program and part of the School of Education, Health, and Human Performance means that our program has high community visibility and significant involvement on many levels with prospective and practicing teachers in the public schools. Since we use a hybrid/eclectic approach to curriculum, we deemed it appropriate to adopt the same South Carolina Early Learning Standards that are in use in SC public school preschool programs to serve as our program outcomes. These standards are based on the national "Good Start Grow Start" model and we consider them to be developmentally appropriate and consistent with our program goals. We converted these documents to checklist form and differentiated them by age so that the teachers could use them in multiple ways for planning, assessment, and reflection for purposes of professional development. It is also a common practice for teachers to include references to specific standards (goals/objectives) in documentations of children's work and long-term projects.
<table>
<thead>
<tr>
<th>Comments/Notes</th>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>APPROACHES TO LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL 1. Children engage in play as a means to develop their individual approaches to learning.</strong></td>
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<tr>
<td>AL-4K-1.1 Show creativity and imagination using materials in representational play.</td>
<td></td>
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<tr>
<td>AL-4K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.</td>
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<tr>
<td><strong>AL 2. Children show curiosity, eagerness and satisfaction as a learner.</strong></td>
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<tr>
<td>AL-4K-2.1 Show curiosity in an increasing variety of activities, tasks, and learning centers.</td>
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<tr>
<td>AL-4K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.</td>
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<tr>
<td>AL-4K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</td>
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<tr>
<td><strong>AL 3. Children demonstrate initiative, engagement, and persistence in learning.</strong></td>
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<tr>
<td>AL-4K-3.1 Demonstrate growing initiative in selecting and carrying out activities.</td>
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<tr>
<td>AL-4K-3.2 Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.</td>
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<tr>
<td>AL-4K-3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes).</td>
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<tr>
<td><strong>AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</strong></td>
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<tr>
<td>AL-4K-4.1 Understand a task can be accomplished through several steps.</td>
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<tr>
<td>AL-4K-4.2 Demonstrate an increasing ability to organize actions and materials in the learning environment.</td>
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<tr>
<td>AL-4K-4.3 Demonstrate an increasing ability to follow through with tasks and activities.</td>
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<tr>
<td>AL-4K-4.4 Try to solve problems encountered in play.</td>
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<tr>
<td><strong>AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.</strong></td>
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<tr>
<td>AL-4K-5.1 Represent prior events and personal experiences in one or more ways.</td>
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<tr>
<td>AL-4K-5.2 Demonstrate increasing ability to use prior knowledge to understand new experiences.</td>
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<tr>
<td>AL-4K-5.3 Reason about events, relationships, or problems.</td>
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<tr>
<td>AL-4K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</td>
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CJ. 5/4/2010
SC Early Learning Standards for 4 Year Olds

SOCIAL AND EMOTIONAL DEVELOPMENT

SE1. Children will demonstrate a positive sense of self.
- SE-4K-1.1 Describe characteristics of self and others.
- SE-4K-1.2 Demonstrate self direction by making choices among peers, activities and materials.
- SE-4K-1.3 Demonstrate confidence by participating in most classroom activities
- SE-4K-1.4 Stand up for rights much of the time.
- SE-4K-1.5 Respond respectfully to positive and negative feedback from adults most of the time.

SE2. Children will demonstrate self control, respect and responsibility.
- SE-4K-2.1 Follow classroom rules and procedures with reminders.
- SE-4K-2.2 Use classroom materials responsibly, most of the time.
- SE-4K-2.3 Manage transitions positively when told what to expect.
- SE-4K-2.4 Recognize effect on others of own behavior most of the time.
- SE-4K-2.5 Demonstrate with adult guidance simple techniques to solve social problems.

SE3. Children express feelings and show concern for others.
- SE-4K-3.1 Recognize own feelings and describe them some of the time.
- SE-4K-3.2 Develop strategies to express strong emotion with adult help.
- SE-4K-3.3 Express fears and concerns to familiar adults.
- SE-4K-3.4 Show awareness and respond to feelings of others with adult guidance and support.

SE4. Children will form healthy social relationships.
- SE-4K-4.1 Display emerging social skills of trying to take turns and talk with others during play.
- SE-4K-4.2 Develop friendship with one or two preferred children.
- SE-4K-4.3 Demonstrate strategies to join play group with adult support.
- SE-4K-4.4 Participate in group life of class.
- SE-4K-4.5 Interact easily with familiar adults by engaging in conversations, responding to questions and following directions.

LANGUAGE AND LITERACY

READING: I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.
- ELA-4K-1.1 Make relevant comments or appropriate responses to story events or characters.

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### ELA-4K-1.2 Distinguish between descriptions of story events and spoken words of characters.

### ELA-4K-1.3 Respond to elements of colorful language in stories and poetry.

### ELA-4K-1.4 Retell one or two events from a story read aloud.

### ELA-4K-1.5 Begin to identify significant words from text read aloud.

### ELA-4K-1.6 Recall some details in stories read aloud.

### ELA-4K-1.7 Incorporate favorite parts of literary texts into play activities.

### ELA-4K-1.8 Explore books independently.

### ELA-4K-1.9 Begin to distinguish between real and make-believe in stories read aloud.

#### READING: II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats:

### ELA-4K-2.1 Show interest in informational texts about familiar objects.

### ELA-4K-2.2 Begin asking "how and why" questions when looking at texts.

### ELA-4K-2.3 Relate information from texts to personal experience.

### ELA-4K-2.4 Incorporate information from informational texts into play activities.

### ELA-4K-2.5 Seek information by looking at texts, signs and photographs in the classroom.

### ELA-4K-2.6 Identify familiar environmental print.

### ELA-4K-2.7 Begin to understand graphic information which he/she has participated in creating.

### ELA-4K-2.8 Not expected at this level.

### ELA-4K-2.9 Begin to ask questions about the causes of events they observe or hear about in books.

#### READING: III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies:

### ELA-4K-3.1 Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.

### ELA-4K-3.2 Create a different form of a familiar word by adding "-ed" ending to show past action.

### ELA-4K-3.3 Display curiosity and interest in learning new words.

### ELA-4K-3.4 Begin understanding how print is used to bring meaning.

### ELA-4K-3.5 Participate in choral speaking of poems, songs, and stories with repeated patterns.

### ELA-4K-3.6 Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.

### ELA-4K-3.7 Use word beginnings and endings as language play or comprehension clue.

### ELA-4K-3.8 Begin identifying some letter sounds and matching them to letters.

### ELA-4K-3.9 Not expected at this level.

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### ELA-4K-3.10 Identify several letters and their general order in the alphabet.

### ELA-4K-3.11 Recognize rhyming words with adult modeling.

### ELA-4K-3.12 Begin to recognize similarities in sounds at the beginning and ending of words.

### ELA-4K-3.13 Beginning to understand that letters can represent speech sounds.

### ELA-4K-3.14 Create words by orally adding, deleting, or changing sounds in response to adult prompt.

### ELA-4K-3.15 Make connections to prior knowledge, other texts, and the world in response to texts read aloud.

### ELA-4K-3.16 Identify familiar environmental print such as business logos and traffic signs.

### ELA-4K-3.17 Progress in understanding how books are viewed.

### ELA-4K-3.18 Understand relationship between print and pictures on page.

### ELA-4K-3.19 Begin recognizing some letters in words.

**WRITING:** IV. Developing Written Communication: Standard K-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

### ELA-4K-4.1 Describe events of personal significance.

### ELA-4K-4.2 Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.

### ELA-4K-4.3 Creates a picture and labels it orally.

### ELA-4K-4.4 Understands that each person in the class has a first and last name.

### ELA-4K-4.5 Begin to understand the relationship between oral language and written language.

### ELA-4K-4.6 Contribute to small group or whole class dictation activities

### ELA-4K-4.7 Makes some upper case letters without regard to proportion or placement.

### ELA-4K-4.8 Not expected at this level.

**WRITING:** V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to write for a variety of purposes and audiences.

### ELA-4K-5.1 Combine some letters with pretend writing.

### ELA-4K-5.2 Use drawings, letters, or words to create narratives about people and things in their environment.

### ELA-4K-5.3 Represent familiar people and experiences through art and language.

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<table>
<thead>
<tr>
<th>ELA-4K-5.4</th>
<th>Contribute to small group or whole class stories, rhymes or poems.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESEARCHING:</strong> VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to access and use information from a variety of sources.</td>
<td></td>
</tr>
<tr>
<td>ELA-4K-6.1</td>
<td>Ask “how” and “why” questions about things in books and their environment.</td>
</tr>
<tr>
<td>ELA-4K-6.2</td>
<td>Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.</td>
</tr>
<tr>
<td>ELA-4K-6.3</td>
<td>Classify objects and information by observable attributes into predetermined categories.</td>
</tr>
<tr>
<td>ELA-4K-6.4</td>
<td>Complete a thought or idea when communicating with others.</td>
</tr>
<tr>
<td>ELA-4K-6.5</td>
<td>Carry out simple directions and directives.</td>
</tr>
</tbody>
</table>

**MATHEMATICS**

**I. Mathematics Processes:** Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

| M-4K-1.1 | Use emergent mathematical knowledge as a problem-solving tool. |
| M-4K-1.2 | Generate conjectures based on personal experiences and simple reasoning. |
| M-4K-1.3 | Investigate solutions to simple problems. |
| M-4K-1.4 | Locate patterns in the environment. |
| M-4K-1.5 | Classify objects in their environment by color, shape, size or function. |
| M-4K-1.6 | Use appropriate vocabulary to communicate mathematical ideas. |
| M-4K-1.7 | Begin to show an awareness of numbers in the environment. |
| M-4K-1.8 | Integrate mathematical ideas into personal representations. |

**II. Number and Operations:** Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.

| M-4K-2.1 | Count orally forward to twenty and backward from three. |
| M-4K-2.2 | Show one-to-one correspondence through ten when counting real objects. |
| M-4K-2.3 | Compare sets of no more than ten objects using the terms “more than” or “same as”. |
| M-4K-2.4 | Represent simple joining and separating situations through 4. |
| M-4K-2.5 | Not expected at this level. |
### M-4K-2.6 Not expected at this level.

### M-4K-2.7 Not expected at this level.

### M-4K-2.8 Identify the positions first through tenth using concrete objects.

#### III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

| M-4K-3.1 Show awareness of growing patterns in their environment. |
| M-4K-3.2 Identify and copy a simple pattern. |
| M-4K-3.3 Recognize a simple pattern and extend. |
| M-4K-3.4 Sort and classify objects by one attribute (size, shape, or color). |

#### IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

| M-4K-4.1 Identify two-dimensional shapes: circle, square, triangle and rectangle. |
| M-4K-4.2 Represent simply two-dimensional geometric shapes. |
| M-4K-4.3 Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of). |
| M-4K-4.4 Matches left and right body parts to clothing or related items. |

#### V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

| M-4K-5.1 Shows awareness that money is used to buy things and that coins differ in value. |
| M-4K-5.2 Compare the lengths of two objects. |
| M-4K-5.3 Use nonstandard units of measure to compare everyday objects. |
| M-4K-5.4 Associate at least two measurement devices with their purposes. |
| M-4K-5.5 Not expected at this level. |
| M-4K-5.6 Associate time concepts with a clock. |
| M-4K-5.7 Not expected at this level. |
| M-4K-5.8 Not expected at this level. |

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### SC Early Learning Standards for 4 Year Olds

| VI. Data Analysis and Probability: Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpreting data. |
| M-4K-6.1 Organize and represent data with real objects |

| Physical Development |
| PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination. |
| PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping. |
| PD-4K-1.2 Coordinate movements to perform more complex tasks. |

| PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation. |
| PD-4K-2.1 Use strength and control to perform more complex tasks. |
| PD-4K-2.2 Use hand-eye coordination to perform more complex tasks. |
| PD-4K-2.3 Show beginning control of drawing and writing tools. |

| PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety. |
| PD-4K-3.1 Perform some self-care tasks independently. |
| PD-4K-3.2 Follow basic health rules most of the time. |
| PD-4K-3.3 Follow basic safety rules most of the time. |
| PD-4K-3.4 Demonstrate adequate stamina and strength for program activities. |

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Description of evidence for criterion 2.A.03

This is a version for four-year olds of the South Carolina Early Learning standards we converted for use in each of our classrooms.
### EMOTIONAL DEVELOPMENT

**GOAL:** The child will develop trusting relationships with important adults, express a confident sense of self, and learn to control self.

<table>
<thead>
<tr>
<th>Building Trust: STANDARD: The child demonstrates strong, secure relationships with adults who love and care for them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls to caregiver to watch activities; very proud to show off abilities to special adults.</td>
</tr>
<tr>
<td>Tells caregiver about experiences; details increase with age.</td>
</tr>
<tr>
<td>Calls to caregiver for help when frustrated.</td>
</tr>
<tr>
<td>Tests limits, particularly with trusted adults, to see what response will be given.</td>
</tr>
<tr>
<td>Seeks adult help to get something another child has (around 24 months).</td>
</tr>
<tr>
<td>Works with caregiver to solve problems (around 30 months).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Awareness: STANDARD: The child demonstrates growing awareness of personal preferences and abilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments on hair color, skin color, clothing or language different from own.</td>
</tr>
<tr>
<td>Knows first and last name.</td>
</tr>
<tr>
<td>Wants to do things by self.</td>
</tr>
<tr>
<td>Seeks adult attention; Says, &quot;Look at me!&quot; to show skills.</td>
</tr>
<tr>
<td>Demonstrates strong opinions about likes and dislikes.</td>
</tr>
<tr>
<td>Repeats words provided by caregiver.</td>
</tr>
<tr>
<td>Labels feelings: &quot;I am happy.&quot; &quot;I am mad.&quot;</td>
</tr>
<tr>
<td>Wants to do many things on own.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Control: STANDARD: The child demonstrates growing control of body and emotions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple directions: &quot;Sit down, please.&quot; &quot;Please take the book to Anthony.&quot; &quot;Please use your walking feet.&quot;</td>
</tr>
</tbody>
</table>

5/4/2010
### SC Early Learning Standards for 22-36 month old children

**May stay calm when provoked:** says, "No hitting," instead of hitting back.

**Shows patience:** Asks caregiver to read book, then sits down and looks at book while waiting for her to come over.

**Shows very strong emotions:** may have tantrums to express frustration.

**Uses soothing techniques or strategies:** Takes books to quiet area when distracted by noisy play.

**Uses self-regulating strategies:** Tells self to "be careful" when climbing on wall.

**SOCIAL DEVELOPMENT**

**GOAL:** The child will work with others in groups and develop relationships with other children.

**Peer Interactions:** **STANDARD:** The child has positive, respectful relationships with other children.

- Smiles and greets other child by name.
- Seeks out specific child to play with.
- Attempts to soothe and comfort child who is crying.
- Sits next to a chosen friend at meal times.
- Seeks help from caregiver for a child who is crying or hurt.
- Looks for special friend when arriving.
- Continues playing with peers even when caregivers move to other areas of room.
- Works cooperatively with other child to build sand pile, stack blocks, or other similar activities.

**COGNITIVE DEVELOPMENT - APPROACHES TO LEARNING**

**GOAL:** The child will demonstrate positive attitudes toward learning.

**Curiosity, Creativity and Initiative:** **STANDARD:** The child is eager to learn, inquisitive and creative when approaching new materials or situations.

- Engages in rich dramatic play: uses a napkin as a blanket for a doll; pretends to be a horse and walks on hands and knees; makes cake from blocks and sings "Happy Birthday" to friend.

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5/4/2010
### SC Early Learning Standards for 22-36 month old children

<table>
<thead>
<tr>
<th>Evidence for criterion 2.A.03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tries out new materials to learn how they work; uses magnet on metal, plastic, glass, and other objects; wears sunglasses inside, outside, and in the car - and comments on how materials work differently.</td>
</tr>
<tr>
<td>Begins to identify items by size, color, texture.</td>
</tr>
<tr>
<td>Begins to represent things from daily life in drawings. For example, after a trip to the park, says drawing is of the swings.</td>
</tr>
<tr>
<td>Fascinated by new and novel materials.</td>
</tr>
<tr>
<td>Wants to know how things work; may take things apart to learn more about them.</td>
</tr>
</tbody>
</table>

### Problem Solving and Reasoning: STANDARD: The child demonstrates creative problem solving and logical reasoning skills

| After block tower falls down, chooses larger blocks for bottom of tower and smaller blocks for top. |
| Uses stick or other tool to reach something high. |
| Does more than one thing at a time: sings while coloring, talks to other child while playing with play dough. |
| Remembers series of steps in a game. |
| Shows memory and understanding of routines. For example, washes hands when told it is time for snack. |
| Shows growing understanding of numbers. For example, gives one and one more when asked. |
| Imitates counting, and then begins to count a few items. |
| Understanding of consequences for choices grows. For example, puts on hat before going outside; calls for adult when another child takes toy away. |
| Creates solutions for problems. For example, says "My doll is cold," looks for a solution, then puts a blanket over the doll. |
| Solves 3-4 piece puzzles. |
| Points out the differences in items, rather than the ways the items are the same. |
| Enjoys sorting shapes with shape sorters and putting together nesting toys. |

5/4/2010
**SC Early Learning Standards for 22-36 month old children**

**LANGUAGE DEVELOPMENT/COMMUNICATION**
Goal: The child will learn to understand language and begin to use it to communicate with others.

### Receptive Language Development/Communication: STANDARD: The child will begin to construct meaning from spoken words.

- Understands and responds to two-part requests: “Please pick up the basket of toys and bring it to this table.”
- Responds appropriately when asked to talk louder or softer.
- Understands contrasting ideas: hot/cold, go/stop; yummy/yucky.
- May try and answer phone or doorbell by self.
- Understands simple “who”, “what”, “where” questions.

### Language Development/Communication: Expressive Language: STANDARD: The child will begin to express thoughts with sounds, words, and gestures.

- Can tell what will happen next in familiar story.
- Combines words into phrases, then sentences, to communicate needs and wants.
- Calls other child by name.
- Talks about family or social experiences; details increase with age.
- May use pronouns incorrectly, such as calling a boy “she”.
- May enjoy singing songs; can sing songs increasingly well.
- Asks many “what” questions: “What is this?” “What does he want?”
- Begins to use manners, saying “please”, “thank you”, and “excuse me”.
- Asks questions for understanding: about what is happening in environment, what happens next in books, how things work.
- By end of period can answer “who” and “what” questions correctly.
- Uses adverbs such as very, really, extra.
- May have some difficulty with some sounds: th, ch, z, s, er.

5/4/2010
SC Early Learning Standards for 22-36 month old children

<table>
<thead>
<tr>
<th>Early Reading: STANDARD</th>
<th>Infants and toddlers will demonstrate an interest in and enjoyment of sounds, words, and books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to know familiar stories.</td>
<td></td>
</tr>
<tr>
<td>Says next word in a familiar story when adult pauses while reading, then says whole phrases.</td>
<td></td>
</tr>
<tr>
<td>Relates stories to personal experiences. For example, when reading a book about moving, says &quot;I move into new house!&quot;</td>
<td></td>
</tr>
<tr>
<td>Begins to understand books in a deeper way: asking questions about a story, imitating actions from a book, talking about the story.</td>
<td></td>
</tr>
<tr>
<td>&quot;Reads&quot; to dolls or stuffed animals.</td>
<td></td>
</tr>
<tr>
<td>Begins to be able to recite simple, familiar stories with some adult help.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Writing: STANDARD</th>
<th>The child will demonstrate an interest in exploring writing in many forms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watches adults writing with interest and asks what the adult is doing.</td>
<td></td>
</tr>
<tr>
<td>Holds crayons or other writing instruments between thumb and fingers.</td>
<td></td>
</tr>
<tr>
<td>Starts making recognizable shapes, like circles.</td>
<td></td>
</tr>
<tr>
<td>Becomes more intentional with markings on paper. May make series of straight lines (horizontal or vertical) or other intentional marks.</td>
<td></td>
</tr>
</tbody>
</table>

**PHYSICAL DEVELOPMENT**

**GOAL:** The child gains increasing control over his or her body.

<table>
<thead>
<tr>
<th>Gross Motor Skills: STANDARD</th>
<th>The child demonstrates balance, control and coordination with their large muscles (arms, legs, chest and back).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses tricycle - first by pushing with feet on ground then by pedaling.</td>
<td></td>
</tr>
<tr>
<td>Climbs up steps of slide and then slides down.</td>
<td></td>
</tr>
<tr>
<td>Moves entire body to rhythm of music; changes movements to different music.</td>
<td></td>
</tr>
</tbody>
</table>

5/4/2010
<table>
<thead>
<tr>
<th>SC Early Learning Standards for 22-36 month old children</th>
<th>6/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balances on balance beams or on curb.</td>
<td></td>
</tr>
<tr>
<td>Walks and runs well - can easily change directions and speed.</td>
<td></td>
</tr>
<tr>
<td>Kicks or throws ball, with growing control over direction or speed.</td>
<td></td>
</tr>
<tr>
<td>Jumps with feet leaving ground.</td>
<td></td>
</tr>
<tr>
<td>Walks up and down stairs by self.</td>
<td></td>
</tr>
<tr>
<td>Imitates things with body: &quot;flies&quot; like an airplane around room; crawls on all fours and Growls like a lion.</td>
<td></td>
</tr>
</tbody>
</table>

**Fine Motor Development: STANDARD:** The child demonstrates strength and coordination with small motor muscles (hands, fingers, eyes, and mouth).

<table>
<thead>
<tr>
<th>Uses crayons and markers to make horizontal, vertical and circular marks; can describes picture (e.g. &quot;This is my mommy&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns to use scissors.</td>
</tr>
<tr>
<td>Becomes more deliberate when painting.</td>
</tr>
<tr>
<td>Kisses special adults or friends as a sign of affection.</td>
</tr>
<tr>
<td>Uses fork and spoon well.</td>
</tr>
<tr>
<td>Turns pages of book easily.</td>
</tr>
<tr>
<td>Completes 8-10+ piece puzzles.</td>
</tr>
</tbody>
</table>

**Self-Help Skills: STANDARD:** The child demonstrates basic self-help skills (feeding, dressing, bathing, and cleaning up).

<table>
<thead>
<tr>
<th>Uses fork and spoon to eat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can drink from open cup with limited spills.</td>
</tr>
<tr>
<td>Tells adults when hungry or thirsty.</td>
</tr>
<tr>
<td>Can help set table.</td>
</tr>
<tr>
<td>Tells adults - with words of pointing - when diaper needs to be changed.</td>
</tr>
<tr>
<td>Works toward being potty trained; may still need help with getting clothes off and on and wiping.</td>
</tr>
</tbody>
</table>

5/4/2010
<table>
<thead>
<tr>
<th>SC Early Learning Standards for 22-36 month old children</th>
<th>7/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes and dries own hands.</td>
<td></td>
</tr>
<tr>
<td>Likes to choose own clothes.</td>
<td></td>
</tr>
<tr>
<td>Gets dressed and undressed with some help.</td>
<td></td>
</tr>
<tr>
<td>Opens doors with doorknobs.</td>
<td></td>
</tr>
<tr>
<td>Can clean up and put away most toys.</td>
<td></td>
</tr>
<tr>
<td>Walks slowly with plate or cup to avoid spilling it.</td>
<td></td>
</tr>
<tr>
<td>Understands routines and can follow them with little adult prompting. For example, puts dishes away after meal, washes hands, and gets book to read on mat for naptime.</td>
<td></td>
</tr>
</tbody>
</table>

5/4/2010
Description of evidence for criterion 2.A.03

The South Carolina Early Learning Standards were developed for 3-5 year olds. Since they were adopted in 2008, the state has also created a similar document for two-year olds. Since we have a two-year old group, we used the most current draft of this project for similar conversion purposes.

2.A.03_Excerpt_from_proj.stds.doc.pdf

This excerpt from a long-term project documentation illustrates how teachers connect curriculum implementation with the SC Early Learning Standards, which are our stated program objectives/outcomes.
History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was rededicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature¹ and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment², all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

Mission

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.


² Fiene, R. (2002). 13 Indicators of Quality Child Care: Research Update. Presentation to Office of the Assistant Secretary for Planning and Evaluation and Health Resources and Services Administration/Maternal and Child Health Bureau, U.S. Department of Health and Human Services
• Quality care and early education for children ages two through five from the College and neighboring community.
• An active model of child advocacy in the Charleston community.

Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."

Goals:

By providing a demonstration program committed to excellence, children:

• Explore & develop their interests and abilities.
• Develop self-direction as learners and citizens.
• Understand and practice tolerance and respect for others.
• Are fully included in all dimensions of our program.

By providing a supportive environment and resources, parents:

• Feel accepted and welcomed
• Express confidence that their children are being well cared for and nurtured.
• Engage as partners and advocates for high quality early childhood education

As an integral part of the School of Education, Health, and Human Performance, we:

• Support the academic goals of faculty and students across campus.
• Enhance the development of student employees' professional skills and dispositions.
• Add to the knowledge base about early childhood education and child development

Keeping these goals in focus is an ongoing process that we use multiple means to assess.

Philosophy

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an
increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Our philosophy is based on the belief that learning and language are socially constructed.¹ The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children's interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

**Curriculum Framework**

The College's support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009)² and reflective of current research literature on early childhood education.

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¹ Swiss psychologist Jean Piaget's body of work described the theory of cognitive development, a process whereby children progress through a series of four idiosyncratically distinct developmental stages. As they process experiences, they actively construct ideas and schema about the world through a process known as constructivism. Piaget's theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process, and Lawrence Kohlberg, who applied this theory to moral development.

education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages responsible eclecticism (Jaruszewicz, 2005) and supports our teachers’ roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in ongoing dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children’s individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

**Curriculum Influences**

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing (Reggio Emilia; Montessori; Waldorf).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child’s independence and sense of responsibility (High Scope; Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions (Creative Curriculum; High Scope).
- Topical investigations are selected, planned, and guided by children’s individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; Project Approach).
- Arts are infused into the curriculum in many ways (Waldorf)
- Curriculum activities extend learning to the out of doors (Waldkindergarten).
- Our teachers conduct meaningful, integrated literacy activities that include a focus on Writing and Reading Workshops (Lucy Calkins, Columbia University). We work closely with SOEHP literacy professors (Drs. Mary Blake, Margaret Hagoed, and Emily Skinner) and Carol Ann Davis, English Department.
- Block-building is a highly valued activity as a foundation for building science and mathematical thinking (Bank Street)

**Curriculum Goals**

- Provide children opportunities to explore and extend their interests and abilities
- Help children acquire skills and dispositions they will need to become life-long, self-directed learners
- Teach children to understand and practice tolerance and respect for others as unique and interesting human beings

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Standards & Objectives

ECDC uses the South Carolina Early Learning Standards (2008) for children 3-5 and has adapted the current draft of the SC Guidelines for Infants and Toddlers as our program objectives for curriculum and assessment of growth and development. These standards address Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics.

Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

Ecological Responsibility: As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

Social Studies: Children’s awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

Language Arts & Emergent Literacy: Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.

Physical Development: Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child’s body coordination, balance, agility, and spatial awareness.

Creative Arts: Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials
that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the “hundred languages of children.” (Edwards, Gandini & Forman, 1993; 1998)⁶.

**Math:** Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

**Science:** Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial and error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

**Social/Emotional Competence:** The learning environment should encourage development of children’s positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others’ feelings, choices, and opinions.

**Health & Safety:** Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

**Technology:** Children should have access to technologies that provide them opportunities to use it in real world ways. Technology should always support and never impede curiosity, meaningful communications, and engagement with the community. We use technology to support curriculum investigations, locate resources, communicate with others in useful and practical ways, and document learning.

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Curriculum Implementation

The Master Teachers at ECDC are expected to assume primary responsibility for implementation of the curriculum according to the following guidelines:

- Learning opportunities are planned to be consistent with and support the program goals as stated above and objectives, which are derived from the South Carolina Early Learning Standards.
- Experiences designed for children foster children’s development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content.
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking.
- Strategies for documentation of children’s learning are incorporated into curriculum planning and implementation.

Planning

Master Teachers are supported by their Graduate Assistants and Teaching Assistants and should include assistants in planning and implementing the curriculum. Ninety minutes daily is allotted for planning time. Curriculum plans are posted regularly and kept current.

Written plans:

- Reflect the daily schedule of the classroom.
- Include at least two hours daily of outside play time.
- Include at least three hours daily of free choice time in well-planned learning centers and/or project work.
- Provide for individual, small group, and large group activities.
- Include appropriate adaptations for children with special needs.
- Identify materials, resources, activities, and strategies across the multiple domains.

Documentation

What is documentation?
Most people associate ‘visual documentation’ with the emergent curriculum used in Reggio Emilia Italian preschools and the Project Approach (Katz & Chard, 1997). Teachers use
media to create displays that 'tell the story' of children's work over extended periods of time. Displays typically include photographs and images, artifacts, children's transcribed comments or conversations, and written reflective teacher narratives. The Reggio documentations were originally created on large, flat panels, using cut/paste methods, but the advent and availability of digital media has considerably expanded format options to include interactive online and/or software applications such as PowerPoint, PhotoStory, wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages” traveling documentation exhibits of Reggio children's project work. At ECDC you will see that we experiment with different kinds of visual presentations in our classrooms and hallways, and online at our website: http://blogs.cofc.edu/ecdc/.

Why do we do it?
We have realized over time that while simple labels for displays of children's work are useful, more detailed documentation helps us reflect more deeply on the relationships between teaching and learning. Visual documentations also provide valuable information that can be used for assessment purposes as we consider and provide evidence of how we are meeting learning and developmental standards and expectations for both groups and individual children.

What are the benefits for children?
When teachers thoughtfully and accurately represent children’s work at multiple periods of time over the course of a project or topical inquiry, children benefit from the ability to 'revisit' earlier stages in their thinking process, which promotes higher-level thinking, metacognition, and reflection. Learning expands to become a visual dialogue. Seeing their work and words represented affirms and validates children's ideas and questions, and their ongoing attempts to make sense of experiences.

What is the teachers' role?
The teacher's role is much like that of an action researcher: asking questions about a project at various stages, determining appropriate means for, collecting, and analyzing "data," and drawing conclusions about what a project represents. While an investigation is underway, teachers identify key moments, stages, or changes in children's thinking over time as a project emerges, engage in study and inquiry experiences (facilitated by teachers), and create concrete representations of their learning. Teachers typically collect photos or videos of children in discussion and at work, audio recordings of conversations for later review and transcription, and samples of work both finished and in-progress. Teachers also reflect with the children and other teachers about the work. Visual documentations can be constructed and shared while a project is in progress, or as a cumulative reflection when a project ends.
Description of evidence for criterion 2.A.03
Our curriculum narrative describes how our curriculum is responsive to program goals and objectives.
Evidence for criterion 2.A.03

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Curriculum Narrative................................................................. 1-8
   ECDC History........................................................................ 1
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GSGS (Good Start Grow Smart) South Carolina Early Learning Standards 3-5

South Carolina Infant/Toddler Guidelines

References

Examples of ECDC Documentations
   The Crystal Stick of Egypt
   The Dinosaur Project
   Sunflowers Culture Study
   Pumpkins & Turnips
   Folk Art Fun
   The Caves at ECDC
   Sarah & Becky Solve a Problem
   The Fancy Dress Project (soft cover book in back pocket)
Description of evidence for criterion 2.A.03

The table of contents from our curriculum notebook includes hard copies of the South Carolina Early Learning Standards and the South Carolina Infant/Toddler Guidelines that are adapted to serve as our learning and developmental outcomes for children.

2.A.04: The curriculum can be implemented in a manner that reflects responsiveness to
  a. family home values, beliefs, experiences, and
  b. language.

Because our curriculum is so flexible, each year teachers plan and implement many activities that celebrate and incorporate the particular family characteristics represented across the classroom group. The curriculum framework is grounded in academic freedom and often takes the form of long-term emergent studies on topics of interest to our children and/or families. Our curriculum goals use language that is intentionally inclusive and open-ended. These goals are: * Provide children opportunities to explore and extend their interests and abilities * Help children acquire skills and dispositions they will need to become life-long, self-directed learners * Teach children to understand and practice tolerance and respect for others as unique and interesting human beings It is clear from our articulated curriculum influences that we are inspired in particular by those early childhood approaches that are culturally responsive to families and community. The curriculum content statements provide broad guidance on specific areas of the curriculum, and the South Carolina Early Learning Standards anchor our work within a structure that is relevant to others in our community and region. Our website blog and "projects" page document numerous projects, initiatives, and activities that provide evidence of the many creative ways our teachers use curriculum to respond to our families values, beliefs, experiences, and language.
This was a hallway display of the artwork depicting rain forest scenes inspired by an activity that one of our parents shared with the children focused on Russian art. The display includes a short documentation reflection explaining how the project emerged. (see document below)
evidence for criterion 2.A.04
Premise

A major theme throughout the NAEYC accreditation standards is celebrating diversity and establishing a culturally inclusive environment.

At ECDC, we look for many ways to demonstrate respect for our families and help children learn about the world by learning about each other.
Context

• We are fortunate to draw our population from campus and local community that is becoming increasingly diverse.

• In 2008-2009, languages represented included English, Spanish, Portuguese, Chinese, Japanese, French, Russian, Bulgarian, and...

• In the Sunflower class, some of the three year old children were already seasoned international travelers and had relatives living in distant...
ECDC teachers regularly use information from families to include environmental elements and activities that affirm the diversity represented among the children.
Precipitants

Maps of all kinds and globes are some of the more popular and well-used materials at our center.
Precipitants

We also already knew from a project in a previous year that a developmentally appropriate constructivist approach, our three-year olds could conceptualize mapping concepts.

They had also worked collaboratively to make maps of the classroom and the playground that amazed us with the amount of detail, proportion, and accurate representations of relative distances.
Precipitants

Previously, Ellyse’s mom had spent many “French F Fridays” mornings with these children when they were in the 3 class. Beatrice taught them many finger plays and songs in French and it was one of the children’s favorite activities.

Rebecca’s mom had come in earlier in the year and shared fruit-filled Russian blin (blintzes) with them, explaining that they were made during holidays. The children loved helping Sophia and eating a special treat that was entirely new to them.

We had also asked parents (in another class) to record favorite stories in their first language that the children could share in the listening center, which were very popular and prompted many questions.
Project Theme

We invited our parents to help us conduct a long-term study of family cultural traditions.

Concurrently, we would revisit and expand exploration of maps to include globes and activities that would support development of spatial concepts.

We would also be able to incorporate rich literacy experiences of many kinds.
Beginning

We began the study with Lilly’s mom, Emily – she shared many seashells and stories about growing up and beachcombing in Florida.

She also helped each of the children start a personal book about their own family traditions, which they would contribute to work as many ways...
Adam brought a photo album from his trip to visit his grandparents in Japan last summer – they went to a children’s museum and Disneyland!

This was a good opportunity to begin using the world map to flag places represented by our children’s families.

As time went on, we used the compare distances and discuss travel to each place might be accomplished.
Parents are teachers

Many parents volunteered, offering ideas for activities they share with their children.

It is important to note that many of the foods and shared or guided activities were specifically chosen because of their special significance to the Sunflower children and their families.
Italy (Sicily)

The children already knew Luke’s mom, as Tara had helped them sew a quilt earlier in the year. For this project, Luke’s dad came in and told them about Italy.

Children helped prepare ingredients to assemble a really delicious lasagna, and Luke’s parents set it out for their lunch.
Bluegrass Music (Kentucky)

Stella’s dad, Stan, brought a friend and they showed the children how to build a banjo.

They enjoyed many songs including “You Are My Sunshine”, Governor Jimmie Davis’ “Uncle Pen” by Bill Monroe, and “Irish Medley” by Jean Carnigan.
More bluegrass

We also danced (a LOT!)
The Kentucky Derby

We learned more about Kentucky when Sarah’s mom came in and read a story about a special horse and the Kentucky Derby.

Children picked numbers for racing silks. Julie brought lots of pictures for them to color.
Louisiana!

Kai’s mom and dad are from the bayou country in Louisiana.

Carmen shared a special alphabet book with a Louisiana theme, Cajun beans & rice, and ZYD which the children love much as bluegrass!
We celebrated St. Patrick’s Day with our Grad Assistant Becca’s mom who is from Ireland. The children made shamrocks, cookies, Irish flags, and found where she lived in Ireland on the map. Everything was very green!
Japanese Arts

When Adam’s mother visited, she brought books and an alphabet writing game.

Asako helped the children make origami boxes and birds.
Japanese food

Then, Asako guided the recipe for making rice balls. Adam’s favorite part was placing a ‘tongue’ of finely chopped vegetables in the middle of a ball of seasoned rice. Yum!
Bulgaria

Mila’s mom brought books written in her home language, reading and translating them for the children, AND Irena brought homemade *medenki* (honey) cookies to share.

She also helped the children make *martenitsa* – little dolls made of yarn to celebrate the beginning of spring. People in Bulgaria hang them in the trees till they see the first signs of spring.
Greece

Since Ms. Phyllis’s family is from Greece, she shared several things that are favorites with her children. She also helped the children make komolitsa, “worry” beads that are a popular item in Greece and her home!

She showed photos from her trip to Greece and made cookies called koulourakia – butter cookies.
## Evidence for criterion 2.A.04

### Greece

<table>
<thead>
<tr>
<th>Name</th>
<th>Greek Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>Αδάμ</td>
</tr>
<tr>
<td>Evy</td>
<td>Εβυ</td>
</tr>
<tr>
<td>Julia</td>
<td>Ξθλια</td>
</tr>
<tr>
<td>Lilly</td>
<td>Λιλλυ</td>
</tr>
<tr>
<td>Stella</td>
<td>Στελλα</td>
</tr>
<tr>
<td>Emmett</td>
<td>Εμμεττ</td>
</tr>
<tr>
<td>Mikaela</td>
<td>Μικαελα</td>
</tr>
<tr>
<td>Rebecca</td>
<td>Ρεβεψα</td>
</tr>
<tr>
<td>Kai</td>
<td>Και</td>
</tr>
<tr>
<td>Sarah J.</td>
<td>Σαραη Ξ.</td>
</tr>
<tr>
<td>Mila</td>
<td>Μιλα</td>
</tr>
<tr>
<td>Luke</td>
<td>Λθκε</td>
</tr>
<tr>
<td>Ellyse</td>
<td>Ελλυσε</td>
</tr>
<tr>
<td>Lindy</td>
<td>Λινδυ</td>
</tr>
<tr>
<td>Sophia</td>
<td>Σοπηια</td>
</tr>
<tr>
<td>Sarah S.</td>
<td>Σαραη Σ.</td>
</tr>
</tbody>
</table>

Something the children liked a lot was when Ms. Phyllis let them type out the letters in their names on her laptop, and they printed out their names with Greek letters on cards to take home.
Reflecting

This project ended as the children finished their books, bound them, and took them home. We had learned new words and many things about each other.

We learned to use a world map and globe to locate places. We compared distances and made observations and inferences in several ways; for example – places marked in the United States are closer to one another to places in other countries; Japan is farthest from Charleston of all the places they learned about.

The children dictated and illustrated thank you notes to our visitors, sharing their favorite things about the visits learning about the conventions of good manners, and to treat guests respectfully.
Description of evidence for criterion 2.A.04

This is a (representative) example of a long-term culture study that took place in our three's class. It demonstrates how the curriculum can be implemented in a manner that is responsive to families.
Welcome the Year of the Tiger!

Filed Under (Uncategorized) by januszewicz on 15-02-2010

We had a wonderful time during our Chinese New Year celebration this morning. Here are some of the highlights:

* Since it is the Year of the Tiger, we painted tigers with a marble rolled rolled in black paint (for the stripes)
* Ma Wei (Henry’s mom) taught the children how to count to 10 in Chinese and showed us what Chinese writing looks like
* We learned that Chinese New Year is symbolized with a clean house, fire crackers, lanterns, the color red, and wishing each other good fortune
* Loud noises (fire crackers), the color red, and light (lanterns) are used to scare away evil spirits
* On Chinese New Year, children receive a red envelope with money in it; Ma Wei brought each child a real Chinese dollar to keep!
* We made lanterns out of paper
* Ma Wei demonstrated a fan dance, then the children each had a chance to dance with a ribbon
* Finally we had eggrolls and dumplings for snack brought by Chong Chong’s mother, Yunfeng Jiang.

Comments are closed.
Description of evidence for criterion 2.A.04

This is an example of a post to our program blog that describes a center-wide celebration of Chinese New Year that one of our families requested and volunteered to help organize.

2.A.05: Curriculum goals and objectives guide teachers' ongoing assessment of children's progress.

Our program has three stated broad curriculum goals and uses the South Carolina Early Learning Standards for 3-5 year olds and SC Guidelines for Infants and Toddlers as our curriculum outcomes. The assessment system is built around the use of these goals and objectives. For each of the classrooms, we have converted the standards document to checklist/narrative format and it is our primary tool for reporting assessment results. Our website and Policies and Procedures documents describe the assessment process in detail and specifically explain how and why these standards are used.

Project documentations include teacher reflections and identification of how ongoing assessment guides curriculum studies. This book documents "The Fancy Dress Project." It is available at the site visit and includes a long list of SC Early Learning Standards that were addressed during the project.
<table>
<thead>
<tr>
<th>Comments/Notes</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROACHES TO LEARNING</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **AL 1. Children engage in play as a means to develop their individual approaches to learning.** | **AL-3K-1.1** Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.  
**AL-3K-1.2** Demonstrate ability to identify and take appropriate risks in play in order to learn new skills. |
| **AL 2. Children show curiosity, eagerness and satisfaction as a learner.** | **AL-3K-2.1** Prefer one familiar activity but will try others when encouraged by an adult or peer.  
**AL-3K-2.2** Demonstrate eagerness and interest as a learner by responding to what they observe.  
**AL-3K-2.3** Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery. |
| **AL 3. Children demonstrate initiative, engagement, and persistence in learning.** | **AL-3K-3.1** Show initiative in selecting and creating activities.  
**AL-3K-3.2** Maintain interest in self selected activities and play.  
**AL-3K-3.3** Show ability to focus attention on favorite activities for brief periods of time (5 - 10 minutes). |
| **AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.** | **AL-3K-4.1** Understand how to accomplish a simple task.  
**AL-3K-4.2** Organize actions and materials needed for play in the learning environment.  
**AL-3K-4.3** Follow through in completing simple tasks and activities.  
**AL-3K-4.4** Seek help when encountering a problem in play. |
| **AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.** | **AL-3K-5.1** Talk about prior events and personal experiences.  
**AL-3K-5.2** Use prior knowledge to understand new experiences.  
**AL-3K-5.3** Seek explanations for events or personal relationships  
**AL-3K-5.4** Predict possible outcomes related to cause and effect. |
**SOCIAL AND EMOTIONAL DEVELOPMENT**

**SE1.** Children will demonstrate a positive sense of self.

- **SE-3K-1.1** Describe themselves using several basic characteristics.
- **SE-3K-1.2** Demonstrate self direction by making simple choices among limited options.
- **SE-3K-1.3** Demonstrate confidence by participating in familiar classroom routines.
- **SE-3K-1.4** Make known personal needs and desires.
- **SE-3K-1.5** Respond to positive and negative feedback from familiar adults.

**SE2.** Children will demonstrate self control, respect and responsibility.

- **SE-3K-2.1** Follow a few simple classroom routines and rules.
- **SE-3K-2.2** Use classroom materials responsibly with modeling and guidance from adults.
- **SE-3K-2.3** Manage transitions positively when supported by an adult.
- **SE-3K-2.4** Become increasingly aware of behavior and its effects on others.
- **SE-3K-2.5** Use simple conflict resolution techniques with adult modeling and facilitation.

**SE3.** Children express feelings and show concern for others.

- **SE-3K-3.1** Recognize own positive and negative feelings when an adult labels them.
- **SE-3K-3.2** Calm self after strong emotion with adult help.
- **SE-3K-3.3** Seek adult help to manage fears and concerns.
- **SE-3K-3.4** Show awareness of feelings of others with adult guidance and support.

**SE4.** Children will form healthy social relationships.

- **SE-3K-4.1** Show interest in others by playing beside or briefly with one or more children.
- **SE-3K-4.2** Show an interest in having a friend
- **SE-3K-4.3** Accept adult help to join play group.
- **SE-3K-4.4** Show growing awareness of group life of class (sense of community)
- **SE-3K-4.5** Interact with familiar adults with varying degrees of comfort.

**LANGUAGE AND LITERACY**

**READING:** I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend a variety of
<table>
<thead>
<tr>
<th>ELA-3K-1.1</th>
<th>Listen to simple stories, songs and rhymes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-1.2</td>
<td>Anticipate spoken lines in songs and finger plays.</td>
</tr>
<tr>
<td>ELA-3K-1.3</td>
<td>Form sounds that imitate the natural sounds of an animal, action or object.</td>
</tr>
<tr>
<td>ELA-3K-1.4</td>
<td>Repeat words or actions from a favorite story read aloud.</td>
</tr>
<tr>
<td>ELA-3K-1.5</td>
<td>Use pictures and adult reader’s expression to experience mood and meaning of text.</td>
</tr>
<tr>
<td>ELA-3K-1.6</td>
<td>Recall story details that have personal meaning.</td>
</tr>
<tr>
<td>ELA-3K-1.7</td>
<td>Imitate words or actions from favorite books read aloud.</td>
</tr>
<tr>
<td>ELA-3K-1.8</td>
<td>Explore books with an adult or another child.</td>
</tr>
<tr>
<td>ELA-3K-1.9</td>
<td>Pretend to be a family member, pet or familiar adult during play.</td>
</tr>
</tbody>
</table>

**READING: II. Understanding and Using Informational Texts: Standard K-2:** The student will begin to read and comprehend a variety of informational texts in print and non-print formats.

<table>
<thead>
<tr>
<th>ELA-3K-2.1</th>
<th>Explore realistic books and materials in classroom centers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-2.2</td>
<td>Identify some familiar objects in informational texts.</td>
</tr>
<tr>
<td>ELA-3K-2.3</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-2.4</td>
<td>Identify real objects seen in informational texts.</td>
</tr>
<tr>
<td>ELA-3K-2.5</td>
<td>Look at classroom pictures and signs.</td>
</tr>
<tr>
<td>ELA-3K-2.6</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-2.7</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-2.8</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-4K-2.9</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

**READING: III. Learning to Read: Standard K-3:** The student will learn to read by applying appropriate skills and strategies.

<table>
<thead>
<tr>
<th>ELA-3K-3.1</th>
<th>Rehearse vocabulary by identifying familiar objects pictured in books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-3.2</td>
<td>Comprehend changes in forms of familiar words.</td>
</tr>
<tr>
<td>ELA-3K-3.3</td>
<td>Begin pretending to read or role-play with dialogue.</td>
</tr>
<tr>
<td>ELA-3K-3.4</td>
<td>Begin recognizing familiar books by their covers or pictures.</td>
</tr>
<tr>
<td>ELA-3K-3.5</td>
<td>Begin joining in familiar nursery rhymes and songs.</td>
</tr>
<tr>
<td>ELA-3K-3.6</td>
<td>Use appropriate word order and intonation to ask a question or make a statement.</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ELA-3K-3.7</td>
<td>Begin to use word beginnings and endings as language play or comprehension aid.</td>
</tr>
<tr>
<td>ELA-3K-3.8</td>
<td>Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases</td>
</tr>
<tr>
<td>ELA-3K-3.9</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-3.10</td>
<td>Recognize a few letters.</td>
</tr>
<tr>
<td>ELA-3K-3.11</td>
<td>Begin to recall and repeat familiar words and phrases.</td>
</tr>
<tr>
<td>ELA-3K-3.12</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-3.13</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-3.14</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-3.15</td>
<td>Begin connecting text read aloud with personal experiences.</td>
</tr>
<tr>
<td>ELA-3K-3.16</td>
<td>Begin recognizing at least one familiar logo or printed sign.</td>
</tr>
<tr>
<td>ELA-3K-3.17</td>
<td>Begin learning how to handle and care for books.</td>
</tr>
<tr>
<td>ELA-3K-3.18</td>
<td>Begin to orient books in correct position and turn pages from front to back.</td>
</tr>
<tr>
<td>ELA-3K-3.19</td>
<td>Express interest in adult writing and identify it by meaning.</td>
</tr>
</tbody>
</table>

**WRITING: IV. Developing Written Communication:** Standard K-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

<table>
<thead>
<tr>
<th>ELA-3K-4.1</th>
<th>Identify people and events of personal significance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-4.2</td>
<td>Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.</td>
</tr>
<tr>
<td>ELA-3K-4.3</td>
<td>Tells a brief story (1-2 ideas)</td>
</tr>
<tr>
<td>ELA-3K-4.4</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-4.5</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-4.6</td>
<td>Participate in small group reflections on recent event.</td>
</tr>
<tr>
<td>ELA-3K-4.7</td>
<td>Pretend to write.</td>
</tr>
<tr>
<td>ELA-3K-4.8</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>
**WRITING:** V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to write for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>ELA-3K-5.1</th>
<th>Pretend to write.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-5.2</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-5.3</td>
<td>Identify and briefly describe important people, objects and events in their world.</td>
</tr>
<tr>
<td>ELA-3K-5.4</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

**RESEARCHING:** VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to access and use information from a variety of sources.

<table>
<thead>
<tr>
<th>ELA-3K-6.1</th>
<th>Ask “why” questions about things in their world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-6.2</td>
<td>Look at books, pictures, and videos with interest.</td>
</tr>
<tr>
<td>ELA-3K-6.3</td>
<td>Classify familiar objects by one or two observable attributes.</td>
</tr>
<tr>
<td>ELA-3K-6.4</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-6.5</td>
<td>Carry out simple directives most of the time.</td>
</tr>
</tbody>
</table>

**MATHEMATICS**

**I. Mathematics Processes:** Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

<table>
<thead>
<tr>
<th>M-3K-1.1</th>
<th>Engage in problem-solving during play within the classroom environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3K-1.2</td>
<td>Begin to make predictions based on appearance and experience.</td>
</tr>
<tr>
<td>M-3K-1.3</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-1.4</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-1.5</td>
<td>Begin to see how similar items can be grouped together.</td>
</tr>
<tr>
<td>M-3K-1.6</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-1.7</td>
<td>Show an awareness of numbers in a personally meaningful context.</td>
</tr>
<tr>
<td>M-3K-1.8</td>
<td>Not expected at this level</td>
</tr>
</tbody>
</table>

**II. Number and Operations:** Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.

<p>| M-3K-2.1 | Show curiosity and interest in counting and number. |</p>
<table>
<thead>
<tr>
<th>M-3K-2.2</th>
<th>Show one-to-one correspondence through three when counting real objects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3K-2.3</td>
<td>Compare quantities using general terms</td>
</tr>
<tr>
<td>M-3K-2.4</td>
<td>Understand the concept of adding one more (joining) and taking one away (separating).</td>
</tr>
<tr>
<td>M-3K-2.5</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-2.6</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-2.7</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-2.8</td>
<td>Identify the positions first and last.</td>
</tr>
</tbody>
</table>

**III. Algebra:** Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

<table>
<thead>
<tr>
<th>M-3K-3.1</th>
<th>Not expected at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3K-3.2</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-3.3</td>
<td>Not expected at this level</td>
</tr>
<tr>
<td>M-3K-3.4</td>
<td>Recognize similar objects in the environment by color, shape or size.</td>
</tr>
</tbody>
</table>

**IV. Geometry:** Standard K-4: The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

<table>
<thead>
<tr>
<th>M-3K-4.1</th>
<th>Recognize simple shapes in the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3K-4.2</td>
<td>Match shapes in their environment.</td>
</tr>
<tr>
<td>M-3K-4.3</td>
<td>Begin to show an understanding of common positional words “up”, “down”, “under”, “over”, and “in”.</td>
</tr>
<tr>
<td>M-3K-4.4</td>
<td>Not expected at this level</td>
</tr>
</tbody>
</table>

**V. Measurement:** Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

<table>
<thead>
<tr>
<th>M-3K-5.1</th>
<th>Not expected at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3K-5.2</td>
<td>Compare the size of objects.</td>
</tr>
<tr>
<td>M-3K-5.3</td>
<td>Explore measurement informally through play.</td>
</tr>
<tr>
<td>Evidence for criterion 2.A.05</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>M-3K-5.4 Associate at least one measurement device with its purpose.</td>
<td></td>
</tr>
<tr>
<td>M-3K-5.5 Not expected at this level.</td>
<td></td>
</tr>
<tr>
<td>M-3K-5.6 Begin to show awareness of time concepts.</td>
<td></td>
</tr>
<tr>
<td>M-3K-5.7 Not expected at this level.</td>
<td></td>
</tr>
<tr>
<td>M-3K-5.8 Not expected at this level.</td>
<td></td>
</tr>
</tbody>
</table>

**VI. Data Analysis and Probability:** Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpreting data.

<table>
<thead>
<tr>
<th>Evidence for criterion 2.A.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3K-6.1 Not expected at this level.</td>
</tr>
</tbody>
</table>

**Physical Development**

**PD 1. Gross Motor Development:** Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

- **PD-3K-1.1** Move with some balance and control while walking, running, jumping, marching and hopping.
- **PD-3K-1.2** Coordinate movements to perform simple tasks.

**PD 2. Fine Motor Control:** Children use their fingers and hands in ways that develop hand-to-eye coordination, strength, control and small object manipulation.

- **PD-3K-2.1** Use strength and control to perform simple tasks.
- **PD-3K-2.2** Use hand-eye coordination to perform simple tasks.
- **PD-3K-2.3** Explore the use of various drawing tools.

**PD 3. Personal Health:** Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.

- **PD-3K-3.1** Perform simple self-care tasks.
- **PD-3K-3.2** Follow basic health rules with reminders.
- **PD-3K-3.3** Follow basic safety rules with reminders.
- **PD-3K-3.4** Demonstrate adequate stamina for typical activities.
Description of evidence for criterion 2.A.05

This an example from the 3's class (Sunflowers) of the checklist derived from the SC Early Learning Standards that serves as the primary assessment tool for charting children's progress over time.
History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature\(^1\) and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment\(^2\), all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master’s degrees in early childhood education. Five graduate assistants (GA’s) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA’s) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

Mission

ECDC’s three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.

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2 Fiene, R. (2002). 13 Indicators of Quality Child Care: Research Update. Presentation to Office of the Assistant Secretary for Planning and Evaluation and Health Resources and Services Administration/ Maternal and Child Health Bureau, U.S. Department of Health and Human Services
• Quality care and early education for children ages two through five from the College and neighboring community.
• An active model of child advocacy in the Charleston community.

Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."

Goals:

By providing a demonstration program committed to excellence, children:

• Explore & develop their interests and abilities.
• Develop self-direction as learners and citizens.
• Understand and practice tolerance and respect for others.
• Are fully included in all dimensions of our program.

By providing a supportive environment and resources, parents:

• Feel accepted and welcomed
• Express confidence that their children are being well cared for and nurtured.
• Engage as partners and advocates for high quality early childhood education

As an integral part of the School of Education, Health, and Human Performance, we:

• Support the academic goals of faculty and students across campus.
• Enhance the development of student employees' professional skills and dispositions.
• Add to the knowledge base about early childhood education and child development

Keeping these goals in focus is an ongoing process that we use multiple means to assess.

Philosophy

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an
increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

**Curriculum Framework**

The College's support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009) and reflective of current research literature on early childhood development.

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3 Swiss psychologist Jean Piaget’s body of work described the theory of cognitive development, a process whereby children progress through a series of four idiosyncratically distinct developmental stages. As they process experiences, they actively construct ideas and schema about the world through a process known as constructivism. Piaget’s theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process, and Lawrence Kohlberg, who applied this theory to moral development.

education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages responsible eclecticism (Jaruszewicz, 2005) and supports our teachers’ roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in on-going dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children’s individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

**Curriculum Influences**

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing (Reggio Emilia; Montessori; Waldorf).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child’s independence and sense of responsibility (High Scope; Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions (Creative Curriculum; High Scope).
- Topical investigations are selected, planned, and guided by children’s individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; Project Approach).
- Arts are infused into the curriculum in many ways (Waldorf).
- Curriculum activities extend learning to the outside (Waldkindergarten).
- Our teachers conduct meaningful, integrated literacy activities that include a focus on Writing and Reading Workshops (Lucy Calkins, Columbia University). We work closely with SOEHHP literacy professors (Drs. Mary Blake, Margaret Hagood, and Emily Skinner) and Carol Ann Davis, English Department.
- Block-building is a highly valued activity as a foundation for building science and mathematical thinking (Bank Street).

**Curriculum Goals**

- Provide children opportunities to explore and extend their interests and abilities
- Help children acquire skills and dispositions they will need to become life-long, self-directed learners
- Teach children to understand and practice tolerance and respect for others as unique and interesting human beings

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Standards & Objectives

ECDC uses the South Carolina Early Learning Standards (2008) for children 3-5 and has adapted the current draft of the SC Guidelines for Infants and Toddlers as our program objectives for curriculum and assessment of growth and development. These standards address Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics.

Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

Ecological Responsibility: As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

Social Studies: Children’s awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

Language Arts & Emergent Literacy: Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.

Physical Development: Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child’s body coordination, balance, agility, and spatial awareness.

Creative Arts: Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials
that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the “hundred languages of children.” (Edwards, Gandini & Forman, 1993; 1998)

Math: Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

Science: Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

Social/Emotional Competence: The learning environment should encourage development of children’s positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others' feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Technology: Children should have access to technologies that provide them opportunities to use it in real world ways. Technology should always support and never impede curiosity, meaningful communications, and engagement with the community. We use technology to support curriculum investigations, locate resources, communicate with others in useful and practical ways, and document learning.

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Curriculum Implementation

The Master Teachers at ECDC are expected to assume primary responsibility for implementation of the curriculum according to the following guidelines:

- Learning opportunities are planned to be consistent with and support the program goals as stated above and objectives, which are derived from the South Carolina Early Learning Standards.
- Experiences designed for children foster children’s development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content.
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking.
- Strategies for documentation of children’s learning are incorporated into curriculum planning and implementation.

Planning

Master Teachers are supported by their Graduate Assistants and Teaching Assistants and should include assistants in planning and implementing the curriculum. Ninety minutes daily is allotted for planning time. Curriculum plans are posted regularly and kept current. Written plans:

- Reflect the daily schedule of the classroom.
- Include at least two hours daily of outside play time.
- Include at least three hours daily of free choice time in well-planned learning centers and/or project work.
- Provide for individual, small group, and large group activities.
- Include appropriate adaptations for children with special needs.
- Identify materials, resources, activities, and strategies across the multiple domains.

Documentation

What is documentation?
Most people associate 'visual documentation' with the emergent curriculum used in Reggio Emilia Italian preschools and the Project Approach (Katz & Chard, 1997). Teachers use
media to create displays that ‘tell the story’ of children’s work over extended periods of time. Displays typically include photographs and images, artifacts, children’s transcribed comments or conversations, and written reflective teacher narratives. The Reggio documentations were originally created on large, flat panels, using cut/paste methods, but the advent and availability of digital media has considerably expanded format options to include interactive online and/or software applications such as PowerPoint, PhotoStory, wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages” traveling documentation exhibits of Reggio children’s project work. At ECDC you will see that we experiment with different kinds of visual presentations in our classrooms and hallways, and online at our website: http://blogs.cofc.edu/ecdc/.

**Why do we do it?**
We have realized over time that while simple labels for displays of children’s work are useful, more detailed documentation helps us reflect more deeply on the relationships between teaching and learning. Visual documentations also provide valuable information that can be used for assessment purposes as we consider and provide evidence of how we are meeting learning and developmental standards and expectations for both groups and individual children.

**What are the benefits for children?**
When teachers thoughtfully and accurately represent children’s work at multiple periods of time over the course of a project or topical inquiry, children benefit from the ability to ‘revisit’ earlier stages in their thinking process, which promotes higher level thinking, metacognition, and reflection. Learning expands to become a visual dialogue. Seeing their work and words represented affirms and validates children’s ideas and questions, and their ongoing attempts to make sense of experiences.

**What is the teachers’ role?**
The teacher’s role is much like that of an action researcher: asking questions about a project at various stages, determining appropriate means for, collecting, and analyzing “data,” and drawing conclusions about what a project represents. While an investigation is underway, teachers identify key moments, stages, or changes in children’s thinking over time as a project emerges, engage in study and inquiry experiences (facilitated by teachers), and create concrete representations of their learning. Teachers typically collect photos or videos of children in discussion and at work, audio recordings of conversations for later review and transcription, and samples of work both finished and in-progress. Teachers also reflect with the children and other teachers about the work. Visual documentations can be constructed and shared while a project is in progress, or as a cumulative reflection when a project ends.
Description of evidence for criterion 2.A.05

As described in ECDC’s curriculum narrative, our three primary curriculum goals are: 1. Provide children opportunities to explore and extend their interests and abilities 2. Help children acquire skills and dispositions they will need to become life-long, self-directed learners 3. Teach children to understand and practice tolerance and respect for others

2.A.06: The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.

Our teachers integrate assessment information with our three curriculum goals in different ways to individualize learning opportunities for children. Mainly, this approach revolves around 1. Our support and interest in an emergent curriculum approach which provides many opportunities for children to pursue individual needs and interests based on teachers' observations and documentation of their questions, theories, and interests. 2. Our integration of learning centers with many materials and large blocks of time devoted to child-initiated work and play. 3. Focused planning for small group activities that allow teachers to use information gained from assessments to support individual children’s needs.

Teachers document individual children's learning.
Butterfly Wings
By Scarlett Rose

Lots of butterflies
butterflies flying in the sky
purple, pink, green
fluttering in the wind —

I wish I was a little butterfly.

*This poem is response to the burgundy
shamrocks outside our front fence
The Sea Weed

By: Preston

A fan,
A fishy fan
Waving in the water.
A sea weed waving in the ocean,
Waving good bye to the fish as they go by —
A Crab Artist
By Elijah

Brown and white shell
with seven sharp claws
Where did the white come from?

Crab dipped his claws in white paint
And painted white designs.
Turtle Shell
Marissa

Turtle shell
had a turtle.
Turtle died.

Now his shell is a drum.
Tap, tap, tap, tap, tap.
Rain
By: Cody

The dripping rain
Drip drops like gum drops
And it's all wet.
Lincoln Logs
By Willem

Fun to build —
cabins, hotel, dock,
house, floor,
Little opening I can see inside

Logs and half logs
some brown
some green
red roof made of wood

No instructions —
Just imagination
The birds on my porch
By Charles

Back porch ducks
Creepy ducks with red gobbler necks
AND
Cute chicks all fluffy — yellow and brown

Creepy ducks flying in the yard
Racing each other on the trailer
Waddling across the street

Cute chicks running around the porch
Duck chicks quack, quacking
OH — a different egg!
another chick —
one with a white head and a blue body
Jelly Fish Swimming in the Ocean
By: Camp
Phs
Phs
Phs

Rainy day on a busy street.
The people are colorful jelly fish swimming in the ocean.
The umbrellas go up and down.
up and down.
Nest
Claire

The nest is a bird's home
messy, soft string,
sticks, cloth,
pine straw,
Hard work

Broken egg shells
Jackson
By Griffin

My dog
Brown, black and white
With sharp claws
For catching moles
And protecting us.

We play tug-a-war
And wrestle

Jack-Jack
We'll Always Love Peanut Butter and Jelly
By The Butterflies

When we were little we used to wear diapers.
We watched Thomas and played with sea
animals and dinosaurs

We used to cry Wah! And spit up.
When our mommas dropped us off at ECDC
we used to cry.

When we were little we sucked out thumbs
and had pacis.
We used a potty seat so we didn’t fall into
the potty.

We ate mush cereal
And drank out of sippy cups and baby bottles.

Now we are old enough to wear underwear instead of

We have serious toys like B
We like to run and play games
outside time.

Now we play with Pokemon
and put Bakugan into balls.

We can eat hard candy and
and strawberries and peanuts

Now we go to school.
We can read books.

We do research and write books.
We grow sunflowers.
Now we can swim in the deep end
Of the pool.

One day when we grow up we will fly in the sky
We'll stay up late watching scary movies.

We'll be policemen or animal doctors
or sell floorboards and rugs like my dad.

We'll go outside by ourselves
and drive electric cars.

One day we'll invent things
One day we'll help our kids grow up

We might lose some things as we go along, but
We'll always do cool new things

like math and popping wheelie
paper sculptures,
We'll always go on trips and
from them.

We'll always have our idea b
to figure things out and hatch

We'll always remember sad r
happy memories
—— like when my dog died

We'll always love writing and
and dads
and our brothers and sisters.

We will always love god and
And our families thank you God.
We will always love peanut b
evidence for criterion 2.A.06
Description of evidence for criterion 2.A.06

This document is an example of how teachers support individualized learning through representation of each child's work in anthology format.
Projects

As a demonstration program, we model respect for our teaching profession and research (Juszczewicz & White, in press). Each teacher also helps us understand the unique ways that children learn. We value, include, and integrate elements from different curricula, such as High Scope, Montessori, and Reggio Emilia. Teachers are also interested in and influenced by the Reggio philosophy. We strive to ensure that children work as the primary means for conducting our work.

We feel a responsibility as leaders in the Lowcountry early childhood field to support, document, articulate, and disseminate our research and teaching practices. Children in our program acquire the concepts and skills described in Early Learning Standards (pdf). Therefore, one of our ongoing activities includes exploring the use of digital media to document children's learning process at ECDC and to provide up-to-date information about curriculum activities by sharing our project documentation (pdf) and publications (page for links to publications).

Documentations
- The Snake Encounter & The Twenty-Four Foot Python (pdf)
- The Dinosaur Project
- The Crystal Stick of Egypt
- The Big and Scary Pumpkin (pdf)
- The Caves at ECDC (pdf)
- Celebrating Folk Arts (pdf)
- Culture Study (pdf)
- Seashell Books (Two Year Old Class)
- Very Hungry Caterpillar (pdf)
Description of evidence for criterion 2.A.06

Examples of project work and child-published books are posted within the center and on the 'project' page of our website. Viewing these documentations clearly indicates how this approach is responsive to individual abilities, interests, and teacher decision-making.
History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature¹ and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment², all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

Mission

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.


² Fiene, R. (2002). *13 Indicators of Quality Child Care: Research Update.* Presentation to Office of the Assistant Secretary for Planning and Evaluation and Health Resources and Services Administration/ Maternal and Child Health Bureau, U.S. Department of Health and Human Services
• Quality care and early education for children ages two through five from the College and neighboring community.
• An active model of child advocacy in the Charleston community.

Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."

Goals:

By providing a demonstration program committed to excellence, children:

• Explore & develop their interests and abilities.
• Develop self-direction as learners and citizens.
• Understand and practice tolerance and respect for others.
• Are fully included in all dimensions of our program.

By providing a supportive environment and resources, parents:

• Feel accepted and welcomed
• Express confidence that their children are being well cared for and nurtured.
• Engage as partners and advocates for high quality early childhood education

As an integral part of the School of Education, Health, and Human Performance, we:

• Support the academic goals of faculty and students across campus.
• Enhance the development of student employees' professional skills and dispositions.
• Add to the knowledge base about early childhood education and child development

Keeping these goals in focus is an ongoing process that we use multiple means to assess.

Philosophy

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become lifelong self-directed learners and citizens. We believe that in an
increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

Curriculum Framework

The College’s support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009) and reflective of current research literature on early childhood.

3 Swiss psychologist Jean Piaget’s body of work described the theory of cognitive development, a process whereby children progress through a series of four idiosyncratically distinct developmental stages. As they process experiences, they actively construct ideas and schema about the world through a process known as constructivism. Piaget’s theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process, and Lawrence Kohlberg, who applied this theory to moral development.

education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages responsible eclecticism (Jaruszewicz, 2005) and supports our teachers’ roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in ongoing dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children’s individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

Curriculum Influences

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing (Reggio Emilia; Montessori; Waldorf).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child’s independence and sense of responsibility (High Scope; Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions (Creative Curriculum; High Scope).
- Topical investigations are selected, planned, and guided by children’s individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; Project Approach).
- Arts are infused into the curriculum in many ways (Waldorf)
- Curriculum activities extend learning to the out of doors (Waldkindergarten).
- Our teachers conduct meaningful, integrated literacy activities that include a focus on Writing and Reading Workshops (Lucy Calkins, Columbia University). We work closely with SOEHP literacy professors (Drs. Mary Blake, Margaret Hagood, and Emily Skinner) and Carol Ann Davis, English Department.
- Block-building is a highly valued activity as a foundation for building science and mathematical thinking (Bank Street)

Curriculum Goals

- Provide children opportunities to explore and extend their interests and abilities
- Help children acquire skills and dispositions they will need to become lifelong, self-directed learners
- Teach children to understand and practice tolerance and respect for others as unique and interesting human beings

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Standards & Objectives

ECDC uses the *South Carolina Early Learning Standards* (2008) for children 3-5 and has adapted the current draft of the *SC Guidelines for Infants and Toddlers* as our program objectives for curriculum and assessment of growth and development. These standards address *Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics*.

Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

Ecological Responsibility: As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

Social Studies: Children's awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

Language Arts & Emergent Literacy: Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.

Physical Development: Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.

Creative Arts: Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials.
that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the "hundred languages of children." (Edwards, Gandini & Forman, 1993; 1998).

**Math:** Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real-life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

**Science:** Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

**Social/Emotional Competence:** The learning environment should encourage development of children’s positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others’ feelings, choices, and opinions.

**Health & Safety:** Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

**Technology:** Children should have access to technologies that provide them opportunities to use it in real-world ways. Technology should always support and never impede curiosity, meaningful communications, and engagement with the community. We use technology to support curriculum investigations, locate resources, communicate with others in useful and practical ways, and document learning.

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Curriculum Implementation

The Master Teachers at ECDC are expected to assume primary responsibility for implementation of the curriculum according to the following guidelines:

- Learning opportunities are planned to be consistent with and support the program goals as stated above and objectives, which are derived from the South Carolina Early Learning Standards.
- Experiences designed for children foster children's development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content.
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking.
- Strategies for documentation of children's learning are incorporated into curriculum planning and implementation.

Planning

Master Teachers are supported by their Graduate Assistants and Teaching Assistants and should include assistants in planning and implementing the curriculum. Ninety minutes daily is allotted for planning time. Curriculum plans are posted regularly and kept current. Written plans:

- Reflect the daily schedule of the classroom.
- Include at least two hours daily of outside play time.
- Include at least three hours daily of free choice time in well-planned learning centers and/or project work.
- Provide for individual, small group, and large group activities
- Include appropriate adaptations for children with special needs
- Identify materials, resources, activities, and strategies across the multiple domains.

Documentation

What is documentation?
Most people associate 'visual documentation' with the emergent curriculum used in Reggio Emilia Italian preschools and the Project Approach (Katz & Chard, 1997). Teachers use
media to create displays that 'tell the story' of children's work over extended periods of time. Displays typically include photographs and images, artifacts, children's transcribed comments or conversations, and written reflective teacher narratives. The Reggio documentations were originally created on large, flat panels, using cut/paste methods, but the advent and availability of digital media has considerably expanded format options to include interactive online and/or software applications such as PowerPoint, PhotoStory, wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages” traveling documentation exhibits of Reggio children's project work. At ECDC you will see that we experiment with different kinds of visual presentations in our classrooms and hallways, and online at our website: http://blogs.cofc.edu/ecdc/.

Why do we do it?
We have realized over time that while simple labels for displays of children's work are useful, more detailed documentation helps us reflect more deeply on the relationships between teaching and learning. Visual documentations also provide valuable information that can be used for assessment purposes as we consider and provide evidence of how we are meeting learning and developmental standards and expectations for both groups and individual children.

What are the benefits for children?
When teachers thoughtfully and accurately represent children's work at multiple periods of time over the course of a project or topical inquiry, children benefit from the ability to 'revisit' earlier stages in their thinking process, which promotes higher level thinking, metacognition, and reflection. Learning expands to become a visual dialogue. Seeing their work and words represented affirms and validates children's ideas and questions, and their ongoing attempts to make sense of experiences.

What is the teachers' role?
The teacher's role is much like that of an action researcher: asking questions about a project at various stages, determining appropriate means for, collecting, and analyzing “data,” and drawing conclusions about what a project represents. While an investigation is underway, teachers identify key moments, stages, or changes in children's thinking over time as a project emerges, engage in study and inquiry experiences (facilitated by teachers), and create concrete representations of their learning. Teachers typically collect photos or videos of children in discussion and at work, audio recordings of conversations for later review and transcription, and samples of work both finished and in-progress. Teachers also reflect with the children and other teachers about the work. Visual documentations can be constructed and shared while a project is in progress, or as a cumulative reflection when a project ends.
Description of evidence for criterion 2.A.06

The ECDC curriculum narrative explains that our three major curriculum goals are general in nature, supportive of individulized and differentiated curriculum and consistent with the open-ended eclectic approach that grounds our work: 1. Provide children opportunities to explore and extend their interests and abilities 2. Help children acquire skills and dispositions they will need to become life-long, self-directed learners 3. Teach children to understand and practice tolerance and respect for others

ECDC_Assessment_Plan_Chart._Rev.8.25.15.doc

The Assessment Plan Chart displays the overall structure of how assessments are conducted and used to inform curriculum decision-making
2.D.: Areas of Development: Language Development

2.D.01: Children are provided with opportunities for language acquisition that
   a. align with the program philosophy,
   b. consider family perspectives, and
   c. consider community perspectives.

Language acquisition is a high priority at ECDC, especially since we usually have 5 or more languages represented among our children and their families. We place a heavy emphasis on conversation, dialogue, and modeling of proper grammar, syntax, vocabulary development, and the pragmatic applications of language. Parents of ESL children are invited and encouraged to participate in classroom activities and the development of literacy materials. As part of a university community that values linguistic diversity, we have access to many resources, and are fortunate to have many individuals who assist us in providing high quality literacy experiences for our children.

(a) Our program philosophy and curriculum emphasize emergent literacy as a critical aspect of early childhood education. We have an extensive collection of books, tapes, and storytelling materials in our library that are catalogued, expanded, and updated on a regular basis.
(b) This is an example of classroom level responsiveness to family perspectives: the picture depicts the "hello" song children sing every day in the 4/5K group (Butterflies). The song is sung in multiple languages represented across the families in our school; in this case, Japanese and Greek.

We own numerous children's books and have access to many others through our college juvenile and public library collections that reflect our local community values, culture, history, and traditions.
Spring 2008 Literacy Activity at the Miles Early Childhood Development Center
Young children have a natural desire to communicate – it is our job to support that interest and provide them with lots of opportunities to expand their experiences with literacies and foster motivation for reading, writing, listening, speaking, and viewing!
At ECDC:

- We take a holistic approach to emergent
- We see all its wonderful dimensions as
  inextricably intertwined
- We observe and document children’s growth
  within a broad spectrum of expectations and
  along a continuum that is predictable, but
  not rigidly dictated.

Here is some of what we are seeing
this time of year
2’s Class

The 2’s are doing lots of activities to connect with stories they love.

Manipulating teacher-made props encouraged interaction with story characters.
2’s Class

Inspired by the stories, *A Box Can Be Many Things*, and *Not a Box*, Adam uses little boxes to make prints.
2’s Class

“I can read by myself if I want to…..” Lisa knows already that connecting with literature is personal!
2’s Class

Reading *Little Cloud* and *It Looked Like Spilt Milk* led Julia to create cloud pictures that were so interesting, she couldn’t wait to talk about them!
Ellyse and Emmett are super-focused, working intently to help make a class alphabet book, tracing the letters in all their names.
3’s Class

In the 3’s we are beginning to study topics of interest, and books become an integral part of that process.

Right now they are interested in dinosaurs and fossils.
3’s Class

They are learning that books can answer questions and also generate them!

They are learning the difference between fiction and non-fiction. One of their favorites is, *What Happened to Patri Dinosaur?*
3’s Class

They spend lots of time now using props to act out their ideas as they retell favorite books to one another.
Representing their words accurately important. Our 3’s Graduate Assistant, Alyssa Port, makes sure she knows what Alyssa to say about her picture.
Children see how their words and ideas are valued when they are turned into books that become part of the classroom library.
4’s Class

In the 4’s, the kids are now deeply committed to research as an important means for finding out the answers to their hundreds of questions – they are obsessive ‘fact-checkers’
They are now taking a serious interest in the mechanics of language – really intrigued and motivated by the ‘mysteries’ of reading and writing – and by the books their kindergarten friends are producing.
They are acquiring and using many strategies both for decoding text in books they like, and generating letters and words to label the drawings for books they want to produce themselves.
4’s Class

They are starting to describe themselves as readers, writers, and authors. The teachers scaffold their learning as they are in many other places in their understanding of text.
Kindergarten

Our 5’s have their own classroom publishing company; this year it is called Butterfly Publishing, Inc.

It is in super-high gear at this time of the year! They are producing books almost faster than we can bind and laminate them!
Kindergarten

Their book rack is filled with many examples of both fiction and non-fiction, illustrated with wonderful drawings and photos on a wide range of topics drawn from their experiences and interests.
Kindergarten

Brainstorming, drafting, collaboration, sharing, reading, transcribing and editing, printing, binding go on all day long!
Kindergarten
They look forward to each new book that is published and celebrate each others' ideas and products. They will soon be going to the 3's rooms to be guest readers!
At ECDC, we believe the classroom should be a very satisfying place for everyone. We believe:

- Children see the value and meaning of literacy in their daily lives
- Children see that adults are invested in and place value on their work
- Children’s literacy development is allowed to emerge according to each child’s internal clock
- Literacy instruction is not viewed from a ‘one-size-fits-all’ perspective
- Children understand that reading and writing open a window on a big and interesting world
Description of evidence for criterion 2.D.01

This is a description of our approach to literacy and how it is consistent with our theoretical and philosophical beliefs. A copy of it is placed in each of the observation booths for parents and visitors to view.

*lang.diversity.email.pdf*

This email is an example of communications with our ESL families about supporting their linguistic traditions in the classrooms.
2.K: Curriculum Content Area for Cognitive Development: Health and Safety

2.K.04: Children have opportunities to practice safety procedures.

The campus Public Safety Department and college Fire Marshal conduct monthly fire drills, periodically with full equipment and annual storm/earthquake drills. We have ready access to safety officials for impromptu conversations and visits, etc. On site, children are encouraged to walk in the building and classrooms, use railings, be safe on playground equipment, etc. We use photos of the children in safety guidelines posted in and outside the building so children will make connections between the abstract concepts of "rules" and their personal safety. The 3’s and 4/5K classes make frequent walking trips around campus and downtown Charleston, where our campus is located, so they have many opportunities to practice safety on the sidewalks and streets. Recently we have worked on revising Lock-Down procedures and in 2015 are planning a full-scale drill of both on and off-site shelter-in-place.
Children on a walking field trip, who learn to walk hand-in-hand with a partner, hugging the inside of the sidewalk for safety.

In this photo, children in the 3's class are practicing helmet safety on the playground.
Teachers are quick to jump on opportunities to teach health and safety. For example, children in the Butterfly class set up a restaurant in the dramatic play center. The center director came and ‘inspected’ it for cleanliness (lab coat, clipboard with checklist). First inspection earned a C+; children worked on items noted on checklist and had a reinspection, when they earned an A-.  

2.K.04Practicing.Safety.pdf

Picture signs on the playground include photos of the children practicing safety
3: Teaching
a. Teachers use varied tools and means to assess and document challenging behaviors (reported & documented in Standards 1.E.01 and 1.E.02, class logs, home/school communication forms, tracking/monitoring forms). b. Teachers and parents conference formally twice per year and informally as needed (documented in 1.E.01 & 1.E.02). Informal individualized plans are developed such as identifying a specific short-term goal or coordinating strategies to be used at home and at school. Referral is made to the local Child Find network (or private providers if parents prefer) if resolution does not occur and/or there is reason to believe the child's behavior may present unusual or potential long-term challenges. In those cases, an IEP is developed and ECDC works with itinerant support and/or the consulting team to implement. c. Positive behavior supports are used such as: framing expectations in terms that express the desired behavior (e.g. "I need you to..., you need to stop..., in our classroom, we...") and framing praise in specific terms (e.g., "I was very proud of you when I saw that you remembered to... "). While we predominantly use a constructivist approach to conflict resolution, we may also use behaviorist reinforcement strategies to encourage short-term improvements as part of a long-term plan if appropriate, such as extrinsic rewards (e.g., stickers for specified period of time). The reporting tool we use twice per year that is based on the SC Early Learning Standards includes four general indicators in the Social Emotional section that address behavior: SE1 - Children will demonstrate a positive sense of self. SE2 - Children will demonstrate self control, respect and responsibility. SE3 - Children express feelings and show concern for others. SE4 - Children will form healthy social relationships. The specific sub-indicators vary by age and can provide the basis for strategy selection (e.g., SE-3K-2.5 use simple conflict resolution techniques with adult modeling and facilitation) and/or beginning conversations with parents about emerging challenging behavior patterns.
### SC Early Learning Standards for 4 Year-olds

<table>
<thead>
<tr>
<th>Comments/Notes</th>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>APPROACHES TO LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL 1.</strong> Children engage in play as a means to develop their individual approaches to learning.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-1.1</strong> Show creativity and imagination using materials in representational play.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-1.2</strong> Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.</td>
<td></td>
</tr>
<tr>
<td><strong>AL 2.</strong> Children show curiosity, eagerness and satisfaction as a learner.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-2.1</strong> Show curiosity in an increasing variety of activities, tasks, and learning centers.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-2.2</strong> Demonstrate eagerness and interest as a learner by questioning and adding ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-2.3</strong> Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</td>
<td></td>
</tr>
<tr>
<td><strong>AL 3.</strong> Children demonstrate initiative, engagement, and persistence in learning.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-3.1</strong> Demonstrate growing initiative in selecting and carrying out activities.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-3.2</strong> Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-3.3</strong> Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes).</td>
<td></td>
</tr>
<tr>
<td><strong>AL 4.</strong> Children demonstrate an increasing ability to envision a goal and to accomplish it.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.1</strong> Understand a task can be accomplished through several steps.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.2</strong> Demonstrate an increasing ability to organize actions and materials in the learning environment.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.3</strong> Demonstrate an increasing ability to follow through with tasks and activities.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.4</strong> Try to solve problems encountered in play.</td>
<td></td>
</tr>
<tr>
<td><strong>AL 5.</strong> Children extend their learning through the use of memory, reasoning, and problem-solving skills.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.1</strong> Represent prior events and personal experiences in one or more ways.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.2</strong> Demonstrate increasing ability to use prior knowledge to understand new experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.3</strong> Reason about events, relationships, or problems.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.4</strong> Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

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### SOCIAL AND EMOTIONAL DEVELOPMENT

**SE1.** Children will demonstrate a positive sense of self.

- **SE-4K-1.1** Describe characteristics of self and others.
- **SE-4K-1.2** Demonstrate self direction by making choices among peers, activities and materials.
- **SE-4K-1.3** Demonstrate confidence by participating in most classroom activities.
- **SE-4K-1.4** Stand up for rights much of the time.
- **SE-4K-1.5** Respond respectfully to positive and negative feedback from adults most of the time.

**SE2.** Children will demonstrate self control, respect and responsibility.

- **SE-4K-2.1** Follow classroom rules and procedures with reminders.
- **SE-4K-2.2** Use classroom materials responsibly, most of the time.
- **SE-4K-2.3** Manage transitions positively when told what to expect.
- **SE-4K-2.4** Recognize effects of own behavior most of the time.
- **SE-4K-2.5** Demonstrate with adult guidance simple techniques to solve social problems.

**SE3.** Children express feelings and show concern for others.

- **SE-4K-3.1** Recognize own feelings and describe them some of the time.
- **SE-4K-3.2** Develop strategies to express strong emotion with adult help.
- **SE-4K-3.3** Express fears and concerns to familiar adults.
- **SE-4K-3.4** Show awareness and respond to feelings of others with adult guidance and support.

**SE4.** Children will form healthy social relationships.

- **SE-4K-4.1** Display emerging social skills of trying to take turns and talk with others during play.
- **SE-4K-4.2** Develop friendship with one or two preferred children.
- **SE-4K-4.3** Demonstrate strategies to join play group with adult support.
- **SE-4K-4.4** Participate in group life of class.
- **SE-4K-4.5** Interact easily with familiar adults by engaging in conversations, responding to questions and following directions.

### LANGUAGE AND LITERACY

**READING:** I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.

- **ELA-4K-1.1** Make relevant comments or appropriate responses to story events or characters.

---

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<table>
<thead>
<tr>
<th>ELA-4K-1.2</th>
<th>Distinguish between descriptions of story events and spoken words of characters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-4K-1.3</td>
<td>Respond to elements of colorful language in stories and poetry.</td>
</tr>
<tr>
<td>ELA-4K-1.4</td>
<td>Retell one or two events from a story read aloud.</td>
</tr>
<tr>
<td>ELA-4K-1.5</td>
<td>Begin to identify significant words from text read aloud.</td>
</tr>
<tr>
<td>ELA-4K-1.6</td>
<td>Recall some details in stories read aloud.</td>
</tr>
<tr>
<td>ELA-4K-1.7</td>
<td>Incorporate favorite parts of literary texts into play activities.</td>
</tr>
<tr>
<td>ELA-4K-1.8</td>
<td>Explore books independently.</td>
</tr>
<tr>
<td>ELA-4K-1.9</td>
<td>Begin to distinguish between real and make-believe in stories read aloud.</td>
</tr>
</tbody>
</table>

**READING:** II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats.

<table>
<thead>
<tr>
<th>ELA-4K-2.1</th>
<th>Show interest in informational texts about familiar objects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-4K-2.2</td>
<td>Begin asking “how and why” questions when looking at texts.</td>
</tr>
<tr>
<td>ELA-4K-2.3</td>
<td>Relate information from texts to personal experience.</td>
</tr>
<tr>
<td>ELA-4K-2.4</td>
<td>Incorporate information from informational texts into play activities.</td>
</tr>
<tr>
<td>ELA-4K-2.5</td>
<td>Seek information by looking at texts, signs and photographs in the classroom.</td>
</tr>
<tr>
<td>ELA-4K-2.6</td>
<td>Identify familiar environmental print.</td>
</tr>
<tr>
<td>ELA-4K-2.7</td>
<td>Begin to understand graphic information which he/she has participated in creating.</td>
</tr>
<tr>
<td>ELA-4K-2.8</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-4K-2.9</td>
<td>Begin to ask questions about the causes of events they observe or hear about in books.</td>
</tr>
</tbody>
</table>

**READING:** III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies.

<table>
<thead>
<tr>
<th>ELA-4K-3.1</th>
<th>Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-4K-3.2</td>
<td>Create a different form of a familiar word by adding “-ed” ending to show past action.</td>
</tr>
<tr>
<td>ELA-4K-3.3</td>
<td>Display curiosity and interest in learning new words.</td>
</tr>
<tr>
<td>ELA-4K-3.4</td>
<td>Begin understanding how print is used to bring meaning.</td>
</tr>
<tr>
<td>ELA-4K-3.5</td>
<td>Participate in choral speaking of poems, songs, and stories with repeated patterns.</td>
</tr>
<tr>
<td>ELA-4K-3.6</td>
<td>Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.</td>
</tr>
<tr>
<td>ELA-4K-3.7</td>
<td>Use word beginnings and endings as language play or comprehension clue.</td>
</tr>
<tr>
<td>ELA-4K-3.8</td>
<td>Begin identifying some letter sounds and matching them to letters</td>
</tr>
<tr>
<td>ELA-4K-3.9</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>
### SC Early Learning Standards for 4 Year Olds  

<table>
<thead>
<tr>
<th>ELA-4K-3.10</th>
<th>Identify several letters and their general order in the alphabet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-4K-3.11</td>
<td>Recognize rhyming words with adult modeling.</td>
</tr>
<tr>
<td>ELA-4K-3.12</td>
<td>Begin to recognize similarities in sounds at the beginning and ending of words.</td>
</tr>
<tr>
<td>ELA-4K-3.13</td>
<td>Beginning to understand that letters can represent speech sounds.</td>
</tr>
<tr>
<td>ELA-4K-3.14</td>
<td>Create words by orally adding, deleting, or changing sounds in response to adult prompt.</td>
</tr>
<tr>
<td>ELA-4K-3.15</td>
<td>Make connections to prior knowledge, other texts, and the world in response to texts read aloud.</td>
</tr>
<tr>
<td>ELA-4K-3.16</td>
<td>Identify familiar environmental print such as business logos and traffic signs.</td>
</tr>
<tr>
<td>ELA-4K-3.17</td>
<td>Progress in understanding how books are viewed.</td>
</tr>
<tr>
<td>ELA-4K-3.18</td>
<td>Understand relationship between print and pictures on page.</td>
</tr>
<tr>
<td>ELA-4K-3.19</td>
<td>Begin recognizing some letters in words.</td>
</tr>
</tbody>
</table>

**WRITING: IV. Developing Written Communication:** Standard K-4. The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

<table>
<thead>
<tr>
<th>ELA-4K-4.1</th>
<th>Describe events of personal significance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-4K-4.2</td>
<td>Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.</td>
</tr>
<tr>
<td>ELA-4K-4.3</td>
<td>Creates a picture and labels it orally.</td>
</tr>
<tr>
<td>ELA-4K-4.4</td>
<td>Understands that each person in the class has a first and last name.</td>
</tr>
<tr>
<td>ELA-4K-4.5</td>
<td>Begin to understand the relationship between oral language and written language.</td>
</tr>
<tr>
<td>ELA-4K-4.6</td>
<td>Contribute to small group or whole class dictation activities</td>
</tr>
<tr>
<td>ELA-4K-4.7</td>
<td>Makes some upper case letters without regard to proportion or placement.</td>
</tr>
<tr>
<td>ELA-4K-4.8</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

**WRITING: V. Producing Written Communication in a Variety of Forms:** Standard K-5. The student will begin to write for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>ELA-4K-5.1</th>
<th>Combine some letters with pretend writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-4K-5.2</td>
<td>Use drawings, letters, or words to create narratives about people and things in their environment.</td>
</tr>
<tr>
<td>ELA-4K-5.3</td>
<td>Represent familiar people and experiences through art and language.</td>
</tr>
</tbody>
</table>

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SC Early Learning Standards for 4 Year Olds

| ELA-4K-5.4 | Contribute to small group or whole class stories, rhymes or poems. |
| RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to access and use information from a variety of sources. |
| ELA-4K-6.1 | Ask "how" and "why" questions about things in books and their environment. |
| ELA-4K-6.2 | Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest. |
| ELA-4K-6.3 | Classify objects and information by observable attributes into predetermined categories. |
| ELA-4K-6.4 | Complete a thought or idea when communicating with others. |
| ELA-4K-6.5 | Carry out simple directions and directives. |

**MATHEMATICS**

I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

| M-4K-1.1 | Use emergent mathematical knowledge as a problem-solving tool. |
| M-4K-1.2 | Generate conjectures based on personal experiences and simple reasoning. |
| M-4K-1.3 | Investigate solutions to simple problems. |
| M-4K-1.4 | Locate patterns in the environment. |
| M-4K-1.5 | Classify objects in their environment by color, shape, size or function. |
| M-4K-1.6 | Use appropriate vocabulary to communicate mathematical ideas. |
| M-4K-1.7 | Begin to show an awareness of numbers in the environment. |
| M-4K-1.8 | Integrate mathematical ideas into personal representations. |

II. Number and Operations: Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.

| M-4K-2.1 | Count orally forward to twenty and backward from three. |
| M-4K-2.2 | Show one-to-one correspondence through ten when counting real objects. |
| M-4K-2.3 | Compare sets of no more than ten objects using the terms "more than" or "same as". |
| M-4K-2.4 | Represent simple joining and separating situations through 4. |
| M-4K-2.5 | Not expected at this level. |

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### SC Early Learning Standards for 4 Year Olds

<table>
<thead>
<tr>
<th>M-4K-2.6</th>
<th>Not expected at this level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-2.7</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-4K-2.8</td>
<td>Identify the positions first through tenth using concrete objects.</td>
</tr>
</tbody>
</table>

**III. Algebra:** Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

<table>
<thead>
<tr>
<th>M-4K-3.1</th>
<th>Show awareness of growing patterns in their environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-3.2</td>
<td>Identify and copy a simple pattern.</td>
</tr>
<tr>
<td>M-4K-3.3</td>
<td>Recognize a simple pattern and extend.</td>
</tr>
<tr>
<td>M-4K-3.4</td>
<td>Sort and classify objects by one attribute (size, shape, or color).</td>
</tr>
</tbody>
</table>

**IV. Geometry:** Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

<table>
<thead>
<tr>
<th>M-4K-4.1</th>
<th>Identify two-dimensional shapes: circle, square, triangle and rectangle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-4.2</td>
<td>Represent simply two-dimensional geometric shapes.</td>
</tr>
<tr>
<td>M-4K-4.3</td>
<td>Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of).</td>
</tr>
<tr>
<td>M-4K-4.4</td>
<td>Matches left and right body parts to clothing or related items.</td>
</tr>
</tbody>
</table>

**V. Measurement:** Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

<table>
<thead>
<tr>
<th>M-4K-5.1</th>
<th>Shows awareness that money is used to buy things and that coins differ in value.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-5.2</td>
<td>Compare the lengths of two objects.</td>
</tr>
<tr>
<td>M-4K-5.3</td>
<td>Use nonstandard units of measure to compare everyday objects.</td>
</tr>
<tr>
<td>M-4K-5.4</td>
<td>Associate at least two measurement devices with their purposes.</td>
</tr>
<tr>
<td>M-4K-5.5</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-4K-5.6</td>
<td>Associate time concepts with a clock.</td>
</tr>
<tr>
<td>M-4K-5.7</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-4K-5.8</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

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VI. Data Analysis and Probability: Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpreting data.

<table>
<thead>
<tr>
<th>M-4K-6.1 Organize and represent data with real objects</th>
</tr>
</thead>
</table>

Physical Development

PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

<table>
<thead>
<tr>
<th>PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD-4K-1.2 Coordinate movements to perform more complex tasks.</td>
</tr>
</tbody>
</table>

PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control, and small object manipulation.

<table>
<thead>
<tr>
<th>PD-4K-2.1 Use strength and control to perform more complex tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD-4K-2.2 Use hand-eye coordination to perform more complex tasks.</td>
</tr>
<tr>
<td>PD-4K-2.3 Show beginning control of drawing and writing tools.</td>
</tr>
</tbody>
</table>

PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.

<table>
<thead>
<tr>
<th>PD-4K-3.1 Perform some self-care tasks independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD-4K-3.2 Follow basic health rules most of the time.</td>
</tr>
<tr>
<td>PD-4K-3.3 Follow basic safety rules most of the time.</td>
</tr>
<tr>
<td>PD-4K-3.4 Demonstrate adequate stamina and strength for program activities.</td>
</tr>
</tbody>
</table>

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Description of evidence for criterion 3.B.12

We use the SC Early Learning Standards (this is the version for four year olds) as program outcomes; the section on Social & Emotional growth contains benchmark indicators for behavior.
Programs for Students with Disabilities

STUDENT NAME: [Redacted] DATE OF MEETING: 4/16/10

Section C - ACTIONS TAKEN: (Summary from Meeting minutes)
As a result of this IEP/Staffing meeting, we have made the following determinations: (check all that apply)
☐ We have determined the student is eligible or ineligible for special education and related services. (Requires a P-1)
☐ We have completed a Reevaluation Review Plan. (Requires a Parcon 14)
☐ We have proposed a change in disability. (Requires a P-1)
☐ We have conducted an initial IEP/Annual Review and have developed a new IEP in EXCENT. (Requires an MC-1)
☐ We find the current IEP to be appropriate and have made no changes.
☐ We have revised the current IEP in the following areas and all changes must be made in EXCENT.
    □ Section I                      □ Section IV                      □ Section VII
    □ Section II                     □ Section V                      □ Section VIII
    □ Section III                    □ Section VI                      □ Section IX
    □ Other:

Section D - PRIOR WRITTEN NOTICE DETERMINATION: (These questions must be completed at all meetings)

1. As a result of the IEP/Staffing meeting, did the IEP/Staffing Team propose or refuse to begin or change the student's:
   ▶ evaluation (initial evaluation, reevaluation, additional evaluation, independent evaluation);
       □ Yes   □ No
   ▶ identification (eligibility);
       □ Yes   □ No
   ▶ placement (including location); or
       □ Yes   □ No
   ▶ FAPE (IEP issues and procedural safeguards) (Note: Changes made to Sections II & IV of the
       IEP do not necessarily constitute a change to FAPE).
       □ Yes   □ No

If YES, Prior Written Notice must be provided. Proceed to Item 2. If NO, skip Item 2 and proceed to 3.

2. □ The school district/agency proposes to initiate or change the areas as described below.
   ☐ The school district/agency refuses to initiate or change the areas as described below.

The following prior written notice will contain the following on each relevant issue:

1. A description of the action proposed or refused relative to identification, evaluation/reevaluation, educational
   placement, or provision of a free appropriate public education (FAPE) by the school district/agency.
2. An explanation of why the school district/agency proposes or refuses to take this action.
3. A description of any options the school district/agency considered and the reasons why those options were
   rejected.
4. A description of each evaluation procedure, test, record, or report the school district/agency used/will use as
   a basis for the proposed or refused action.
5. A description of any other factors that are relevant to the school district/agency's proposal or refusal.

Issue: Propose to continue special education services for [Redacted] for the 2010-2011 school year based upon global delays
as determined by teacher and therapists observations and IEPS. No other options were considered at this time. Parent
input is relevant to this proposal.
Description of evidence for criterion 3.B.12

This IEP cover sheet documents a team approach to working with families and specialists.
COLLEGE of
CHARLESTON

N.E. MILES
EARLY CHILDHOOD
DEVELOPMENT CENTER

New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CoC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center

Eff. Date 8.24.10
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**APPENDIX**  
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H. Blood Borne Pathogens Exposure Control Plan
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Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHH), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC’s three-part mission is to provide:
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community.
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

Eff. Date 8.24.10
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:
- identify and support children's interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinner.cofc.edu/~child/?referrer=webcluster&](http://spinner.cofc.edu/~child/?referrer=webcluster&)

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

1.2 Staff Position Descriptions

*Program Director:* This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:
- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHP, the College, and the early childhood community.

*Administrative Assistant:* The AA position is a 30 hour per week, temporary contract that is renewed annually.

Eff. Date 8.24.10
Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHI meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

Eff. Date 8.24.10
ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:
- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CofC/SEHHP/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:
- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties
- Monitoring of rest times and child behavior
- Assisting with completion of daily reports as needed
- Maintaining daily communication with the master teacher via the classroom log
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoF/SEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoF/C Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/ input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoF/C Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoF, SOEHHP)
All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to CoF Code of Conduct (Appendix B) and the CoF Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHP Teacher Dispositions:
- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by

• Master Teachers
• Program Director
• Administrative Assistant
• Authorized representatives of the state DSS licensing agency
• Authorized representative from the NAEYC accreditation team
• Health officials with specific authorization from parents
• The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAECY accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.

Eff. Date 8.24.10
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoFC policies for record retention, destruction, and archiving.
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:

1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/fobyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
- Inviting all staff to all program events
- Providing additional opportunities for hours whenever possible
- Acknowledging personal achievements and events of our staff, children, and families
- Finals week ‘survival kits’
- Staff photo display
- Program blog news items
- Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
- Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
- Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During relicensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit.

- Knows and can state an accurate head count of children and teaching staff present
- Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
- Is following hygiene procedures for hand-washing and sanitation
- Can readily locate emergency evacuation diagrams and information
- Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
- Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements

Eff. Date 8.24.10
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2 Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has a new annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures
6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized coded according to the NAECYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAECYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAECYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

Eff. Date 8.24.10
Group/Maximum Size | 2's | 3's | 4/5K  
---|---|---|---
DSS | 1:7 | 1:11 | 1:16  
NAEYC | 1:6 | 1:8 | 1:10  
(12) | (16) | (20)  
ECDC Classroom/Playground | 1:4 | 1:8 | 1:8 (24)  
(12) | (16) |  
ECDC Nap/rest time | 1:6 | 1:8 | 1:8  
ECDC Field Trips | 1:2 | 1:4 | 1:4  

In addition to hours student assistants are scheduled, they are expected to be "on call" for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

6.3 Payroll procedures
All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets. Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

6.4 Leave, sick days, and breaks/planning time: The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606  
**Admin Assistant:** 843.953.5631  
**2's/3's Office:** 843.953.5607  
**4's/5's Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.cofo.edu/~child/cdcd/curriculum.html](http://spinner.cofo.edu/~child/cdcd/curriculum.html): Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:

(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.
Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom
Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

**Food preparation:**
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoons, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

**Serving:**
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply ‘one size fits all’ rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.
10.2 Children with Special Needs
ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/ISFP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:
- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques
At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix I), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. Violation of this policy is grounds for immediate dismissal. If/when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures
All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 3.B.12

(c) Our New Staff Orientation Handbook (sections 10 & 11) describe accepted and recommended strategies for development of positive behaviors)
SARAH & BECKY SOLVE A PROBLEM
THE PROBLEM

- Sarah found a small black, volcanic-looking rock on the playground that was very interesting. She loves science and loves to collect interesting natural things and she thought this was exceptionally ‘cool.’
- She showed it to her good friend Becky, who also likes rocks, so she (impulsively) gave it to her.
- But then Sarah had second thoughts....
- When she asked for it back however, Becky said “No way, I wanted to keep it.”

The Infamous Rock
Patrick (the TA) intervened and after the girls described the problem, he initially posed a potential solution: find another rock together and we would keep searching until we found one that Becky liked. Becky did not like that idea.

Then he asked the girls to think of problem-solving strategies, and 3 more ideas were floated:

- Find a new rock, but neither of them wanted to give up their rock;
- Split the rock in half, but (Patrick) said that it may be too hard to cut such a rock in equal portions;
- Keep the rock in the classroom for everyone to share, but neither of them wanted to give up ownership.
The girls argued back and forth and realized they wouldn’t be able to come to an agreement about what to do. (The only way they came was to take turns taking the rock home at night.)

Tears were flowing!!

They talked with Miss Jane, and decided to come to see and talk about it.

Becky said when you give something away, it wasn’t fair to ask for it back.

Sarah said they had discussed several alternate solutions, but none were acceptable to both of them and she thought it wasn’t fair either.

Miss Jane said that a ‘satisfying’ solution did not mean that everyone had to be 100% happy.

Dr. J. suggested some problems need more time to solve, that this might be a good problem to ‘sleep on.’
WE HAVE STOPPED CRYING BUT ARE NOT HAPPY AND THE PROBLEM REMAINS TO BE SOLVED.

The girls decided on a secure spot in Dr. J’s office to keep the rock till the next day. They agreed they would think hard overnight on a solution to the problem.
Sarah and Becky try several times in the morning, to talk with Miss Jane or Miss Mary to discuss their problems, but it’s not a good morning at ECDC! The teachers have some immediate problems that need attention. They talk with the girls about ‘priorities’ and they understand.

Sarah and Becky were very patient, and finally, just before lunchtime, they came with Miss Jane to see Dr. J. and announce a possible solution to their problem.

Sarah brought 3 things she had made at home that she thought Becky might like to trade for the rock, and just to make sure, made something extra-specially new that she thought Becky would like.

Becky really liked all of them and said she would take any of them for the rock. Sarah said she could have them...
ITEMS FOR TRADE

Sarah: “I did some really hard math problems because Becky likes math!”

Becky: “This is so cool because it has glow-in-the dark paint!! Can we go in the bathroom to see it glow?”

Becky: “Sarah is my really, really good friend, because this is really beautiful”

Sarah brought a wide variety of items to trade hoping that at least one would fit.
FINAL AGREEMENTS

- Becky asked if she could hold the rock one last time....
- Dr. J. and Miss Jane commented on the obvious value of the rock to Sarah, given what she was willing to trade for it.
- Becky said she was very, very happy that Sarah still wanted to be friends.
- Sarah asked to keep the big, see-through envelope she had brought the trade items in.
- A blue see-through envelope was then found for Becky.
- Becky then offered it to Sarah because it had a special pocket that she could put the rock in.
- Sarah was happy to accept.
THE PROBLEM IS SOLVED
TEACHER REFLECTIONS

It is important to:

- Identify exactly what the problem is, as often there is an underlying issue that is being masked by the incident.
- Give the children as much ownership over the process as they can developmentally handle.
- Give enough time to the process.
- Restate the children’s words as needed so everyone understands.
- Determine ahead of time that the grown-ups will accept the children’s solution, as it is often something the adults did not predict.
Description of evidence for criterion 3.B.12

This documentation is shared with new staff as part of their orientation workshop on guidance; it provides a great example of using constructivist strategies to help children learn how to solve conflicts through negotiation and compromise.

3.B.12.email.trail.behavior.pdf

This example from a school/home communications trail documents ongoing efforts to develop insights about child behaviors.

Gentle_Discipline.pdf

This workshop outline provides new staff with a basic understanding of the approach we use for general behavior guidance as well as strategies for particularly challenging behaviors.
3.C.: Supervising Children

3.C.02: Teaching staff supervise infants and toddlers/twos by sight and sound at all times. (This is a required criterion.)

We do not have infants, but we do have a two year old classroom of 12 children aged 24-36 months (by September 1). We maintain a 1:4 adult/child ratio during all times when children are awake, with no more than a 1:6 ratio during nap only, once all children are 28 months old. This supervision requirement is strictly adhered to, both indoors and outside. The room has an 'ell' where the diapering station is located, but in the event a teacher is diapering a child, with her back to the rest of the room, the other two adults are still available to supervise the children by sight/sound. Furniture is arranged so that there are no physical barriers that would prevent supervision. A teacher also accompanies children into the child restroom that is located as a pass-through between the twos and threes. In addition, all four of our classroom spaces have one-way glass observation booths with audio, so the classroom can be observed at any time to ensure supervision practices are being followed. We cover this requirement thoroughly in our staff orientation. SC DSS licensing regulation 114-504 (2) requires toddler supervision by sight and proximity.

This is the inside of the observation booth for the two-year old classroom, which has one-way glass (inside is a mirrored surface) and audio, which enables viewing the classroom at any time to ensure adherence to program policies & procedures.

ECDCPP_eff.7.1.15.docx

Sections 3.3 & 3.4 of ECDC Policies & Procedures explain supervision in detail.
3.C.03:

a. When infants and toddlers/twos are sleeping, mirrors, video, or sound monitors may be used to augment supervision in sleeping areas, but such monitors may not be relied on in lieu of direct visual and auditory supervision.

b. Sides of cribs are checked to ensure that they are up and locked.

c. Teachers, assistant teachers, or teacher aides are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

While we do have one-way glass observation booths for all our classroom spaces, these are reserved for college observers or other visitors during AM & PM observation hours, parents (at any time), and supervisors (lead teachers & director at any time). On-duty teachers and teacher assistants supervise children only from inside the classroom or when they are outdoors. Teacher assistants (undergraduate & graduate student workers) supervising rest time are expected to sit on the floor with them and soothe, read, rub backs, etc. until all are sleeping, when they may sit at the tables and do schoolwork, but must remain in the room.

Sections 3.4 of ECDC Policies & Procedures describe nap supervision in detail.

3.C.04: Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping). (This is a required criterion.)

All children are supervised by sight and sound except kindergarten, who may be supervised for short intervals only by sound, such as going out into the hallway to get/return something to their cubby, use restroom, etc. Program Policies/Procedures fully describe supervision practices and New Staff Orientation materials are developed to be consistent with these requirements, as well as visual reminders such as playground equipment signs. In addition, since we have observation booths for each of our classroom areas, we try to arrange furniture in the classroom so that views from the booth are unobstructed and supervision practices may be monitored if/when needed.
Zone 1: Large Climber
Gross Motor

Safety Guidelines:

- Spotter *always* needed in area of pole & rope ladder to assist children
- Pay attention to all children on climber and make sure they:
  - Only go up one step at a time
  - Never go down headfirst
  - Keep hands & feet inside of totem pole

Suggested Activities:

- Help children try different ways of sliding
- Bring props outside to climber for dramatic play
Zone 1: Clean-up Routine

- Always involve children in clean-up routines!
- At end of playtime, put toys in “Butterfly” storage tub
- Stack interlocking blocks up against the brick wall
Playground Supervision Guidelines

- Minimum of one adult per open zone
- Maintain classroom ratios at all times
- Rotate supervision responsibilities
- Active supervisor(s) moving & interacting with children
- “Float” children needed in room, monitor, water cooler
- Always operate head

1/2/12 N.E. Miles ECDC at the

Do not send children into building without an -
Zone 2: Village & Trike Park

Safety Guidelines:

- One-way trike/wagon traffic!!!
- No tail-gating!!
- Hands on wagon rails at all times
- Trikes on the sidewalk
- Pedestrians in the play area path
- No trikes in internal area allow

Suggested Activities
Zone 2: Clean-up Routine

- Park trikes up against building
- Park wagons one in front of each player
- Sweep off trike path as needed
- Return dramatic play props to classroom
- Roll up hose if used
- Empty, clean/sanitize water jugs

1/2/12
Heat Monitoring & Water Stations

- Check outside thermometer frequently and close play area if hotter than 90 degrees
- Close any metal equipment hot to touch
- Only play in shady areas on hot days

- Bring water cooler & disposable cups outside on warm days
- Set up water station in area where children are playing.

N.E. Miles ECDC at the...
Zone 3: Swings, Small Climbers & Sand

Safety Guidelines:

- 3 Child limit on each tire swing
- Children hold chain with 2 hands & keep feet down
- Limit swinging to adult waist-high
- Sand toys & sand stay in sand box
- Support climbers CLO
- No more than 1 child per tire or ferries
- No entry on handrails

Suggested Activities:

1/2/12 N.E. Miles ECDC at the
Helping smaller children
Zone 3: Clean-up Routine

- PUT ALL SAND TOYS IN SANDBOX
- Unroll sand cover & snap down
- Report/discard any cracked大胆
- Store playground balls in designated storage
- Pick up any trash & dispose
Description of evidence for criterion 3.C.04

Visual reminders of supervision policies and procedures are posted on the playground.

ECDCPP_eff.7.1.15.docx
Sections 3.3 and 3.4 of ECDC Policies & Procedures describe supervision in detail.

3.C.05: Teaching staff allow kindergarten children who are doing tasks in a safe environment to be out of the teacher's sight and sound supervision for a short period of time (e.g., when taking the attendance report to the office). Teachers check on children if those children do not return promptly to the group or if the adult at a child's destination does not confirm the child's arrival.

Even though this criterion indicates kindergarten children may be out of teacher's sight and sound supervision, we require that except for unusual circumstances, all children in our program be supervised by both sight and sound, except for routines such as bathroom, retrieving/returning items from hallway cubbies, etc.

ECDCPP_eff.7.1.15.docx
Sections 3.3 and 3.4 of ECDC Policies/Procedures describe supervision practices in detail.

3.D.01: Teachers provide time daily for
   a. indoor and
   b. outdoor activities (except when conditions pose a health risk as defined by local health officials.)

Our program philosophy states our commitment to play, "Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience." Children at ECDC have free-choice center/play time indoors in both AM and PM. They play outside in the morning, before and after lunch, and in the mid-to-late afternoon. Because of our geographic location in South Carolina, children can play outdoors almost every day. We do have a licensing requirement that limits outside time when the temperature is above 90 degrees F. We have a large multi-purpose room for indoor gross motor play on inclement weather days, or for specifically scheduled activities such as yoga, physical education, etc. Our playground has several interest areas separated by physical features, including gardening areas that they are responsible for. The historic campus in which we are located is a designated arboretum, and our children frequently take walks to places they specifically enjoy on campus or in the neighborhood, such as the fish pond at the Stern Center garden, behind our student activity center. After our 2010 site visit, we made a conscious decision to work hard to improve our outdoor space. Subsequently, we became the first and currently the only program in our state certified as a "Nature Explore" outdoor classroom. We are committed to outdoor education as one of the means we achieve our program goals.
We use an outdoor thermometer (in the shade) to know when children need to come in on hot days (90 degrees or above).

*Sunflower_Daily_Schedule.docx*
Teachers balance scheduled inside and outside time during the day

*Seashell_schedule.docx*
Teachers balance scheduled inside and outside time during the day

*Posting_-2015-16_Butterfly_Daily_Schedule.doc*
Teachers balance inside and outside time during the day.

*N.E.Miles_ECDC_2015_NE_Recertification.pdf*
Our commitment to outdoor education is demonstrated in the annual updates we provide to re-certify as a "Nature Explore" classroom annually.

3.D.12: Adults
a. sit and eat with children and
b. engage them in conversation at snack and
c. meal times.

(This criterion is an Emerging Practice.)

We believe strongly in the value of informal conversation with and among children. Teachers always sit with children during these times. This is important as it allows for eye-level interactions, modeling use of pragmatic language, and development of social skills.

![Image of children and teachers eating together]

Staff pay particular attention at snack and mealtimes to listen to children and not dominate conversations.
3.F.:Making Learning Meaningful for All Children

3.F.03: Teachers and families work together to help children participate successfully in the early childhood setting when professional values and practices differ from family values and practices.

The keys to meeting this criterion in our opinion, are communication and mutual respect. Before and at enrollment, we seek information in various formats from our families so that teachers can understand our families' values and practices. We begin building community, communication, and a sense of belonging through pre-enrollment social events, conferences, and home visits. We often acquire additional materials and children's literature that reflects the values, structures, and traditions of our families. We encourage families to make use of the observation booths and bring questions about our curriculum or practices to our attention. We invite our parents' participation in classroom activities and mutual sharing. Our PTO group helps us survey parents about topics of interest so we can design information/discussion sessions to create shared understandings. Meeting this criteria cannot be accomplished by one particular action, and is ongoing as our families change and grow over time. We use the blog on our website to share interesting activities and use those opportunities to provide explanations or information about values and practices.

We try to provide families with many interactive opportunities to share their family values and practices. This picture shows one of our families working together to construct puppets they later used to share a favorite family "story" with the rest of the school at our annual Play Day event.
BITING IN THE TODDLER YEARS

Biting is very common among groups of young children, for all types of reasons. But whatever the reason for biting, most parents find it shocking and disturbing, and they want it to stop - quickly! Understanding why the young child bites is the first step in preventing biting as well as teaching the child alternatives to biting.

Most common reasons and solutions for biting

The Experimental Biter: It is not uncommon for an infant or toddler to explore their world, including people, by biting. Infants and toddlers place many items in their mouths to learn more about them. Teach the child that some things can be bitten, like toys and food, and some things cannot be bitten, like people and animals. Another example of the Experimental Biter is the toddler who wants to learn about cause and effect. This child is wondering, 'What will happen when I bite my friend or mommy?' Provide this child with many other opportunities to learn about cause and effect, with toys and activities.

The Teething Biter: Infants and toddlers experience a lot of discomfort when they’re teething. A natural response is to apply pressure to their gums by biting on things. It is not unusual for a teething child to bear down on a person’s shoulder or breast to relieve some of their teething pain. Provide appropriate items for the child to teeth on, like frozen bagels, teething biscuits, or teething rings.

The Social Biter: Many times an infant or toddler bites when they are trying to interact with another child. These young children have not yet developed the social skills to indicate 'Hi, I want to play with you.' So sometimes they approach a friend with a bite to say hello. Watch young children very closely to assist them in positive interactions with their friends.
The Frustrated Biter: Young children are often confronted with situations that are frustrating, like when a friend takes their toy or when daddy is unable to respond to their needs as quickly as they would like. These toddlers lack the social and emotional skills to cope with their feelings in an acceptable way. They also lack the language skills to communicate their feelings. At these times, it is not unusual for a toddler to attempt to deal with the frustration by biting whoever is nearby. Notice when a child is struggling with frustration and be ready to intervene. It is also important to provide words for the child, to help him learn how to express his feelings, like “That’s mine!” or “No! Don’t push me!”

The Threatened Biter: When some young children feel a sense of danger they respond by biting as a self-defense. For some children biting is a way to try to gain a sense of control over their lives, especially when they are feeling overwhelmed by their environment or events in their lives. Provide the toddler with nurturing support, to help him understand that he and his possessions are safe.

The Imitative Biter: Imitation is one of the many ways young children learn. So it is not unusual for a child to observe a friend bite, then try it out for herself. Offer the child many examples of loving, kind behavior. Never bite a child to demonstrate how it feels to be bitten.

The Attention-Seeking Biter: Children love attention, especially from adults. When parents give lots of attention for negative behavior, such as biting, children learn that biting is a good way to get attention. Provide lots of positive attention for young children each day. It is also important to minimize the negative attention to behaviors such as biting.

The Power Biter: Toddlers have a strong need for independence and control. Very often the response children get from biting helps to satisfy this need. Provide many opportunities for the toddler to make simple choices throughout the day. This will help the toddler feel the sense of control they need. It is also important to reinforce all the toddler’s attempts at positive social behavior each day.

As with almost all potentially harmful situations involving children, prevention is the key. Adults must be active observers of children to
prevent biting. In those times when close supervision doesn’t work, the adult must intervene as quickly and as calmly as possible.

**When intervening before the potential bite has occurred......**

- Talk for the child by offering words like, “I see that you wanted that toy!”
- Demonstrate patience and understanding for the frustration the child is experiencing.
- Offer solutions like, “We have another red truck right over here. Let’s go get it.”
- Demonstrate alternate ways of interacting and say something like, “She likes it when you rub her arm.” Try to stay focused on the positive behavior you want to see, without reminding the child of the negative behavior.

**When your child bites......**

- Comfort the child who was bitten.
- Cleanse the wound with mild soap and water. Provide an ice pack to reduce pain and swelling.
- Provide comfort for the wounded child by saying something like, “That really hurt! You don’t like it when your friend bites your arm!”
- Calmly approach the child who bit. Many times these children feel overwhelmed and afraid after they bite. They need comfort, too.
- Comfort the child who bit by saying something like, “You seem sad that your friend’s arm is hurt from the bite.”
- Help the child who bit to understand the hurt their friend is feeling by offering to let her talk with her friend. Say something like, “Would you like to see Sally now? You can tell her that you hope she feels better soon.” Older toddlers can learn a lot from being allowed to comfort their friend after a bite has occurred. The child who bit may want to see the injury. That’s okay if the injured child wants to show it. But do not force either child to have this interaction, unless both are willing.
- Reinforce the rule that we don’t hurt people. Help both children understand that your job is to keep everyone safe. Say, “I know you are angry. But I can’t let you bite people.”
- When the environment is calm again, remind the children what they can do to assert themselves, like say "No! That's mine!" or "Back away!" or if they are preverbal, teach them to 'growl like a tiger' to express themselves. The goal is to teach assertiveness and communication skills to both the child who bites and the child who gets bitten.

**NEVER HIT OR BITE A CHILD WHO HAS BITTEN THAT WILL TEACH THE CHILD THAT VIOLENCE IS OK.**

Young children need lots of practice to learn the fine art of interacting with their friends in a positive way. They need positive guidance and support from parents. When children gain maturity and experience, and become preschoolers (3+ years old), they will likely have developed more appropriate ways of interacting.

For more information contact your county health department.

Source: National Association for the Education of Young Children Biting in the Toddler Years is issued by the Oklahoma State Department of Health, as authorized by Jerry Regier, Acting Director. 10,000 copies were printed by Oklahoma Correctional Industries in November 2000 at a cost of $.0288 each. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.
Description of evidence for criterion 3.F.03

Some developmental milestones or characteristic behaviors present challenges to parents; we try to provide helpful information that represents how/why we use a particular approach to deal with these issues. This is an example of that kind of information.

HIF.Rev.2013.pdf

One of the reasons the Home Information Form is so important to us is that it provides a context for dialogue about family and program values and practices.
4: Assessment of Child Progress
4.A.:Creating An Assessment Plan

4.A.01:Programs conduct assessments as an integral part of the program. Programs use assessments to support children's learning, using a variety of methods such as observations, checklists, rating scales, and individually administered tests.

ECDC has used a portfolio-based assessment system for decades that relied on teacher anecdotal notes, teacher-made skills assessments and checklists, twice per year parent/teacher conferences, and occasional use of formal/standardized tests if requested by parents. This approach was classroom based, and could vary per individual teacher preferences; therefore description of our approach from a program standpoint was done using very general terms. Since we do not use a commercial curriculum product, and realized for our 2010 re-accreditation what the Standard 4 criteria would require as evidence, we spent nearly a year and a half in staff meetings collaborating about how to articulate our assessment approach in a manner that would be (a) inclusive, (b) culturally sensitive, (c) center-wide but flexible, (d) respectful of our time-tested methods, and (e) connected to our curriculum in concrete form. We continue to refine, revise, and implement the assessment system, making sure tools are authentic and appropriate for the developmental needs of our children.
they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others' feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routines. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Assessment

Our assessment system is grounded in the concept of developmentally appropriate authentic assessment (pdf) (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

Purposes:
- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child's development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for extended diagnostic evaluation
- Identify children's interests and needs
- Make appropriate instructional decisions and adaptations for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child's early childhood education

Procedures:
Primary methods include:
- Observation
- Anecdotal records
- Skills checklists
- Developmental screening (Ages & Stages Questionnaire)
- Family Surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal written communication
- Developmental Narratives

When warranted, additional formal and/or informal methods that may be used include:
- Running records
- Behavior checklists
- Time/event Sampling
- Video/audio recording
- Standardized testing

Timelines:
Assessment begins prior to the child's initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Master Teachers conduct formal parent/teacher conferences once each semester and maintain close, informal contact with families throughout the year. Assessment Timeline Chart (pdf).

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Communicating Assessment information:
Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed.


The N.E. Miles Early Childhood Development Center is a part of the School of Education, Health and Human Performance at the College of Charleston. Questions or Problems with the site should be referred to Candace Januszewicz or Heidi Benigni.
Description of evidence for criterion 4.A.01

Summarized information about our assessment plan is available in various formats; this example is a printout of one of the pages from our website.

ECDC_Assessment_Plan_Chart_Rev.8.25.15.doc

We provide complete information about our assessment plan to all our stakeholders and in our Policies and Procedures. This chart summarizes the plan in time-line form. It lists the types of assessment tools teachers use, how and when they are used, and how teachers use the results of assessments.
ECDC LEAD STAFF MEETING
9.9.15
1:30 ECDC Library

Attendees: CJ, CM, PG, MW, JH, SJ
Excused: 
Handouts: Goals Working Packet (distributed last week)
Assessment System Chart
Nutrition Program Packet Draft

Announcements: Accreditation workshop is this Friday 6-8 for student staff

AGENDA ITEMS

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<tr>
<th>Agenda Item:</th>
<th>CofC Goals &amp; ECDC Annual Goals</th>
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<tr>
<td>Discussion:</td>
<td>1. CofC goals/strategies</td>
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<td></td>
<td>2. ECDC goals for families, children, community</td>
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<tr>
<td></td>
<td>3. Discuss work-in-progress and possible add’l goals</td>
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<tr>
<td>Notes:</td>
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<td>Follow-up:</td>
<td>Approve for 2015-2016</td>
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<tr>
<th>Agenda Item:</th>
<th>Assessment System</th>
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<tr>
<td>Discussion:</td>
<td>1. Review, revise, &amp; approve as needed [before I start documenting in program folio]</td>
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<tr>
<td></td>
<td>2. Do we want to encourage use of Parent Observation Form?</td>
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<td></td>
<td>3. Revisit what goes in CAP folders</td>
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<tr>
<td>Notes:</td>
<td></td>
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<tr>
<td>Follow-up:</td>
<td>Approve for 2015-2016</td>
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<tr>
<th>Agenda Item:</th>
<th>Snack Menu</th>
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<tbody>
<tr>
<td>Discussion:</td>
<td>1. How is it going so far?</td>
</tr>
<tr>
<td></td>
<td>2. Which children will need snack #3 (over 8 hours here) &amp; what should we offer?</td>
</tr>
<tr>
<td></td>
<td>3. Review info packet draft (for parents) &amp; provide feedback</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
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<tr>
<td>Follow-up:</td>
<td>Incorporate recommendations &amp; publish</td>
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| Agenda Item: | |
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| Discussion: | |
| Notes:      | |
| Follow-up:  | |

| Agenda Item: | |
|-------------| |
| Discussion: | |
| Notes:      | |
| Follow-up:  | |
Description of evidence for criterion 4.A.01

The assessment system procedures, tools, and goals are reviewed and revised as needed at least annually, as this agenda from a beginning-of-the-year staff meeting shows.

4.A.02: The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. The plan also includes
- conditions under which children will be assessed,
- timelines associated with assessments that occur throughout the year,
- procedures to keep individual child records confidential,
- ways to involve families in planning and implementing assessments, and
- methods to effectively communicate assessment information to families.

Our written assessment plan includes and addresses all the 4.A.02 sub-criteria. Children are assessed at regular intervals (from pre-enrollment through exit), and specifically if there is reason to believe a referral may be needed or a problem or special need is emerging. We have an established timeline for ongoing assessment activities (see criterion 4.A.01 evidence). As part of a university, we subscribe to FERPA privacy and confidentiality rules and procedures and all staff and parents sign confidentiality agreements at hire or enrollment. Families are involved in various ways across our system, including completion of the ASQ screening tool and Home Information Form at initial enrollment, frequent informal communications with teachers and/or program director about child progress, formal parent/teacher conferences and assessment reports twice per year (or more frequently as needed or requested). The program has well established relationships with the community early interventions network and professionals and teachers work closely with the family and intervention team from initial referral to implementation of recommended strategies and further assessments to meet identified goals.
Teachers integrate assessment information into curriculum in various ways depending on age group, but typically things they do include (a) selecting and rotating of materials, (b) planning small group activities both as assessments and to address specific needs for individuals or small groups of children, (c) using and documenting a flexible and emergent approach to topical studies that allows incorporation of differing interests and abilities of individual children as identified. In this picture, new and more complex manipulatives have been added to the light table to accommodate children who are capable and interested in more intricate constructions.
they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others’ feelings, choices, and opinions.

**Health & Safety:** Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

**Assessment**

Our assessment system is grounded in the concept of **developmentally appropriate authentic assessment (pdf)** (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

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**Procedures:**

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- Observation
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- Skills checklists
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- Interest inventories
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**Timelines:**

Assessment begins prior to the child’s initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Master Teachers conduct formal parent/teacher conferences once each semester and maintain close, informal contact with families throughout the year. **Assessment Timeline Chart (pdf).**

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Description of evidence for criterion 4.A.02

We describe each of the five indicators for this sub-criterion on our webpage (and in our written Policies & Procedures, section 4).
### Assessment System

#### Table of Contents

1. Introduction  
2. Assessment Plan timeline  
3. Assessment Tools & Methods  
4. Data management & Confidentiality  
5. Reporting & Communicating results  
6. Appendix  
   a. NAEYC Standard 4  
   b. NAEYC/NAECS Joint Position Statement  
   c. BabyNet  
   d. Child Find  
   e. Private providers
Description of evidence for criterion 4.A.02
All of the documentation of our collaborative development process and current documentation of our assessment system is kept in a notebook.

ECDC_Assessment_Plan_Chart_Rev.8.25.15.doc

The Assessment Plan Timeline describes how the assessment system works over time. It is updated as needed and given to our parents at registration each year.

4.A.03: The program's written assessment plan includes the multiple purposes and uses of assessment including
   a. arranging for developmental screening and referral for diagnostic assessment when indicated,
   b. identifying children's interests and needs,
   c. describing the developmental progress and learning of children,
   d. improving curriculum and adapting teaching practices and the environment,
   e. planning program improvement, and
   f. communicating with families.

ECDC used the NAEYC criteria and sub-criteria to guide the writing of our assessment plan. These indicators are explicitly stated as the purposes and uses of assessment within our program.
Assessment System

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Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed.
Description of evidence for criterion 4.A.03

This short description of our Assessment System is used as a 'fact sheet' for parents; it includes the information requested in this indicator.
4.B.: Using Appropriate Assessment Methods

4.B.01: Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.

Our program philosophy is explicitly stated as grounded in respect for complex play and a social-constructivist perspective of learning and development. As a university-sponsored demonstration/laboratory program that primarily serves campus families, our director, master teachers, and some of our parents have extensive experience working with many other academics and community professionals to create, implement, use, refine, and document effective assessment systems and processes. Our program director was part of the team that developed our Unit Assessment system for their the initial School of Education 2004 NCATE (CAEP) accreditation. Our assessment methods are therefore authentic to our setting as part of the School of Education, Health, and Human Performance. The methods and tools we use seek information in various ways from our culturally diverse families and are carefully chosen or created to be consistent with this theoretical framework.
About the ASQ

This CD-ROM contains the Ages & Stages Questionnaires® (ASQ), 19 questionnaires developed to assist with the monitoring and identification of children with developmental delays from 4 months to 5 years of age. The Ages & Stages Questionnaires®, Second Edition, are designed to screen young children for developmental delays—that is, to identify those children who are in need of further evaluation and those who appear to be developing typically. The ASQ system represents a novel approach to screening because the questionnaires are designed to be completed by the parents or caregivers of young children, rather than by trained professionals. (For more information about the development and developers of the ASQ system, see The ASQ User’s Guide, Second Edition.)

THE ASQ USER’S GUIDE AND OTHER COMPONENTS

The ASQ User’s Guide is a companion to these questionnaires and contains necessary information for using the entire ASQ monitoring system. Procedures for planning a monitoring program, using and scoring the questionnaires, making referrals, and evaluating the monitoring program throughout implementation are included in the User’s Guide. A number of useful sample letters and forms are provided—in both English and Spanish—in the User’s Guide, which also chronicles the development of the ASQ products since 1979. The User’s Guide includes a compilation of the data and analyses conducted on the questionnaires. In particular, validity, sensitivity, specificity, and overreferral and underreferral rates are addressed. Several optional components are available. The Ages & Stages Questionnaires on a Home Visit is a videotape that describes using the ASQ questionnaires in the home environment with families. The videotape ASQ Scoring and Referral explains how to score and interpret ASQ questionnaire results. The ASQ CD-ROM, available in English or Spanish, contains all 19 of the ASQ questionnaires and scoring sheets, along with 200 intervention activities from The ASQ User’s Guide. The ASQ Manager software enables users to create a database for managing and tracking ASQ data for many children. The Ages & Stages Activities contains developmentally appropriate activities, divided by age range and ASQ domain, that parents can use with their children. (See Order Form for ordering information for the ASQ products.)

THE QUESTIONNAIRES

The Ages & Stages Questionnaires®, which are also available in Spanish, French, and Korean, are color coded for easy reference. They are intended to be duplicated in the course of service provision to families. [Please see the Licensing Agreement.] The questionnaires can be mailed to parents and completed in the home environment, posted on a password-protected web site, downloaded and completed by parents, completed with the assistance of a nurse or social worker on a home visit or during a telephone interview, completed by parents at a medical clinic prior to a well-child checkup, or completed by a child’s regular caregiver at a child care center.

Each questionnaire has a title page with an area containing a shaded drawing of a mother and child. When photocopying, a program logo or agency contact information may be placed in this shaded area so that it will appear on all duplicated questionnaires. If the questionnaires are to be used in mail-back format, the address of the program should be typed or stamped on the mail-back sheet, which is also included on this CD-ROM, for easy return by parents.
Description of evidence for criterion 4.B.01

We looked at every screening tool available and chose the ASQ as an intake assessment specifically because of its focus on family input, flexibility, and the opportunities it affords for teacher/parent communication. It is also completed at home; parents report they enjoy the interactions needed to complete the tool. Because it is done at home, the child is being assessed in familiar surroundings.
### Approaches to Learning

<table>
<thead>
<tr>
<th>Comments/Notes</th>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>AL 1.</strong> Children engage in play as a means to develop their individual approaches to learning.</td>
<td></td>
</tr>
<tr>
<td>AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.</td>
<td></td>
</tr>
<tr>
<td>AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn new skills</td>
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<tr>
<td><strong>AL 2.</strong> Children show curiosity, eagerness and satisfaction as a learner.</td>
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<tr>
<td>AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer.</td>
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<tr>
<td>AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe.</td>
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<tr>
<td>AL-3K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</td>
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</tr>
<tr>
<td><strong>AL 3.</strong> Children demonstrate initiative, engagement, and persistence in learning.</td>
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</tr>
<tr>
<td>AL-3K-3.1 Show initiative in selecting and creating activities.</td>
<td></td>
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<tr>
<td>AL-3K-3.2 Maintain interest in self selected activities and play.</td>
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</tr>
<tr>
<td>AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 - 10 minutes).</td>
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<tr>
<td><strong>AL 4.</strong> Children demonstrate an increasing ability to envision a goal and to accomplish it.</td>
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<tr>
<td>AL-3K-4.1 Understand how to accomplish a simple task.</td>
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<tr>
<td>AL-3K-4.2 Organize actions and materials needed for play in the learning environment.</td>
<td></td>
</tr>
<tr>
<td>AL-3K-4.3 Follow through in completing simple tasks and activities.</td>
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<tr>
<td>AL-3K-4.4 Seek help when encountering a problem in play.</td>
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<tr>
<td><strong>AL 5.</strong> Children extend their learning through the use of memory, reasoning, and problem-solving skills.</td>
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<tr>
<td>AL-3K-5.1 Talk about prior events and personal experiences.</td>
<td></td>
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<tr>
<td>AL-3K-5.2 Use prior knowledge to understand new experiences.</td>
<td></td>
</tr>
<tr>
<td>AL-3K-5.3 Seek explanations for events or personal relationships</td>
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<tr>
<td>AL-3K-5.4 Predict possible outcomes related to cause and effect.</td>
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CJ 5/4/2010
### SOCIAL AND EMOTIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th><strong>SE1.</strong> Children will demonstrate a positive sense of self.</th>
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</thead>
<tbody>
<tr>
<td>SE-3K-1.1 Describe themselves using several basic characteristics.</td>
</tr>
<tr>
<td>SE-3K-1.2 Demonstrate self direction by making simple choices among limited options.</td>
</tr>
<tr>
<td>SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.</td>
</tr>
<tr>
<td>SE-3K-1.4 Make known personal needs and desires.</td>
</tr>
<tr>
<td>SE-3K-1.5 Respond to positive and negative feedback from familiar adults.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>SE2.</strong> Children will demonstrate self control, respect and responsibility.</th>
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<tbody>
<tr>
<td>SE-3K-2.1 Follow a few simple classroom routines and rules.</td>
</tr>
<tr>
<td>SE-3K-2.2 Use classroom materials responsibly with modeling and guidance from adults.</td>
</tr>
<tr>
<td>SE-3K-2.3 Manage transitions positively when supported by an adult.</td>
</tr>
<tr>
<td>SE-3K-2.4 Become increasingly aware of behavior and its effects on others.</td>
</tr>
<tr>
<td>SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.</td>
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<tr>
<th><strong>SE3.</strong> Children express feelings and show concern for others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.</td>
</tr>
<tr>
<td>SE-3K-3.2 Calm self after strong emotion with adult help.</td>
</tr>
<tr>
<td>SE-3K-3.3 Seek adult help to manage fears and concerns.</td>
</tr>
<tr>
<td>SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SE4.</strong> Children will form healthy social relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.</td>
</tr>
<tr>
<td>SE-3K-4.2 Show an interest in having a friend</td>
</tr>
<tr>
<td>SE-3K-4.3 Accept adult help to join play group.</td>
</tr>
<tr>
<td>SE-3K-4.4 Show growing awareness of group life of class (sense of community)</td>
</tr>
<tr>
<td>SE-3K-4.5 Interact with familiar adults with varying degrees of comfort.</td>
</tr>
</tbody>
</table>

### LANGUAGE AND LITERACY

**READING:** I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend a variety of
<table>
<thead>
<tr>
<th>Literary texts in print and non-print formats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA-3K-1.1</strong> Listen to simple stories, songs and rhymes</td>
</tr>
<tr>
<td><strong>ELA-3K-1.2</strong> Anticipate spoken lines in songs and finger plays.</td>
</tr>
<tr>
<td><strong>ELA-3K-1.3</strong> Form sounds that imitate the natural sounds of an animal, action or object.</td>
</tr>
<tr>
<td><strong>ELA-3K-1.4</strong> Repeat words or actions from a favorite story read aloud.</td>
</tr>
<tr>
<td><strong>ELA-3K-1.5</strong> Use pictures and adult reader’s expression to experience mood and meaning of text</td>
</tr>
<tr>
<td><strong>ELA-3K-1.6</strong> Recall story details that have personal meaning.</td>
</tr>
<tr>
<td><strong>ELA-3K-1.7</strong> Imitate words or actions from favorite books read aloud.</td>
</tr>
<tr>
<td><strong>ELA-3K-1.8</strong> Explore books with an adult or another child.</td>
</tr>
<tr>
<td><strong>ELA-3K-1.9</strong> Pretend to be a family member, pet or familiar adult during play.</td>
</tr>
</tbody>
</table>

**Reading:** II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats

<table>
<thead>
<tr>
<th>ELA-3K-2.1</th>
<th>Explore realistic books and materials in classroom centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-2.2</td>
<td>Identify some familiar objects in informational texts.</td>
</tr>
<tr>
<td>ELA-3K-2.3</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-2.4</td>
<td>Identify real objects seen in informational texts.</td>
</tr>
<tr>
<td>ELA-3K-2.5</td>
<td>Look at classroom pictures and signs.</td>
</tr>
<tr>
<td>ELA-3K-2.6</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-2.7</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-2.8</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-4K-2.9</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

**Reading:** III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies

<table>
<thead>
<tr>
<th>ELA-3K-3.1</th>
<th>Rehearse vocabulary by identifying familiar objects pictured in books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-3.2</td>
<td>Comprehend changes in forms of familiar words.</td>
</tr>
<tr>
<td>ELA-3K-3.3</td>
<td>Begin pretending to read or role-play with dialogue.</td>
</tr>
<tr>
<td>ELA-3K-3.4</td>
<td>Begin recognizing familiar books by their covers or pictures.</td>
</tr>
<tr>
<td>ELA-3K-3.5</td>
<td>Begin joining in familiar nursery rhymes and songs.</td>
</tr>
</tbody>
</table>
ELA-3K-3.6 Use appropriate word order and intonation to ask a question or make a statement.

ELA-3K-3.7 Begin to use word beginnings and endings as language play or comprehension aid.

ELA-3K-3.8 Begin noticing and trying to match rhythm, volume, and pitch of adults' voice in songs, chants, and phrases.

ELA-3K-3.9 Not expected at this level.

ELA-3K-3.10 Recognize a few letters.

ELA-3K-3.11 Begin to recall and repeat familiar words and phrases.

ELA-3K-3.12 Not expected at this level.

ELA-3K-3.13 Not expected at this level.

ELA-3K-3.14 Not expected at this level.

ELA-3K-3.15 Begin connecting text read aloud with personal experiences.

ELA-3K-3.16 Begin recognizing at least one familiar logo or printed sign.

ELA-3K-3.17 Begin learning how to handle and care for books.

ELA-3K-3.18 Begin to orient books in correct position and turn pages from front to back.

ELA-3K-3.19 Express interest in adult writing and identify it by meaning.

**WRITING:** IV. Developing Written Communication: Standard K-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

ELA-3K-4.1 Identify people and events of personal significance.

ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.

ELA-3K-4.3 Tells a brief story (1-2 ideas)

ELA-3K-4.4 Not expected at this level.

ELA-3K-4.5 Not expected at this level.

ELA-3K-4.6 Participate in small group reflections on recent event.

ELA-3K-4.7 Pretend to write.

ELA-3K-4.8 Not expected at this level.
**WRITING:** V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to write for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>ELA-3K-5.1</th>
<th>Pretend to write.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-5.2</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-5.3</td>
<td>Identify and briefly describe important people, objects and events in their world.</td>
</tr>
<tr>
<td>ELA-3K-5.4</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

**RESEARCHING:** VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to access and use information from a variety of sources.

<table>
<thead>
<tr>
<th>ELA-3K-6.1</th>
<th>Ask &quot;why&quot; questions about things in their world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-3K-6.2</td>
<td>Look at books, pictures, and videos with interest.</td>
</tr>
<tr>
<td>ELA-3K-6.3</td>
<td>Classify familiar objects by one or two observable attributes.</td>
</tr>
<tr>
<td>ELA-3K-6.4</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>ELA-3K-6.5</td>
<td>Carry out simple directives most of the time.</td>
</tr>
</tbody>
</table>

**MATHEMATICS**

**I. Mathematics Processes:** Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

<table>
<thead>
<tr>
<th>M-3K-1.1</th>
<th>Engage in problem-solving during play within the classroom environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3K-1.2</td>
<td>Begin to make predictions based on appearance and experience.</td>
</tr>
<tr>
<td>M-3K-1.3</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-3K-1.4</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-3K-1.5</td>
<td>Begin to see how similar items can be grouped together.</td>
</tr>
<tr>
<td>M-3K-1.6</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-3K-1.7</td>
<td>Show an awareness of numbers in a personally meaningful context.</td>
</tr>
<tr>
<td>M-3K-1.8</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

**II. Number and Operations:** Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.

<p>| M-3K-2.1    | Show curiosity and interest in counting and number.                    |</p>
<table>
<thead>
<tr>
<th>Evidence for criterion 4.B.01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M-3K-2.2</strong> Show one-to-one correspondence through three when counting real objects.</td>
</tr>
<tr>
<td><strong>M-3K-2.3</strong> Compare quantities using general terms</td>
</tr>
<tr>
<td><strong>M-3K-2.4</strong> Understand the concept of adding one more (joining) and taking one away (separating).</td>
</tr>
<tr>
<td><strong>M-3K-2.5</strong> Not expected at this level.</td>
</tr>
<tr>
<td><strong>M-3K-2.6</strong> Not expected at this level.</td>
</tr>
<tr>
<td><strong>M-3K-2.7</strong> Not expected at this level.</td>
</tr>
<tr>
<td><strong>M-3K-2.8</strong> Identify the positions first and last.</td>
</tr>
</tbody>
</table>

### III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

<table>
<thead>
<tr>
<th>Evidence for criterion 4.B.01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M-3K-3.1</strong> Not expected at this level.</td>
</tr>
<tr>
<td><strong>M-3K-3.2</strong> Not expected at this level.</td>
</tr>
<tr>
<td><strong>M-3K-3.3</strong> Not expected at this level.</td>
</tr>
</tbody>
</table>

### IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

<table>
<thead>
<tr>
<th>Evidence for criterion 4.B.01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M-3K-4.1</strong> Recognize simple shapes in the environment</td>
</tr>
<tr>
<td><strong>M-3K-4.2</strong> Match shapes in their environment.</td>
</tr>
<tr>
<td><strong>M-3K-4.3</strong> Begin to show an understanding of common positional words &quot;up&quot;, &quot;down&quot;, &quot;under&quot;, &quot;over&quot;, and &quot;in&quot;.</td>
</tr>
<tr>
<td><strong>M-3K-4.4</strong> Not expected at this level.</td>
</tr>
</tbody>
</table>

### V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

<table>
<thead>
<tr>
<th>Evidence for criterion 4.B.01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M-3K-5.1</strong> Not expected at this level.</td>
</tr>
<tr>
<td><strong>M-3K-5.2</strong> Compare the size of objects.</td>
</tr>
<tr>
<td><strong>M-3K-5.3</strong> Explore measurement informally through play.</td>
</tr>
<tr>
<td>M-3K-5.4</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>M-3K-5.5</td>
</tr>
<tr>
<td>M-3K-5.6</td>
</tr>
<tr>
<td>M-3K-5.7</td>
</tr>
<tr>
<td>M-3K-5.8</td>
</tr>
</tbody>
</table>

**VI. Data Analysis and Probability:** Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpreting data.

| M-3K-6.1 | Not expected at this level.                             |

**Physical Development**

**PD 1. Gross Motor Development:** Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

| PD-3K-1.1 | Move with some balance and control while walking, running, jumping, marching and hopping. |
| PD-3K-1.2 | Coordinate movements to perform simple tasks.         |

**PD 2. Fine Motor Control:** Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation.

| PD-3K-2.1 | Use strength and control to perform simple tasks      |
| PD-3K-2.2 | Use hand-eye coordination to perform simple tasks.    |
| PD-3K-2.3 | Explore the use of various drawing tools.             |

**PD 3. Personal Health:** Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.

| PD-3K-3.1 | Perform simple self-care tasks.                       |
| PD-3K-3.2 | Follow basic health rules with reminders.             |
| PD-3K-3.3 | Follow basic safety rules with reminders.            |
| PD-3K-3.4 | Demonstrate adequate stamina for typical activities. |
evidence for criterion 4.B.01
Description of evidence for criterion 4.B.01

Teachers have converted the SC Early Learning Standards, to a check list format from which they can design 'task analysis' activities for assessment purposes. Sometimes these are intentional, when for example teachers are preparing for conferences and need specific information, but they are also always observing children at play and in the habit of 'catching' a child doing something that represents a step forward, which they can then document anecdotaly. Intentional task-oriented activities may be planned as small group activities, or one-on-one interactions with a specific skill in mind. For example, fine motor development could be observed from a child using a hole puncher, threading beads onto a string, or carefully balancing one block on top of another. Or, the teacher might plan a small group activity where children cut paper into small pieces to create a mosaic design. This way, task-oriented assessments are woven into the curriculum’s as normal, rather than unrelated activities.
Seashells Skills Chart

**Skill:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Mastered (+/-)</th>
<th>Comment</th>
</tr>
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<tbody>
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</table>
Description of evidence for criterion 4.B.01

Teachers create tools as needed to be developmentally specific to the children in each class. This example is from the two-year old class.
HOME INFORMATION FORM ADDENDUM
FALL 2010

August 2010

Parents:
As we prepare for our NAEYC re-accreditation this coming academic year, we have reviewed and revised all of our policies, procedures, and forms to make sure we fully meet all of the accreditation standards and criteria. This work has been ongoing over the past two years. Although you completed or updated your Home Information Forms last spring at registration time, we need to ask you two additional questions. Please either write N/A or provide us with the information requested below. Thank you!!

Candace Jaruszewicz, Ph.D.
Director, N.E.Miles ECDC

2.2 Are there any comments, questions, or concerns you may have at this time about your child’s physical, social/emotional or cognitive development (Please provide and/or attach additional documentation if needed).

2.3. Are there any particular accommodations that you would request or like to discuss with us that you feel might be necessary to meet your child’s needs at this time? (Please provide and/or attaché additional documentation if needed).

CHILD NAME____________________________FALL 2010
CLASS_________________________

PARENT/GUARDIAN SIGNATURE_______________________________________DATE__________

7.22.10
Description of evidence for criterion 4.B.01

Tools for gathering assessment information are modified as needed. This addendum to our HIF is an example was distributed and then integrated into subsequent versions as we realized we needed to add two specific questions.
Child Files Documentation

Each child at ECDC has two (2) files, the Department of Social Services (DSS) file kept and maintained by the office staff, and the Assessment Portfolio maintained by the child’s current teacher.

All files are confidential and are to be kept in a file drawer that is locked each night at the close of the day.

At the end of each academic year, Assessment Portfolios for children who are returning to the program the following year are passed along to the child’s next teacher.

DSS files for children no longer enrolled are kept permanently in the program archive files. Assessment Portfolios may be kept in program archives or turned over to the child’s parents/guardians.

DSS file (official documents required for licensing)
- Enrollment/registration forms
- Health & Emergency Contacts form DSS 2900
- SC DHEC Immunization Form
- Authorized Pick-up list
- Policies & Procedures Signature page
- Releases
- Relevant communications
- Incident reports

Assessment Portfolios (all documents related to monitoring child development and progress)
- Home Information Form (HIF)
- Ages & Stages Questionnaire(s) (ASQ)
- Formal achievement/readiness test data (if performed)
- BabyNet/Child Find intake/diagnostic documentation
- ISFP/IEP’s
- Student Observation and Assessment Record (SOAR) Forms
- Celebrations and Concerns Forms
- Informal SC Early Learning Standards checklists
- Conference reports
- Relevant communications
- Work/writing samples
Description of evidence for criterion 4.B.01

This description of child file contents indicates that assessment folios include a variety of assessments.

HIF.Rev.2013.pdf

The Home Information Form provides families the opportunity to share information in the context of what is familiar to them and their child.

Parent_Observation_Form.docx

We encourage parents to visit the observation booths as often as they like and share what they notice with us.

4.B.02: Assessments obtain information on all areas of children’s development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development (including self-help skills).

We know that a variety of assessment methods are needed as different strategies are particularly effective for gathering information across domains; for example, anecdotal records based on direct observation are effective for assessing socialization and self-help skills; one-on-one task-oriented activities appropriate for assessing acquisition of math concepts, sampling work products over time helpful for assessing growth in writing, etc. Our use of visual documentation strategies for long-term project work are particularly effective for identifying approaches to learning, and video taping may provide insights about motor skills and physical development. Teachers are free to choose from a variety of strategies to collect assessment information in ways they find most effective so that growth can be reported accurately across domains.
<table>
<thead>
<tr>
<th>Comments/Notes</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROACHES TO LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL 1. Children engage in play as a means to develop their individual approaches to learning.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-1.1</strong> Show creativity and imagination using materials in representational play.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-1.2</strong> Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.</td>
<td></td>
</tr>
<tr>
<td><strong>AL 2. Children show curiosity, eagerness and satisfaction as a learner.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-2.1</strong> Show curiosity in an increasing variety of activities, tasks, and learning centers.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-2.2</strong> Demonstrate eagerness and interest as a learner by questioning and adding ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K- 2.3</strong> Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</td>
<td></td>
</tr>
<tr>
<td><strong>AL 3. Children demonstrate initiative, engagement, and persistence in learning.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-3.1</strong> Demonstrate growing initiative in selecting and carrying out activities.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K- 3.2</strong> Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K- 3.3</strong> Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes).</td>
<td></td>
</tr>
<tr>
<td><strong>AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.1</strong> Understand a task can be accomplished through several steps.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.2</strong> Demonstrate an increasing ability to organize actions and materials in the learning environment.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.3</strong> Demonstrate an increasing ability to follow through with tasks and activities.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-4.4</strong> Try to solve problems encountered in play.</td>
<td></td>
</tr>
<tr>
<td><strong>AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.1</strong> Represent prior events and personal experiences in one or more ways.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.2</strong> Demonstrate increasing ability to use prior knowledge to understand new experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.3</strong> Reason about events, relationships, or problems.</td>
<td></td>
</tr>
<tr>
<td><strong>AL-4K-5.4</strong> Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

CJ. 5/4/2010
### SOCIAL AND EMOTIONAL DEVELOPMENT

**SE1.** Children will demonstrate a positive sense of self.

- **SE-4K-1.1** Describe characteristics of self and others.
- **SE-4K-1.2** Demonstrate self direction by making choices among peers, activities and materials.
- **SE-4K-1.3** Demonstrate confidence by participating in most classroom activities.
- **SE-4K-1.4** Stand up for rights much of the time.
- **SE-4K-1.5** Respond respectfully to positive and negative feedback from adults most of the time.

**SE2.** Children will demonstrate self control, respect and responsibility.

- **SE-4K-2.1** Follow classroom rules and procedures with reminders.
- **SE-4K-2.2** Use classroom materials responsibly, most of the time.
- **SE-4K-2.3** Manage transitions positively when told what to expect.
- **SE-4K-2.4** Recognize effect on others of own behavior most of the time.
- **SE-4K-2.5** Demonstrate with adult guidance simple techniques to solve social problems.

**SE3.** Children express feelings and show concern for others.

- **SE-4K-3.1** Recognize own feelings and describe them some of the time.
- **SE-4K-3.2** Develop strategies to express strong emotion with adult help.
- **SE-4K-3.3** Express fears and concerns to familiar adult.
- **SE-4K-3.4** Show awareness and respond to feelings of others with adult guidance and support.

**SE4.** Children will form healthy social relationships.

- **SE-4K-4.1** Display emerging social skills of trying to take turns and talk with others during play.
- **SE-4K-4.2** Develop friendship with one or two preferred children.
- **SE-4K-4.3** Demonstrate strategies to join play group with adult support.
- **SE-4K-4.4** Participate in group life of class.
- **SE-4K-4.5** Interact easily with familiar adults by engaging in conversations, responding to questions and following directions.

### LANGUAGE AND LITERACY

**READING:** I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.

- **ELA-4K-1.1** Make relevant comments or appropriate responses to story events or characters.

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| ELA-4K-1.2 | Distinguish between descriptions of story events and spoken words of characters. |
| ELA-4K-1.3 | Respond to elements of colorful language in stories and poetry. |
| ELA-4K-1.4 | Retell one or two events from a story read aloud. |
| ELA-4K-1.5 | Begin to identify significant words from text read aloud. |
| ELA-4K-1.6 | Recall some details in stories read aloud. |
| ELA-4K-1.7 | Incorporate favorite parts of literary texts into play activities. |
| ELA-4K-1.8 | Explore books independently. |
| ELA-4K-1.9 | Begin to distinguish between real and make-believe in stories read aloud. |

**READING:** II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats.

- **ELA-4K-2.1** Show interest in informational texts about familiar objects.
- **ELA-4K-2.2** Begin asking "how and why" questions when looking at texts.
- **ELA-4K-2.3** Relate information from texts to personal experience.
- **ELA-4K-2.4** Incorporate information from informational texts into play activities.
- **ELA-4K-2.5** Seek information by looking at texts, signs and photographs in the classroom.
- **ELA-4K-2.6** Identify familiar environmental print.
- **ELA-4K-2.7** Begin to understand graphic information which he/she has participated in creating.
- **ELA-4K-2.8** Not expected at this level.
- **ELA-4K-2.9** Begin to ask questions about the causes of events they observe or hear about in books.

**READING:** III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies.

- **ELA-4K-3.1** Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.
- **ELA-4K-3.2** Create a different form of a familiar word by adding "-ed" ending to show past action.
- **ELA-4K-3.3** Display curiosity and interest in learning new words.
- **ELA-4K-3.4** Begin understanding how print is used to bring meaning.
- **ELA-4K-3.5** Participate in choral speaking of poems, songs, and stories with repeated patterns.
- **ELA-4K-3.6** Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.
- **ELA-4K-3.7** Use word beginnings and endings as language play or comprehension clue.
- **ELA-4K-3.8** Begin identifying some letter sounds and matching them to letters.
- **ELA-4K-3.9** Not expected at this level.

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<table>
<thead>
<tr>
<th>ELA-4K-3.10</th>
<th>Identify several letters and their general order in the alphabet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-4K-3.11</td>
<td>Recognize rhyming words with adult modeling.</td>
</tr>
<tr>
<td>ELA-4K-3.12</td>
<td>Begin to recognize similarities in sounds at the beginning and ending of words.</td>
</tr>
<tr>
<td>ELA-4K-3.13</td>
<td>Beginning to understand that letters can represent speech sounds.</td>
</tr>
<tr>
<td>ELA-4K-3.14</td>
<td>Create words by orally adding, deleting, or changing sounds in response to adult prompt.</td>
</tr>
<tr>
<td>ELA-4K-3.15</td>
<td>Make connections to prior knowledge, other texts, and the world in response to texts read aloud.</td>
</tr>
<tr>
<td>ELA-4K-3.16</td>
<td>Identify familiar environmental print such as business logos and traffic signs.</td>
</tr>
<tr>
<td>ELA-4K-3.17</td>
<td>Progress in understanding how books are viewed.</td>
</tr>
<tr>
<td>ELA-4K-3.18</td>
<td>Understand relationship between print and pictures on page.</td>
</tr>
<tr>
<td>ELA-4K-3.19</td>
<td>Begin recognizing some letters in words.</td>
</tr>
</tbody>
</table>

**WRITING: IV. Developing Written Communication: Standard K-4:** The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

| ELA-4K-4.1 | Describe events of personal significance. |
| ELA-4K-4.2 | Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions. |
| ELA-4K-4.3 | Creates a picture and labels it orally. |
| ELA-4K-4.4 | Understands that each person in the class has a first and last name. |
| ELA-4K-4.5 | Begin to understand the relationship between oral language and written language. |
| ELA-4K-4.6 | Contribute to small group or whole class dictation activities. |
| ELA-4K-4.7 | Makes some upper case letters without regard to proportion or placement. |
| ELA-4K-4.8 | Not expected at this level. |

**WRITING: V. Producing Written Communication in a Variety of Forms: Standard K-5:** The student will begin to write for a variety of purposes and audiences.

| ELA-4K-5.1 | Combine some letters with pretend writing. |
| ELA-4K-5.2 | Use drawings, letters, or words to create narratives about people and things in their environment. |
| ELA-4K-5.3 | Represent familiar people and experiences through art and language. |

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<table>
<thead>
<tr>
<th>ELA-4K-5.4</th>
<th>Contribute to small group or whole class stories, rhymes or poems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to access and use information from a variety of sources.</td>
<td></td>
</tr>
<tr>
<td>ELA-4K-6.1</td>
<td>Ask &quot;how&quot; and &quot;why&quot; questions about things in books and their environment.</td>
</tr>
<tr>
<td>ELA-4K-6.2</td>
<td>Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.</td>
</tr>
<tr>
<td>ELA-4K-6.3</td>
<td>Classify objects and information by observable attributes into predetermined categories.</td>
</tr>
<tr>
<td>ELA-4K-6.4</td>
<td>Complete a thought or idea when communicating with others.</td>
</tr>
<tr>
<td>ELA-4K-6.5</td>
<td>Carry out simple directions and directives.</td>
</tr>
</tbody>
</table>

### MATHEMATICS

#### I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- **M-4K-1.1** Use emergent mathematical knowledge as a problem-solving tool.
- **M-4K-1.2** Generate conjectures based on personal experiences and simple reasoning.
- **M-4K-1.3** Investigate solutions to simple problems.
- **M-4K-1.4** Locate patterns in the environment.
- **M-4K-1.5** Classify objects in their environment by color, shape, size or function.
- **M-4K-1.6** Use appropriate vocabulary to communicate mathematical ideas.
- **M-4K-1.7** Begin to show an awareness of numbers in the environment.
- **M-4K-1.8** Integrate mathematical ideas into personal representations.

#### II. Number and Operations: Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.

- **M-4K-2.1** Count orally forward to twenty and backward from three.
- **M-4K-2.2** Show one-to-one correspondence through ten when counting real objects.
- **M-4K-2.3** Compare sets of no more than ten objects using the terms "more than" or "same as".
- **M-4K-2.4** Represent simple joining and separating situations through 4.
- **M-4K-2.5** Not expected at this level.

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<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-2.6</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-4K-2.7</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-4K-2.8</td>
<td>Identify the positions first through tenth using concrete objects.</td>
</tr>
</tbody>
</table>

#### III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-3.1</td>
<td>Show awareness of growing patterns in their environment.</td>
</tr>
<tr>
<td>M-4K-3.2</td>
<td>Identify and copy a simple pattern.</td>
</tr>
<tr>
<td>M-4K-3.3</td>
<td>Recognize a simple pattern and extend.</td>
</tr>
<tr>
<td>M-4K-3.4</td>
<td>Sort and classify objects by one attribute (size, shape, or color).</td>
</tr>
</tbody>
</table>

#### IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-4.1</td>
<td>Identify two-dimensional shapes: circle, square, triangle and rectangle.</td>
</tr>
<tr>
<td>M-4K-4.2</td>
<td>Represent simply two-dimensional geometric shapes.</td>
</tr>
<tr>
<td>M-4K-4.3</td>
<td>Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of, and in front of).</td>
</tr>
<tr>
<td>M-4K-4.4</td>
<td>Matches left and right body parts to clothing or related items.</td>
</tr>
</tbody>
</table>

#### V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-4K-5.1</td>
<td>Shows awareness that money is used to buy things and that coins differ in value.</td>
</tr>
<tr>
<td>M-4K-5.2</td>
<td>Compare the lengths of two objects.</td>
</tr>
<tr>
<td>M-4K-5.3</td>
<td>Use nonstandard units of measure to compare everyday objects.</td>
</tr>
<tr>
<td>M-4K-5.4</td>
<td>Associate at least two measurement devices with their purposes.</td>
</tr>
<tr>
<td>M-4K-5.5</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-4K-5.6</td>
<td>Associate time concepts with a clock.</td>
</tr>
<tr>
<td>M-4K-5.7</td>
<td>Not expected at this level.</td>
</tr>
<tr>
<td>M-4K-5.8</td>
<td>Not expected at this level.</td>
</tr>
</tbody>
</table>

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VI. Data Analysis and Probability: Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpreting data.

<table>
<thead>
<tr>
<th>M-4K-6.1 Organize and represent data with real objects</th>
</tr>
</thead>
</table>

**Physical Development**

**PD 1. Gross Motor Development**: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

| PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping. |
| PD-4K-1.2 Coordinate movements to perform more complex tasks. |

**PD 2. Fine Motor Control**: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation.

| PD-4K-2.1 Use strength and control to perform more complex tasks. |
| PD-4K-2.2 Use hand-eye coordination to perform more complex tasks. |
| PD-4K-2.3 Show beginning control of drawing and writing tools. |

**PD 3. Personal Health**: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.

| PD-4K-3.1 Perform some self-care tasks independently. |
| PD-4K-3.2 Follow basic health rules most of the time. |
| PD-4K-3.3 Follow basic safety rules most of the time. |
| PD-4K-3.4 Demonstrate adequate stamina and strength for program activities. |

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Description of evidence for criterion 4.B.02

Because the SC Early Learning Standards serve as a framework for our assessment system and as curricular outcomes, teachers can both target assessments to specific criteria appropriate across the domains of Approaches to Learning, Social/Emotional Growth, Language & Literacy, Mathematical thinking, and Physical Growth and Health and integrate assessment information in planning that links back to these benchmarks (This example is the checklist for four year olds.)
Approaches to Learning

The way a child approaches learning will influence both his attitude toward and his success in all of his educati
children, regardless of innate abilities or the presence of disabilities, are able to learn and be successful. Young children play including exploration and discovery. Adults must ensure that children have the opportunity to use their imagination much of their own learning. This domain is the one that contains the most individual variation. It recognizes that children differ in ways and emphasizes the development of positive attitudes and dispositions to acquire information. It is inclusive about the world and openness to new experiences, tasks, and challenges.

C=consistently demonstrates ability  D=developing ability  N/O= Not Observed

<table>
<thead>
<tr>
<th>AL1: Children engage in play as a means to develop their individual approaches to learning</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1.1: Show creativity and imagination in a variety of types of play including literacy and numeracy activities.</td>
<td></td>
</tr>
<tr>
<td>K-1.2: Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td>AL2: Children show curiosity, eagerness and satisfaction as a learner.</td>
<td></td>
</tr>
<tr>
<td>K-2.1: Choose to participate in an increasing variety of activities, tasks and learning centers.</td>
<td></td>
</tr>
<tr>
<td>K-2.2: Demonstrate eagerness and interest as a learner by questioning and adding ideas.</td>
<td></td>
</tr>
<tr>
<td>K-2.3: Demonstrate delight or satisfaction when completing a task, solving a problem or making a discovery.</td>
<td></td>
</tr>
<tr>
<td>AL3: Children demonstrate initiative, engagement, and persistence in learning.</td>
<td></td>
</tr>
<tr>
<td>K-3.1: Demonstrate initiative in planning, creating and carrying out activities.</td>
<td></td>
</tr>
<tr>
<td>K-3.2: Demonstrate ability to maintain interest in self-selected activities, task and play despite distractions and interruptions.</td>
<td></td>
</tr>
</tbody>
</table>
### AL4: Children demonstrate an increasing ability to envision a goal and to accomplish it.

<table>
<thead>
<tr>
<th>K-4.1:</th>
<th>Demonstrate an increased ability to accomplish a task through a series of steps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4.2:</td>
<td>Demonstrate an increasing ability to organize actions and materials in all aspects of the learning environment.</td>
</tr>
<tr>
<td>K-4.3:</td>
<td>Demonstrate an ability to follow through with tasks and activities.</td>
</tr>
<tr>
<td>K-4.4:</td>
<td>Demonstrate increasing ability to find more than one solution to a question, task or problem.</td>
</tr>
</tbody>
</table>

### ALS: Children extend their learning through the use of memory, reasoning, and problem-solving skills.

| K-5.1: | Communicate about prior events and personal experiences in a variety of ways. |
| K-5.2: | Use prior knowledge to understand new experiences. |
| K-5.3: | Demonstrate ability to reason about more complex events, problems, or relationships. |
| K-5.4: | Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge. |

### Social and Emotional Development: Children play as a vehicle to build relationships and for their own abilities and accomplishments. They learn how to interact positively with other people, form and value friends positively and negative feelings appropriately. Children use play as a vehicle to build relationships and to develop and abilities and accomplishments. They learn how to interact positively with other people, form and value friendships, and negative feelings appropriately.

<table>
<thead>
<tr>
<th>SE1:</th>
<th>Children will demonstrate a positive sense of self.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1.1:</td>
<td>Accept likenesses and differences between self and others.</td>
</tr>
<tr>
<td>K-1.2:</td>
<td>Demonstrate initiative by making choices and accepting responsibilities.</td>
</tr>
<tr>
<td>K-1.3: Approach most new activities and tasks with confidence.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>K-1.4: Stand up for rights most of the time without aggression.</td>
<td></td>
</tr>
<tr>
<td>K-1.5: Respond respectfully to positive and negative feedback from adults.</td>
<td></td>
</tr>
<tr>
<td><strong>SE2: Children demonstrate self control, respect and responsibility.</strong></td>
<td></td>
</tr>
<tr>
<td>K-2.1: Follow classroom rules and procedures most of the time.</td>
<td></td>
</tr>
<tr>
<td>K-2.2: Use classroom materials responsibly.</td>
<td></td>
</tr>
<tr>
<td>K-2.3: Manage transitions and adapt to changes in routine.</td>
<td></td>
</tr>
<tr>
<td>K-2.4: Anticipate and regulate behavior that may result in negative reactions.</td>
<td></td>
</tr>
<tr>
<td>K-2.5: Attempt to solve social problems independently, by negotiation, or with adult help.</td>
<td></td>
</tr>
<tr>
<td><strong>SE3. Children express feelings and show concern for others.</strong></td>
<td></td>
</tr>
<tr>
<td>K-3.1: Recognize own feelings and try to control them.</td>
<td></td>
</tr>
<tr>
<td>K-3.2: Use positive strategies to express strong emotion.</td>
<td></td>
</tr>
<tr>
<td>K-3.3: Develop strategies with adult to manage fears and concerns.</td>
<td></td>
</tr>
<tr>
<td>K-3.4: Demonstrate empathy by responding to feelings and needs of others.</td>
<td></td>
</tr>
</tbody>
</table>
**SE4: Children form healthy social relationships.**

| K-4.1: Play cooperatively with one or more children. |
| K-4.2: Exhibit social skills to sustain a friendship. |
| K-4.3: Demonstrate ability to join a group activity or game. |
| K-4.4: Assume some responsibility for contributing to the group life of class. |
| K-4.5: Interact easily with familiar adults by showing affection, responding to questions, initiating conversations and following directions. |

**Language Arts and Literacy**

Students in Kindergarten read four major types of literary texts: fiction, literary non-fiction, poetry and drama. In the case of the following specific types of texts: picture books and fantasy. In the category of literary nonfiction, autobiographical are read aloud to students. In the category of poetry, they read nursery and counting rhymes, songs, narrative poems, poems, and free verse.

<table>
<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA-1:</strong> The student will begin to read and comprehend a variety of literary texts in print and non-print formats.</td>
</tr>
<tr>
<td>K-1.1: Use pictures and words to make predictions regarding a story read aloud.</td>
</tr>
<tr>
<td>K-1.2: Understand that a narrator tells the story.</td>
</tr>
<tr>
<td>K-1.3: Exemplify sound devices (including onomatopoeia and alliteration) in texts.</td>
</tr>
<tr>
<td>K-1.4: Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</td>
</tr>
<tr>
<td>K-1.5: Understand how the author’s choice of words affects the meaning of the text.</td>
</tr>
<tr>
<td>K-1.6: Use relevant details in summarizing stories read aloud.</td>
</tr>
<tr>
<td>K-1.7: Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.</td>
</tr>
<tr>
<td>K-1.8: Carry out independent reading for pleasure.</td>
</tr>
<tr>
<td>K-1.9: Recall the characteristics of fantasy.</td>
</tr>
<tr>
<td>K-2: The student will begin to read and comprehend a variety of information texts in print and non-print formats.</td>
</tr>
<tr>
<td>Kindergarten students read (expository/persuasive) texts of the following types: informative magazine articles. They also read directio embedded in info texts.</td>
</tr>
</tbody>
</table>

| K-2.1: Summarize the central idea and details from informational texts read aloud. |
| K-2.2: Analyze texts during classroom discussions to make inferences. |
| K-2.3: Exemplify facts in texts read aloud. |

| K-2.4: Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations. |
| K-2.5: Carry out independent reading to gain information. |
| K-2.6: Understand that headings and print styles (e.g., italics, bold, larger type) provide information to the reader. |
| K-2.7: Understand graphic features such as illustrations and graphs. |
| K-2.8: Recognize table of contents. |
| K-2.9: Conclude the cause of an event described in a text read aloud. |

| K-3: The student will learn to read by applying appropriate skills and strategies. |
| K-3.1: Use pictures and context to construct the meaning of unfamiliar words in texts. |

Indicators for this standard in kindergarten focus on beginning reading skills and strategies - comprehension, fluency, phonemic awareness, phonemes delineated by the National Reading child's learning to read.
evidence for criterion 4.B.02

<table>
<thead>
<tr>
<th>Texts Read Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3.2: Create a different form of a familiar word by adding on -s or -ing ending.</td>
</tr>
<tr>
<td>K-3.3: Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</td>
</tr>
<tr>
<td>K-3.4: Recognize high frequency words.</td>
</tr>
<tr>
<td>K-3.5: Use oral rhymes, poems, and songs to build fluency.</td>
</tr>
<tr>
<td>K-3.6: Use appropriate voice level when speaking.</td>
</tr>
<tr>
<td>K-3.7: Use beginning sounds (onsets) and ending sounds (rimes) to generate words orally.</td>
</tr>
<tr>
<td>K-3.8: Match consonant and short-vowel sounds to the appropriate letters.</td>
</tr>
<tr>
<td>K-3.9: Understand that multiple small words can make compound words.</td>
</tr>
<tr>
<td>K-3.10: Recognize uppercase and lowercase letters and their order in the alphabet.</td>
</tr>
<tr>
<td>K-3.11: Create rhyming words in response to an oral prompt.</td>
</tr>
<tr>
<td>K-3.12: Classify words by categories such as a beginning and ending sounds.</td>
</tr>
<tr>
<td>K-3.13: Identify beginning and ending sounds in words.</td>
</tr>
<tr>
<td>K-3.14: Create words by orally adding, deleting, or changing sounds.</td>
</tr>
<tr>
<td>K-3.15: Use prior knowledge and life experiences to construct meaning from texts.</td>
</tr>
<tr>
<td>K-3.16: Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.</td>
</tr>
<tr>
<td>K-3.17: Exemplify the parts of a book (including the front and back cover, the title and the author's name).</td>
</tr>
<tr>
<td>K-3.18: Carry out left-to-right and top-to-bottom directionality on the printed page.</td>
</tr>
<tr>
<td>K-3.19: Distinguish between letters and words.</td>
</tr>
</tbody>
</table>

**Writing**

ELA-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of conventions of written Standard American English.
<table>
<thead>
<tr>
<th>K-4.1: Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4.2: Generate complete sentences orally.</td>
</tr>
<tr>
<td>K-4.3: Use pictures, letter, or words to tell a story from the beginning to end.</td>
</tr>
<tr>
<td>K-4.4: Understand that a person's name is a proper name.</td>
</tr>
<tr>
<td>K-4.5: Use proofreading skills to edit small group or whole class writing with teacher support.</td>
</tr>
<tr>
<td>K-4.6: Use strategies to revise small groups or whole class writing with teacher support.</td>
</tr>
<tr>
<td>K-4.7: Use uppercase and lowercase letters.</td>
</tr>
<tr>
<td>K-4.8: Use appropriate letter formation when printing.</td>
</tr>
<tr>
<td><strong>ELA 5: Producing written communication in a variety of forms.</strong></td>
</tr>
<tr>
<td>K-5.1: Use drawing, letters, or words to create written communications such as notes, messages, and lists to inform a specific audience.</td>
</tr>
<tr>
<td>K-5.2: Use drawings, letters, or words, to create narratives such as stories and journal entries about people, places, or things.</td>
</tr>
<tr>
<td>K-5.3: Use drawings, letters, or words to create descriptions of personal experiences, people, places or things.</td>
</tr>
<tr>
<td>K-5.4: Use drawings, letters, or words to create written pieces such as simple rhymes to entertain others.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td><strong>ELA 6: The student will begin to access and use information from a variety of sources.</strong></td>
</tr>
<tr>
<td>K-6.1: Generate “how” and “why” questions about a topic of interest.</td>
</tr>
<tr>
<td>K-6.2: Understand that information can be found in print sources such as books, pictures, simple graphs, and charts, and non-print media such as videos, televisions, films and radio, and the internet.</td>
</tr>
<tr>
<td>K-6.3: Classify information by constructing categories such as living and nonliving.</td>
</tr>
<tr>
<td>K-6.4: Use complete sentences when orally communicating with others.</td>
</tr>
<tr>
<td>K-6.5: Understand and follow one-and-two step oral directions.</td>
</tr>
</tbody>
</table>
Mathematics

Mathematical Processes:
The mathematical processes provide the framework for teaching, learning, and assessing in mathematics at all grade levels. Instructional programs should be built around these processes. The indicators for this standard, which are appropriate for kindergarten through grade two, are adapted from Principles and Standards for School Mathematics (NCTM 2000). Classroom application should be based on the standard and its indicators: the mathematical goals for the class; and the skills, needs, and understanding of the particular students.

M-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, connections, and representation.

K-1.1: Apply substantive mathematical problem-solving strategies.
K-1.2: Generate conjectures and exchange mathematical ideas.
K-1.3: Explain and justify answers to simple problems.
K-1.4: Analyze patterns by reasoning systematically.
K-1.5: Generalize mathematical concepts.
K-1.6: Use a variety of forms of mathematical communication.
K-1.7: Generalize connections among mathematics, the environment, and other subjects.
K-1.8: Use multiple informal representations to convey mathematical ideas.

Number and Operations

M-2: The student will demonstrate through the mathematical process an emerging sense of quantity and numeral relationships.
| K-2.1: Recall numbers, counting forward through 99 and backward from 10. |
| K-2.2: Translate between numeral and quantity through 31. |
| K-2.3: Compare sets of no more than 31 objects by using the terms more than, less than and the same as. |
| K-2.4: Represent simple joining and separating situations through 10. |
| K-2.5: Understand that the operation of addition results in increase and subtraction results in decrease. |
| K-2.6: Analyze the magnitude of digits through 99 on the basis of place values. |
| K-2.7: Represent the place value of each digit in a two-digit whole number. |
| K-2.8: Identify ordinal positions through 31st. |

**Algebra**

| M-3: The student will demonstrate through the mathematical processes and emerging sense of repeating and growing classifications based on attributes. |

| K-3.1: Identify simple growing patterns. |
| K-3.2: Analyze simple repeating and growing relationships to extend patterns. |
| K-3.3: Translate simple repeating and growing patterns into rules. |
| K-3.4: Classify objects according to one or more attributes such as color, size, shape, and thickness. |

**Geometry**

| K-4. The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional relative positions in space. |

| K-4.1: Identify the two-dimensional shapes: square, circle, triangle, and rectangle and three-dimensional shapes: cube, sphere, and cylinder. |
| K-4.2: Represent two-dimensional geometric shapes (circle, square, triangle, and rectangle. |
| K-4.3: Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object. |
| K-4.4: Use the directional words left and right to describe movement. |

**Measurement**
K.5: The student will demonstrate through the mathematical processes and emerging sense of coin values and the measure of bend, nickel, dime, quarter, and dollar and the value of each object.

K.5.1: Identify a penny, nickel, dime, quarter, and dollar and the value of each object.

K.5.2: Compare the lengths of two objects, both directly and indirectly, to order objects.

K.5.3: Use nonstandard units to explore the measurement concepts of length and weight.

K.5.4: Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.

K.5.5: Understand which measure-length, weight, time, or temperature-is appropriate for a given situation.

**Data Analysis**

K.6: The student will demonstrate through the mathematical processes an emerging sense of organizing and interpret data.

K.6.1: Organize data in graphic displays in the form of drawings and pictures.

**Physical Development and Health**

- Physical Development Goal: Children engage in play to develop their physical bodies
- Health Goal: Children use play and other activities as a means to understand healthy behavior

**Gross Motor Development**

PD1: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

K-1.1: Move with balance and control, varying rhythm, gait, and direction.

K-1.2: Coordinate movement to perform a variety of tasks.

**Fine Motor Development**

PD2: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and object manipulation.

K-2.1: Use strength and control to accomplish a variety of skilled tasks.

K-2.2: Use hand-eye coordination to perform wide variety of tasks.
### Personal Health and Safety

**PD3**: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and ability.

- **K-3.1**: Perform most self-care tasks independently.
- **K-3.2**: Show understanding of and follow basic health rules.
- **K-3.3**: Show understanding of and follow basic safety rules.
- **K-3.4**: Demonstrate adequate stamina and strength for program activities.

### Science

**Scientific Inquiry:**

- Inquiry K-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and methods necessary to conduct a simple scientific investigation.
  - **K-1.1**: Identify observed objects or events by using the senses.
  - **K-1.2**: Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately when gathering specific data.
  - **K-1.3**: Predict and explain information or events based on observation or previous experience.
  - **K-1.4**: Compare objects by using nonstandard units of measure. [also a math standard]
  - **K-1.4**: Use appropriate safety procedures when conducting investigations. [also a PE standard]

**Characteristics of Organisms**

- K-2: The student will demonstrate an understanding of the characteristics of organisms. (Life Science)
  - **K-2.1**: Recognize what organisms need to stay alive (including air, water, food, and shelter).
  - **K-2.2**: Identify examples of organisms and nonliving things.
  - **K-2.3**: Match parents with their offspring to show that plants and animals closely resemble their parents.
<table>
<thead>
<tr>
<th>Evidence for criterion 4.B.02</th>
</tr>
</thead>
</table>

| K-2.4: Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals. |
| K-2.5: Recognize that all organisms go through stages of growth and change called life cycles. |

**Seasonal Changes**

| K-4: The student will demonstrate an understanding of seasonal weather changes. (Earth Science) |
| K-4.1: Identify weather changes that occur from day to day. |
| K-4.2: Compare the weather patterns that occur from season to season. |
| K-4.3: Summarize ways that the seasons affect plants and animals. |

**Exploring Matter**

| K-5: The student will demonstrate the understanding that objects can be described by their observable properties. (Physics) |
| K-5.1: Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float in water). |
| K-5.2: Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made. |
Description of evidence for criterion 4.B.02

Each classroom adapted the SC developmental standards for use in reporting assessment information to parents. This example is used with the kindergarten group.
Sentences to Use with the Primary Spelling Inventory

Set One

| 1. fun  | I could use a fan on a hot day. fan        |
| 2. pet  | I have a pet cat who likes to play. pet    |
| 3. dig  | He will dig a hole in the sand. dig       |
| 4. rob  | A raccoon will rob a bird's nest for eggs. rob |
| 5. hope | I hope you will do well on this test. hope |
| 6. wait | You will need to wait for the letter. wait |
| 7. push | I stuck my finger on some bubble gum. gum   |
| 8. slick| The dog said was pulled by huskies. slick  |

(You may stop here for kindergarten unless a child has spelled 5 correctly.)

Set Two

| 9. stick| I used a stick to poke in the hole. stick |
| 10. shine| He rubbed the coin to make it shine. shine |
| 11. dream| I had a funny dream last night. dream    |
| 12. blade| The blade of the knife was very sharp. blade |
| 13. coach| The coach called the team off the field. coach |
| 14. fright| She was a fright in her Halloween costume. fright |
| 15. chewing| Don't talk until you finish chewing your food. chewing |

(You may stop here for first grade unless a child has spelled 10 correctly.)

Set Three

| 16. crawl| You will get dirty if you crawl under the bed. crawl |
| 17. wishes| In fairy tales wishes often come true. wishes |
| 18. thorn| The thorn from the rose bush stuck me. thorn |
| 19. shouted| They shouted at the barking dog. shouted |
| 20. spoil| The food will spoil if it sits out too long. spoil |
| 21. growl| The dog will growl if you bother him. growl |
| 22. third| I was the third person in line. third |
| 23. camped| We camped down by the river last weekend. camped |
| 24. tires| He tries hard every day to finish his work. tires |
| 25. clapping| The audience was clapping after the program. clapping |
| 26. riding| They are riding their bikes in the park today. riding |

1. Ask child to write the sounds they hear in the target word.
2. Say word slowly but do not distort the sound. You may repeat.
3. Record answers on feature guide.
4. Use information to determine their functional knowledge. Identifies ZPD for instruction.
<table>
<thead>
<tr>
<th>Features</th>
<th>Beginning Consonants</th>
<th>Final Consonants</th>
<th>Short Vowels</th>
<th>Consonant Digraphs</th>
<th>Consonant Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fan</td>
<td>f</td>
<td>n</td>
<td>a</td>
<td></td>
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</tr>
<tr>
<td>2. pet</td>
<td>p</td>
<td>t</td>
<td>e</td>
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<td>3. dig</td>
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<td>i</td>
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<tr>
<td>4. rob</td>
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<td>b</td>
<td>o</td>
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<td>5. hope</td>
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<td>p</td>
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<td>6. wait</td>
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<td>7. gum</td>
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<td>9. stick</td>
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<td>10. shine</td>
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<td>11. dream</td>
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<td>sh</td>
<td>bi</td>
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<td>12. blade</td>
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<tr>
<td>13. coach</td>
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<td>ch</td>
<td>fr</td>
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<td>14. fright</td>
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<td>15. chewing</td>
<td></td>
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<td>ch</td>
<td>or</td>
</tr>
<tr>
<td>16. crawl</td>
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<td></td>
</tr>
<tr>
<td>17. wishes</td>
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<td>sh</td>
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</tbody>
</table>
Description of evidence for criterion 4.B.02

Specific assessment tools are chosen or created to provide data for the standards checklists. This example is used with kindergarten writing workshop activities.

4.B.03: Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling.

Our primary assessment methods are informal, authentic, teacher or program-created tools. As a rule, the only norm-referenced tool we use regularly is the ASQ screening tool, helpful for establishing developmental baseline information for incoming children and identifying possible need for referral to the local Child Find/BabyNet system. Because it can be used repeatedly over time, if a child is later referred for special services, we can begin that process with specific information about potential areas of concern. We will test a child with standardized measures if parents specifically request for entry to elementary schools in this area that require scores (we use the four or five year old Metropolitan Readiness Test). When a child is referred for comprehensive evaluation, we share all of our assessment information and fully collaborate with early intervention specialists. ECDC has been a full inclusion program since its founding in 1974, so we have a long-standing and effective partnership with many local public and private specialists. We do provide space and time for specialists who are evaluating a child on-site, when there is a desire to conduct standardized measures in familiar surroundings.
they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others’ feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Assessment

Our assessment system is grounded in the concept of developmentally appropriate authentic assessment (pdf) (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

Purposes:

- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child’s development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for extended diagnostic evaluation
- Identify children’s interests and needs
- Make appropriate instructional decisions and adaptations for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child’s early childhood education

Procedures:

Primary methods include

- Observation
- Anecdotal records
- Skills checklists
- Developmental screening (Ages & Stages Questionnaire)
- Family Surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal & written communication
- Developmental Narratives

When warranted, additional formal and/or informal methods that may be used include:

- Running records
- Behavior checklists
- Time/event sampling
- Video/audio recording
- Standardized testing

Timelines:

Assessment begins prior to the child’s initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Master Teachers conduct formal parent/teacher conferences once each semester and maintain close, informal contact with families throughout the year. Assessment Timeline Chart (pdf).

Confidentiality:

Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only.

ECDC complies with all federal confidentiality requirements as outlined by the
evidence for criterion 4.B.03

university's policies for compliance with the Family Educational Rights and Privacy Act.

Children with special needs:
Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECDC program, (b) the child’s behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child's individual needs.

In South Carolina, public schools provide early intervention services through the Babynet (birth-3) and the Child Find (3-5) processes, delivered through the Office of Exceptional Children and Youth in the Charleston County School District. If an enrolling child has already been identified with special needs, ECDC staff meet with the family and external professional resource staff to review the IFSP or IEP. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation, parents are encouraged to initiate the Child Find process.

Communicating Assessment Information:
Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed.


The N.E. Miles Early Childhood Development Center is a part of the School of Education, Health and Human Performance at the College of Charleston. Questions or Problems with the site should be referred to Candace Jureszczewicz or Mea D. Benjam.
Description of evidence for criterion 4.B.03

Information about our assessment system and methods we choose to use is available in multiple formats (website, Policies/Procedures, Family Handbook & handouts, notebook, etc.)

ECDC Policies & Procedures.8.24.10.pdf
ECDC Policy 4.2 states that "When warranted, additional formal and/or informal methods that may be used include.....Standardized testing and/or specific instruments authorized by families as requested by resource/referral agencies or specialists for extended diagnostic evaluation of individual children."

4.B.04: If the program uses published instruments, it evaluates information from the publisher about the standardization sample, standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program’s purposes.

To decide on a screening tool (ASQ), we researched every available tool we could locate, and used the listserv from the National Coalition of Campus Children's Centers to gather anecdotal information from other lab schools about their experiences, which was also helpful. We chose this tool because (a) we liked the way we could involve parents from the outset in the assessment process, (b) the availability of incrementally age-appropriate versions, (c) the inclusion of interactive activities, (d) directions and scoring for parents (or other assessors) that were easy to understand and manage, (e) compatibility with screening instruments frequently used by our local early intervention system, and (f) well-established and documented reliability & validity.
evidence for criterion 4.B.04
Ages & Stages Questionnaires®: Social-Emotional
A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors

by
Jane Squires, Ph.D.
Diane Bricker, Ph.D.
and
Elizabeth Twombly, M.S.
with assistance from
Suzanne Yockelson, Ph.D.
Maura Schoen Davis, Ph.D.
and
Younghiee Kim, Ph.D.

Early Intervention Program
Center on Human Development
University of Oregon, Eugene
Description of evidence for criterion 4.B.04

These are the cover sheets for the ASQ screening tool that we use at intake, and the ASQ-S/E that we use as needs indicate. The tools are also available in French, Spanish, and Korean if needed and supplemental materials such as parent tutorials are available, although we do not use them at this time.
Commonly used screening tools

by Frances P. Glascoe Ph.D.
First published: 8/10/2005

Here are a number of screening tools which have been recommended by a variety of organizations. The tools are divided into three categories:

- Developmental Screening Tools Using Information From Parents
- Developmental Screens Requiring Direct Elicitation of Children's Skills
- Behavioral/Emotional Screening Tools

Developmental Screening Tools Using Information From Parents

Ages & Stages Questionnaires (ASQ) - Second Edition

Source: Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, Maryland 21285 (1-800-638-3775). ($199 per available language) http://www.brookespublishing.com

Age Range: 0 to 60 months

Description: Clear drawings and simple directions help parents elicit and indicate children's skills in four domains: language, personal-social, motor, and cognition. The ASQ involves separate 5 - 6 page photocopiable forms of approximately 30 items for each age range (tied to well-child visit schedule). Children who arrive between scheduled visits take two separate forms of the ASQ. The measure can also be used in mass mail-outs for child-find programs. Published in English, Spanish, French and Korean, other translations are available for licensing. A CD-ROM is available for training purposes and for facilitating scoring. To screen for emotional and behavioral problems, the newly developed Ages and Stages Questionnaire: Social Emotional (ASQ:SE) works similarly and is available for children 6 - 60 months.

Scores: Single pass/fail score for each of four domains

Accuracy: Sensitivity ranged from 70% to 90% at all ages except the 4 month level. Specificity ranged from 76% to 91%

Time Frame: About 10-15 minutes, less if parents complete independently

Cost: ~$4.60 including material cost and administration time for the ASQ alone, and ~$9.20 for the ASQ + ASQ:SE

Parents' Evaluations of Developmental Status (PEDS)

Source: Ellsworth & Vandermeer Press, Ltd. 1013 Austin Court, Nolensville, TN 37135
Age Range: Birth to 8 years.

Description: This screening and surveillance tool provides evidence-based decision support and is designed to both detect and address a wide range of developmental issues including behavioral and mental health problems. It promotes parent-provider collaboration and family-centered practice by relying on 10 carefully constructed questions eliciting parents' concerns. PEDS identifies, using substantial evidence, when to refer, screen further or refer for additional screening, counsel, reassure, temporize, or monitor development, behavior, and academic progress. Written at the 4th to 5th grade level, parents can complete the measure while they wait for appointments. A longitudinal score and interpretation form organized by the AAP's well-visit schedule remains in the medical record. Anecdotal evidence suggests that PEDS reduces "oh by the way" concerns and helps focus visit content. Research points to improvements in positive parenting practices and satisfaction with services. Printed in English, Spanish and Vietnamese, aditional translations can be licensed (e.g., Hmong, Somali, Russian, Chinese, Thai, etc.) by emailing the publisher. The website includes a training slide show, downloadable parent handouts, and research updates. The online application offers PEDS plus the Modified Checklist of Autism in Toddlers(optional) automated scoring, generates ICD-9 and procedure codes, a summary report for parents, and when needed, a referral letter to share with other professionals.

Scores: High, moderate, and low risk for developmental and behavioral/mental health problems.

Accuracy: Sensitivity ranging from 74% to 79% and specificity ranging from 70% to 80% across age levels.

Time Frame: About 2 minutes, less if parents complete independently.

Cost: ~$1.19 including material costs and administration time

PEDS: Developmental Milestones (PEDS:DM)

Source: Ellsworth & Vandermeer Press, Ltd. 1013 Austin Court, Nolensville, TN 37135
phone: 615.776.4121 fax: 615.776-4119 $275 http://www.pedstest.com

Age Range: Birth to 8 years.

Description: The PEDS:DM consists of 6 - 8 items per well-visit. Each item taps a different developmental domain: fine motor, gross motor, expressive language, receptive language, self-help, social-emotional, and for older children reading and math. Forms are continuous across the 0 - 8 year age range and thus useful when children are above or below the expected age at each visit. Each colorful form is laminated and parents (or providers) answer questions (written at the high first grade level) about children's skills with a dry erase marker. When completed, parents are encouraged to read a developmentally age-appropriate story focusing on parent-child interactions. A second section of the Family Book (in which the Forms and stories are housed), includes laminated copies of the M-CHAT, Pictorial Pediatric Symptom Checklist-17, Brigance Parent-Child Interactions Scale, Family Psychosocial Screen, Safety Word Inventory and Literacy Screener, and the Vanderbilt ADHD Scale. A longitudinal scoring form serves as a repository for results and illustrates strengths and weaknesses over time. In addition to the well-visit version, there is an assessment level version for NICU follow-up that produces age-equivalent scores and
includes a reusable booklet for each child/family. The manual includes sample referral letters, parent information handouts, and a guide to helping residents and other trainees learn about child development through assessment of children and families. The PEDS:DM can be used with or without PEDS but in combination offers better compliance with the AAP's 2006 policy statement on early detection. Published in English; Spanish available by May, 2007.

**Scores:** Pass/fail score for each of 8 developmental domains

**Accuracy:** Sensitivity/specificity ranging from 70% to 93% across age levels and developmental domains.

**Time Frame:** 3 - 5 minutes for parents to answer items, about 1 minute to score

**Cost:** ~$0.02 per visit for reusable longitudinal score form with total cost for materials and administration time of ~$1.15

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**Infant-Toddler Checklist for Language and Communication**


**Age Range:** 6 - 24 months.

**Description:** Parents complete the Checklist's 24 multiple-choice questions in English. Reading level is 6th grade. The measure focuses on social aspects of language development and produces scores for Social, Speech, and Symbolic composites. The measure does not screen for motor milestones. The Checklist is copyrighted but remains free for use at the Brookes web site. Scoring is complicated but much aided by the CD-ROM that also generates summary letters for parents. Ongoing research on the tool can be found at [http://firstwords.fsu.edu](http://firstwords.fsu.edu)

**Scores:** cut-off scores at 1.25 standard deviations below the mean in each composite.

**Accuracy:** Sensitivity is 78%; Specificity is 84%

**Time Frame:** About 5 to 10 minutes

**Cost:** ~$3.60 for material cost and administration time

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**Developmental Screens Requiring Direct Elicitation of Children's Skills**

**Bayley Infant Neurodevelopmental Screener (BINS)**

**Source:** San Antonio, Texas: The Psychological Corporation, 1995. 555 Academic Court,
San Antonio, TX 78204 (1-800-228-0752) ($325) http://www.psychcorp.com

Age Range: 3 - 24 months.

Description: The BINS uses 10 - 13 directly elicited items per 3 - 6 month age range assess neurological processes (reflexes, and tone); neurodevelopmental skills (movement, and symmetry) and developmental accomplishments (object permanence, imitation, and language). A single form covers all age ranges and a carrying case of needed materials is provided. A videotape is also available to facilitate learning to administer the measure. Training with a Physical therapist, developmental-behavioral pediatrician, neurologist is helpful for detecting abnormal reflexes and tone. The BINS is published in English only. A parent report version is in development.

Scores: Cut scores of low, moderate or high risk for each of the three domains.

Accuracy: 75% to 86% across ages

Time Frame: About 10 to 15 minutes.

Cost: ~$10.45 for materials and administration time

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Brigance Screens-II

http://www.curriculummassociates.com/ Includes: the Brigance Infant and Toddler Screen for children 0 - 23 months ($248), Early Preschool Screen for children 2- 0 to 2 - 8 ($248), Preschool Screen for children 2 - 9 to 4 - 8 ($268); K & 1 Screen for children 4-9 through the end of first grade ($258).

Age Range: 0 - 90 months.

Description: Nine separate forms, approximately one for each 12 month age range, the Brigance Screens tap speech-language, motor, readiness and general knowledge, and for the youngest age group, social-emotional skills. The K & 1 Screen also measures reading and math skills. The Infant & Toddler Screens comes with a small box of materials while the remaining screens require only blocks and crayons. All Screens use direct elicitation and observation except the Infant and Toddler Screen which can be administered by parent report. Widely used in educational settings and often administered by paraprofessionals, a video is available to facilitate learning the test. Scoring software is useful for generating the wide range of scores produced by the Screens. Online scoring is available and can be used to aggregate results across widely spread settings and for program evaluation. All Brigance Screens are available in English or Spanish and the K & 1 Screen is also available in Laotian, Vietnamese, Cambodian, and Tagalog. The website provides helpful training on administration of the tools.

Scores: Cutoff, age equivalents, percentiles, and quotients in motor, language, and readiness at all age levels except Infant and Toddler which provide scores for nonverbal and communication. Overall scores are generated at all age levels. In addition, there are cutoffs indicating potential giftedness and/or psychosocial risk. Growth indicator scores plot progress over time.

Accuracy: sensitivity and specificity to giftedness and to developmental and academic problems are 70% to 82% across ages.

Time Frame: About 10 minutes.
Cost: $11.68 including materials and administration time.

Battelle Developmental Inventory Screening Test (BDIST), 2nd Edition

Source: Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, Illinois 60631 (1-800-767-8378) ($308.50) [http://www.riverpub.com/]

Age Range: 0 - 8 years

Description: Items use a combination of direct assessment, observation, and parental interview. The BDIST taps a range of discrete domains include receptive and expressive language, fine and gross motor, adaptive, personal-social, and cognitive/academic. The test is challenging to administer and score but an instructional video and scoring software are available. The BDIST is published in English and Spanish.

Scores: Cutoffs at 1.0, 1.5, and 2.0 standard deviations below the mean with 1.5 providing optimal sensitivity and specificity. The BDIST also produces age equivalents but these appear deflated and thus are best used only when cutoffs fall at or below 1.5.

Accuracy: 72% to 88% sensitivity and specificity across age ranges and domains

Time Frame: About 15 minutes - 35 minutes

Cost: $20.55 for materials and administration time

Behavioral/Emotional/Mental Health Screening Tools

Eyberg Child Behavior Inventory (ECBI)/Sutter Eyberg Student Behavior Inventory Revised (SESBI-R)

Source: Psychological Assessment Resources, P.O. Box 998 Odessa Florida: 33556 (1-800-331-8378) ($170.00) [http://www.parinc.com/]

Age Range: 2 to 16 years of age

Description: The ECBI consists of 36 short statements of common acting out behaviors. Parents rate each item for frequency of occurrence (referred to as intensity) on a 1 - 7 scale and then indicate whether the behavior is a problem for them. Scores are then totaled to produce a single cutoff score suggesting the presence of disruptive, externalizing behavior problem (e.g., disorders of attention, conduct, oppositional-defiance, etc.). The SESBI-R works in much the same way but uses teachers as the informant. Both tests are available in English only.

Scores: Refer/nonrefer score for intensity and presence of problem

Accuracy: Sensitivity 80%, specificity 86%.

Time Frame: About 5 minutes, less if parents complete independently.

Cost: $2.68 for materials and administration time
Pediatric Symptom Checklist

Source: Jellinek MS, Murphy JM, Robinson J, et al. Pediatric Symptom Checklist: Screening school age children for psychosocial dysfunction. Journal of Pediatrics, 1988; 112:201-209. The PSC is one of only a few public domain measures and can be freely downloaded in English or Spanish at: http://psc.partners.org/

Age Range: 4 - 18 years.

Description: The PSC consists of 35 short statements of problem behaviors including both externalizing (conduct, attention, etc.) and internalizing (depression, anxiety, adjustment, etc.) Ratings of never, sometimes or often are assigned a value of 0, 1, or 2. Scores totaling 28 or more suggest referrals. For children 4 - 5 years of age, several items referring to academic performance are omitted and a cutoff of 24 is used. Recent research on the PSC illustrates the presence of discrete factors for attention, externalizing, internalizing, and school dysfunction. The PSC-17 enables factor scoring for internalizing, externalizing and attentional problems. The Pictorial PSC adds pictograms for each item and is known to ensure that the measure adequately identifies children in Spanish speaking families. Both the PSC-17 and the PPSC are downloadable at www.dbpeds.org or www.pedtest.com A Chinese version is available by e-mailing mmurphy6@partners.org

Costs: $1.19 including materials and administration time

Strengths and Difficulties Questionnaire

Source: http://www.sdqinfo.com/. The measure is available for a free download in a multiplicity of languages

Age Range: 3 - 16 years

Description: the SDQ consists of 25 items presented on a single page to which respondents indicate whether the statements are "certainly true, somewhat true or not true". Values of 0, 1, and 2 are assigned and then results divided between 5 scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior. The SDQ can be completed by parent report. Teacher-report and adolescent self-report versions are also available, The website houses a wealth of research and scoring assistance (manual scoring overlays, online scoring, SPSS syntax, database, etc.). Several studies suggests that two informants (teacher and parent) are more likely to sensitively and specifically identify children with difficulties.

Scores: cutoff scores for each of the 5 subscales

Accuracy: Sensitivity 70%, for conduct, hyperactivity, depressive and some anxiety disorders, but ~50% for specific phobias, separation anxiety and eating disorders, specificity 94%. These indices are much lower when only a single informant is used.

Time Frame: about 10 minutes

Costs: $1.19 including materials and administration time
Description of evidence for criterion 4.B.04

This is an example of one of the resources we used to compare and contrast available screening tools before deciding to use the Ages & Stages Questionnaire (ASQ).
4.C.: Identifying Children's Interests and Needs and Describing Children's Progress

4.C.01: All children receive developmental screening that includes
a. the timely screening of all children within three months of program entry;
b. screening instruments that meet professional standards for standardization, reliability, and validity;
c. screening instruments that have normative scores available on a population relevant for the child being screened;
d. screening of children's health status and their sensory, language, cognitive, gross-motor, fine-motor, and social-emotional development;
e. a plan for evaluating the effectiveness of the screening program; and
f. using the results to make referrals to appropriate professionals, when needed, and ensuring that the referrals are followed up.

We use the ASQ (both the standard version and the version for Social/Emotional screening; we consulted with our local early intervention professionals who concurred with our decision that it would be appropriate for our use. We introduce the standard version to our parents at pre-enrollment conference and make sure they are comfortable with its instructions so they can complete and return it before the first day of enrollment. It provides incremental flexibility to age-match closely and is available in Spanish, if requested. If, after the first few days/weeks of school a teacher feels there is need to follow up, they can repeat the screening as many times as needed, or request that parents also complete the S/E tool. Our local early intervention systems, BabyNet (0-3) and ChildFind (3-5) require parent referral, so if we have reason to believe a referral is going to be needed, teachers also compile anecdotal notes and/or any other assessment information they have collected via additional methods, and helpful resource information for parents about indicators we have observed. We conference with parents and observe the child closely with them from our observation booths to share our reasoning for the need for referral. We do have a conditional enrollment policy that requires parents follow through with a referral if we recommend, but we rarely have needed to use it for leverage. We have served many children with special needs of all kinds over the years and we also have a good working relationship with the special education professors in our university department who provide us with additional resources when needed. When a referral is made, we follow-up to implement or facilitate any general recommendations and/or IEP/ISFP's. Often, services are delivered to children onsite, and we have space available for one-on-one work if needed (e.g., a quiet place for speech therapist to work, etc.)
About the ASQ

This CD-ROM contains the Ages & Stages Questionnaires® (ASQ), 19 questionnaires developed to assist with the monitoring and identification of children with developmental delays from 4 months to 5 years of age. The Ages & Stages Questionnaires®, Second Edition, are designed to screen young children for developmental delays—that is, to identify those children who are in need of further evaluation and those who appear to be developing typically. The ASQ system represents a novel approach to screening because the questionnaires are designed to be completed by the parents or caregivers of young children, rather than by trained professionals. [For more information about the development and developers of the ASQ system, see The ASQ User's Guide, Second Edition.]

THE ASQ USER'S GUIDE AND OTHER COMPONENTS

The ASQ User's Guide is a companion to these questionnaires and contains necessary information for using the entire ASQ monitoring system. Procedures for planning a monitoring program, using and scoring the questionnaires, making referrals, and evaluating the monitoring program throughout implementation are included in the User's Guide. A number of useful sample letters and forms are provided—in both English and Spanish—in the User's Guide, which also chronicles the development of the ASQ products since 1979. The User's Guide includes a compilation of the data and analyses conducted on the questionnaires. In particular, validity, sensitivity, specificity, and overreferral and underreferral rates are addressed. Several optional components are available. The Ages & Stages Questionnaires on a Home Visit is a videotape that describes using the ASQ questionnaires in the home environment with families. The videotape ASQ Scoring and Referral explains how to score and interpret ASQ questionnaire results. The ASQ CD-ROM, available in English or Spanish, contains all 19 of the ASQ questionnaires and scoring sheets, along with 200 intervention activities from The ASQ User's Guide. The ASQ Manager software enables users to create a database for managing and tracking ASQ data for many children. The Ages & Stages Activities contains developmentally appropriate activities, divided by age range and ASQ domain, that parents can use with their children. (See Order Form for ordering information for the ASQ products.)

THE QUESTIONNAIRES

The Ages & Stages Questionnaires®, which are also available in Spanish, French, and Korean, are color coded for easy reference. They are intended to be duplicated in the course of service provision to families. [Please see the Licensing Agreement.] The questionnaires can be mailed to parents and completed in the home environment, posted on a password-protected web site and downloaded and completed by parents, completed with the assistance of a nurse or social worker on a home visit or during a telephone interview, completed by parents at a medical clinic prior to a well-child checkup, or completed by a child's regular caregiver at a child care center.

Each questionnaire has a title page with an area containing a shaded drawing of a mother and child. When photocopying, a program logo or agency contact information may be placed in this shaded area so that it will appear on all duplicated questionnaires. If the questionnaires are to be used in mail-back format, the address of the program should be typed or stamped on the mail-back sheet, which is also included on this CD-ROM, for easy return by parents.
Description of evidence for criterion 4.C.01

(b) and (c) The tool we use meets professional standards for standardization, reliability, and validity that are described in detail in the accompanying User's Guide.
Commonly used screening tools

by Frances P Glascoe Ph.D.
First published: 8/10/2005

Here are a number of screening tools which have been recommended by a variety of organizations. The tools are divided into three categories:

- Developmental Screening Tools Using Information From Parents
- Developmental Screens Requiring Direct Elicitation of Children's Skills
- Behavioral/Emotional Screening Tools

Developmental Screening Tools Using Information From Parents

Ages & Stages Questionnaires (ASQ) - Second Edition

Source: Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, Maryland 21285 (1-800-638-3775). ($199 per available language) http://www.brookespublishing.com

Age Range: 0 to 60 months

Description: Clear drawings and simple directions help parents elicit and indicate children’s skills in four domains: language, personal-social, motor, and cognition. The ASQ involves separate 5 - 6 page photocopiable forms of approximately 30 items for each age range (tied to well-child visit schedule). Children who arrive between scheduled visits take two separate forms of the ASQ. The measure can also be used in mass mail-outs for child-find programs. Published in English, Spanish, French and Korean, other translations are available for licensing. A CD-ROM is available for training purposes and for facilitating scoring. To screen for emotional and behavioral problems, the newly developed Ages and Stages Questionnaire: Social Emotional (ASQ:SE) works similarly and is available for children 6 - 60 months.

Scores: Single pass/fail score for each of four domains

Accuracy: Sensitivity ranged from 70% to 90% at all ages except the 4 month level. Specificity ranged from 76% to 91%

Time Frame: About 10-15 minutes, less if parents complete independently

Cost: ~$4.60 including material cost and administration time for the ASQ alone, and ~$9.20 for the ASQ + ASQ:SE

Parents’ Evaluations of Developmental Status (PEDS)

Source: Ellsworth & Vandermeer Press, Ltd. 1013 Austin Court, Nolensville, TN 37135
Phone: 615.776.4121 fax: 615.776-4119  http://www.pedstest.com (in print $30.00, online ($0.50 - $1.00 per use) email: express@pedstest.com

Age Range: Birth to 8 years.

Description: This screening and surveillance tool provides evidence-based decision support and is designed to both detect and address a wide range of developmental issues including behavioral and mental health problems. It promotes parent-provider collaboration and family-centered practice by relying on 10 carefully constructed questions eliciting parents’ concerns. PEDS identifies, using substantial evidence, when to refer, screen further or refer for additional screening, counsel, reassure, temporize, or monitor development, behavior, and academic progress. Written at the 4th to 5th grade level, parents can complete the measure while they wait for appointments. A longitudinal score and interpretation form organized by the AAP’s well-visit schedule remains in the medical record. Anecdotal evidence suggests that PEDS reduces “oh by the way” concerns and helps focus visit content. Research points to improvements in positive parenting practices and satisfaction with services. Printed in English, Spanish and Vietnamese, additional translations can be licensed (e.g., Hmong, Somali, Russian, Chinese, Thai, etc.) by emailing the publisher. The website includes a training slide show, downloadable parent handouts, and research updates. The online application offers PEDS plus the Modified Checklist of Autism in Toddlers (optional) automated scoring, generates ICD-9 and procedure codes, a summary report for parents, and when needed, a referral letter to share with other professionals.

Scores: High, moderate, and low risk for developmental and behavioral/mental health problems.

Accuracy: Sensitivity ranging from 74% to 79% and specificity ranging from 70% to 80% across age levels.

Time Frame: About 2 minutes, less if parents complete independently.

Cost: ~$1.19 including material costs and administration time.

PEDS: Developmental Milestones (PEDS:DM)

Source: Ellsworth & Vandermeer Press, Ltd. 1013 Austin Court, Nolensville, TN 37135 phone: 615.776.4121 fax: 615.776-4119 $275  http://www.pedstest.com

Age Range: Birth to 8 years.

Description: The PEDS:DM consists of 6 - 8 items per well-visit. Each item taps a different developmental domain: fine motor, gross motor, expressive language, receptive language, self-help, social-emotional, and for older children reading and math. Forms are continuous across the 0 - 8 year age range and thus useful when children are above or below the expected age at each visit. Each colorful form is laminated and parents (or providers) answer questions (written at the high first grade level) about children's skills with a dry erase marker. When completed, parents are encouraged to read a developmentally age-appropriate story focusing on parent-child interactions. A second section of the Family Book (in which the Forms and stories are housed), includes laminated copies of the M-CHAT, Pictorial Pediatric Symptom Checklist-17, Brigance Parent-Child Interaction Scale, Family Psychosocial Screen, Safety Word Inventory and Literacy Screener, and the Vanderbilt ADHD Scale. A longitudinal scoring form serves as a repository for results and illustrates strengths and weaknesses over time. In addition to the well-visit version, there is an assessment level version for NICU follow-up that produces age-equivalent scores and...
includes a reusable booklet for each child/family. The manual includes sample referral letters, parent information handouts, and a guide to helping residents and other trainees learn about child development through assessment of children and families. The PEDS:DM can be used with or without PEDS but in combination offers better compliance with the AAP’s 2006 policy statement on early detection. Published in English; Spanish available by May, 2007.

**Scores:** Pass/fail score for each of 8 developmental domains

**Accuracy:** Sensitivity/specificity ranging from 70% to 93% across age levels and developmental domains.

**Time Frame:** 3 - 5 minutes for parents to answer items, about 1 minute to score

**Cost:** ~$0.02 per visit for reusable longitudinal score form with total cost for materials and administration time of ~$1.15

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**Infant-Toddler Checklist for Language and Communication**


**Age Range:** 6 - 24 months.

**Description:** Parents complete the Checklist's 24 multiple-choice questions in English. Reading level is 6th grade. The measure focuses on social aspects of language development and produces scores for Social, Speech, and Symbolic composites. The measure does not screen for motor milestones. The Checklist is copyrighted but remains free for use at the Brookes web site. Scoring is complicated but much aided by the CD-ROM that also generates summary letters for parents. Ongoing research on the tool can be found at [http://firstwords.fsu.edu](http://firstwords.fsu.edu)

**Scores:** cut-off scores at 1.25 standard deviations below the mean in each composite.

**Accuracy:** Sensitivity is 78%; Specificity is 84%

**Time Frame:** About 5 to 10 minutes

**Cost:** ~$3.60 for material cost and administration time

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**Developmental Screens Requiring Direct Elicitation of Children’s Skills**

**Bayley Infant Neurodevelopmental Screener (BINS)**

**Source:** San Antonio, Texas: The Psychological Corporation, 1995. 555 Academic Court,
San Antonio, TX 78204 (1-800-228-0752) ( $325) http://www.psychcorp.com

Age Range: 3 - 24 months.

Description: The BINS uses 10 - 13 directly elicited items per 3 - 6 month age range to assess neurological processes (reflexes, and tone); neurodevelopmental skills (movement, and symmetry) and developmental accomplishments (object permanence, imitation, and language). A single form covers all age ranges and a carrying case of needed materials is provided. A videotape is also available to facilitate learning to administer the measure. Training with a Physical therapist, developmental-behavioral pediatrician, neurologist is helpful for detecting abnormal reflexes and tone. The BINS is published in English only. A parent report version is in development.

Scores: Cut scores of low, moderate or high risk for each of the three domains.

Accuracy: 75% to 86% across ages

Time Frame: About 10 to 15 minutes.

Cost: ~$10.45 for materials and administration time

Brigance Screens-II


http://www.curriculumassociates.com/ Includes: the Brigance Infant and Toddler Screen for children 0 - 23 months ($248), Early Preschool Screen for children 2- 0 to 2 - 8 ($248), Preschool Screen for children 2 - 9 to 4 - 8 ($268); K & 1 Screen for children 4-9 through the end of first grade ($258).

Age Range: 0 - ~90 months.

Description: Nine separate forms, approximately one for each 12 month age range, the Brigance Screens tap speech-language, motor, readiness and general knowledge, and for the youngest age group, social-emotional skills. The K & 1 Screen also measures reading and math skills. The Infant & Toddler Screens comes with a small box of materials while the remaining screens require only blocks and crayons. All Screens use direct elicitation and observation except the Infant and Toddler Screen which can be administered by parent report. Widely used in educational settings and often administered by paraprofessionals, a video is available to facilitate learning the test. Scoring software is useful for generating the wide range of scores produced by the Screens. Online scoring is available and can be used to aggregate results across widely spread settings and for program evaluation. All Brigance Screens are available in English or Spanish and the K & 1 Screen is also available in Laotian, Vietnamese, Cambodian, and Tagalog. The website provides helpful training on administration of the tools.

Scores: Cutoff, age equivalents, percentiles, and quotients in motor, language, and readiness at all age levels except Infant and Toddler which provide scores for nonverbal and communication. Overall scores are generated at all age levels. In addition, there are cutoffs indicating potential giftedness and/or psychosocial risk. Growth indicator scores plot progress over time.

Accuracy: sensitivity and specificity to giftedness and to developmental and academic problems are 70% to 82% across ages.

Time Frame: About 10 minutes.
Cost: ~$11.68 including materials and administration time.

**Battelle Developmental Inventory Screening Test (BDIST), 2nd Edition**

**Source:** Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, Illinois 60631 (1-800-767-8378) ($308.50) [http://www.riverpub.com/](http://www.riverpub.com/)

**Age Range:** 0 - 8 years

**Description:** Items use a combination of direct assessment, observation, and parental interview. The BDIST taps a range of discrete domains include receptive and expressive language, fine and gross motor, adaptive, personal-social, and cognitive/academic. The test is challenging to administer and score but an instructional video and scoring software are available. The BDIST is published in English and Spanish.

**Scores:** Cutoffs at 1.0, 1.5, and 2.0 standard deviations below the mean with 1.5 providing optimal sensitivity and specificity. The BDIST also produces age equivalents but these appear deflated and thus are best used only when cutoffs fall at or below 1.5.

**Accuracy:** 72% to 88% sensitivity and specificity across age ranges and domains

**Time Frame:** About 15 minutes - 35 minutes

**Cost:** ~$20.55 for materials and administration time

---

**Behavioral/Emotional/Mental Health Screening Tools**

**Eyberg Child Behavior Inventory (ECBI)/Sutter Eyberg Student Behavior Inventory Revised (SESBI-R)**

**Source:** Psychological Assessment Resources, P.O. Box 998 Odessa Florida: 33556 (1-800-331-8378) ($170.00) [http://www.parinc.com/](http://www.parinc.com/)

**Age Range:** 2 to 16 years of age

**Description:** The ECBI consists of 36 short statements of common acting out behaviors. Parents rate each item for frequency of occurrence (referred to as intensity) on a 1 - 7 scale and then indicate whether the behavior is a problem for them. Scores are then totaled to produce a single cutoff score suggesting the presence of disruptive, externalizing behavior problem (e.g., disorders of attention, conduct, oppositional-defiance, etc.). The SESBI-R works in much the same way but uses teachers as the informant. Both tests are available in English only.

**Scores:** Refer/nonrefer score for intensity and presence of problem

**Accuracy:** Sensitivity 80%, specificity 86%.

**Time Frame:** About 5 minutes, less if parents complete independently.

**Cost:** ~$2.68 for materials and administration time
Pediatric Symptom Checklist

**Source:** Jellinek MS, Murphy JM, Robinson J, et al. Pediatric Symptom Checklist: Screening school age children for psychosocial dysfunction. Journal of Pediatrics, 1988; 112:201-209. The PSC is one of only a few public domain measures and can be freely downloaded in English or Spanish at: [http://psc.partners.org/](http://psc.partners.org/)

**Age Range:** 4 - 18 years.

**Description:** The PSC consists of 35 short statements of problem behaviors including both externalizing (conduct, attention, etc.) and internalizing (depression, anxiety, adjustment, etc.) Ratings of never, sometimes or often are assigned a value of 0,1,or 2. Scores totaling 28 or more suggest referrals. For children 4 - 5 years of age, several items referring to academic performance are omitted and a cutoff of 24 is used. Recent research on the PSC illustrates the presence of discrete factors for attention, externalizing, internalizing, and school dysfunction. The PSC-17 enables factor scoring for internalizing, externalizing and attentional problems. The Pictorial PSC adds pictograms for each item and is known to ensure that the measure adequately identifies children in Spanish speaking families. Both the PSC-17 and the PPSC are downloadable at [www.dbpeds.org](http://www.dbpeds.org) or [www.pedtest.com](http://www.pedtest.com) A Chinese version is available by e-mailing mmurphy6@partners.org.

**Costs:** ~$1.19 including materials and administration time

Strengths and Difficulties Questionnaire

**Source:** [http://www.sdqinfo.com/](http://www.sdqinfo.com/). The measure is available for a free download in a multiplicity of languages.

**Age Range:** 3 - 16 years

**Description:** the SDQ consists of 25 items presented on a single page to which respondents indicate whether the statements are "certainly true, somewhat true or not true". Values of 0,1, and 2 are assigned and then results divided between 5 scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior. The SDQ can be completed by parent report. Teacher-report and adolescent self-report versions are also available. The website houses a wealth of research and scoring assistance (manual scoring overlays, online scoring, SPSS syntax, database, etc.). Several studies suggests that two informants (teacher and parent) are more likely to sensitively and specifically identify children with difficulties.

**Scores:** cutoff scores for each of the 5 subscales

**Accuracy:** Sensitivity 70%, for conduct, hyperactivity, depressive and some anxiety disorders, but ~50% for specific phobias, separation anxiety and eating disorders, specificity 94%. These indices are much lower when only a single informant is used.

**Time Frame:** about 10 minutes

**Costs:** ~$1.19 including materials and administration time
Description of evidence for criterion 4.C.01

Our staff did a comprehensive review of available tools before selecting the ASQ as the one that best meets our program needs.

speech_screening_info.pdf

(d) We also provide opportunities for specialized screenings (e.g. speech/hearing) by well-qualified community professionals.

ECDC_Assessment_Plan_Chart_Rv.8.25.15.doc

(a), (e) & (f) Our Assessment Plan Timeline indicates that screenings are performed and that ongoing review of screening effectiveness with stakeholders and external specialists is part of the plan.
4.D.: Adapting Curriculum, Individualizing Teaching, and Informing Program Development

4.D.02: Teaching teams meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children. (This criterion is an Emerging Practice.)

Teachers have 90 minutes daily for planning. In addition, they meet formally with graduate teaching assistants weekly for one hour. At bi-weekly Lead Staff meetings it is also common to discuss emerging or ongoing concerns and challenges, especially since the insights and experiences of a teacher from the previous year can be very helpful to current teachers.
## Staff Meeting Schedule

### Fall 2015

<table>
<thead>
<tr>
<th>Bi-Weekly Lead Staff Meetings:</th>
<th>All Master Teachers Director Administrative Assistant</th>
<th>Every other Tuesday &amp; as needed in-between 1:30-3:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butterfly Weekly Planning:</td>
<td>Mary, Jane, Cameron, Kelsey</td>
<td>Mondays 1:30-2:30</td>
</tr>
<tr>
<td>Sunflowers Weekly Planning:</td>
<td>Phyllis, Meghan</td>
<td>Mondays 12:30-2:30</td>
</tr>
<tr>
<td>Seashells Bi-Weekly Planning</td>
<td>Stephanie, Megan, Rachel</td>
<td>Mondays 12:30-2:30</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 4.D.02

Staff meet regularly and communicate daily both formally and informally about all dimensions of our program.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| **Pe on Wednesday**<br>Finish ABC lists for habitats | **Teacher Notes** | **Reading:** <br>Wendy Fryer <br>A logs life by Bobbie Kellman <br>Week: What is a minima in All | **Writing:** 11:40-12:15 Workshop Writing | **Creative Dramatics:** Finish play and perform for other groups  
**Math:** Problem solving in math journals  
Barbara Brannon | **Small Groups**  
Kindergarten  
9:45-10:15  
Read: One small piece in a tree by Habitat WORK: Begin work on alphabet Share Last in the Forest Share: Isabel, Jack, James, June, Leo, Luca, Madeleine Ru  
Friday Share: Isabel, Jack, James, June, Leo, Luca, Madeleine Ru |
| **Music** Course | **Pe:** Obstacle | **Writing:** Still working on writing words | **Writing:** Still working on writing words | **Writing:** Still working on writing words |
| **Other**  
6. Other  
5. Weather  
4. Days of the week (fall, number writing, money) | **Other**  
6. Other  
5. Weather  
4. Days of the week | **Other**  
6. Other  
5. Weather  
4. Days of the week (fall, number writing, money) | **Other**  
6. Other  
5. Weather  
4. Days of the week (fall, number writing, money) | **Other**  
6. Other  
5. Weather  
4. Days of the week (fall, number writing, money) |

**Evidence for criterion 4.D.02**

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**Butterfly Lesson Plan**

Date: October 12, 2015
Description of evidence for criterion 4.D.02

This weekly plan indicates children identified for targeted small group mini-lessons - these groupings were based on results of spelling inventories conducted the prior week. It is an example of how teachers use assessment information for planning curriculum activities.
It took me a little while to realize that didn't get this.
Thank you so much for taking the time to write this up, I'll be well versed by when we sit down to chat.
Speaking of that, the IEP meeting is slated for Tuesday 14th 3-4pm. Would you have time after that, so around 4pm, to discuss summer and next year?

CAUTION: External

Hopefully this will provide you with the information you asked for and we can talk further when we meet:

1. Summer enrollments & curriculum: only open to children currently enrolled, who register for the same class they have been in all year. Maymester most children come; in class there will be 13 on MWF which are the days you requested. Maymester is only 3 weeks this year, due to the late CoF graduation date. Summer I classes typical drop off in size and we sometimes combine age groups, either 2/3's or 3/4/5K. This year we have enough children registered that we will be running all three groups. Phyllis and Stephanie do not work during Summer I as they both have children at home, so Jane Hart will be assuming lead in class. There will be 11 in class.

For Maymester, the daily schedule and curriculum run as they do during the school year, but the master teachers typically choose one theme that they each interpret differently according to the developmental needs and interests of the children. The teachers don't have all their plans in place yet, but I believe this year they are focusing on fairy tales – in the Butterfly (4/5K) class they will focus on favorite illustrators and the art, in Phyllis’s class more on the pretend characters as she told me the children are very interested in mythical flying creatures like fairies, dragons, etc.

Summer I is much more recreational in nature and the children spend a lot of time outside – we have "water days" once or twice a week with pools, sprinklers, etc. and may do field trips as Spoleto/Piccolo are going on then, or aquarium, etc. We use the downtown trolley like they did Friday to go to Marion Square. I believe Jane is planning to set up a mud kitchen outside for the younger children as they are very interested in what the older group has been doing with that. When it is too hot to be outside, they mostly play indoors, doing the kinds of things they typically enjoy as part of their usual routine.

2. Assistant description: we don’t have a standard description for one-on-one assistants, as their responsibilities will vary according to the particular needs of the child. needs at this time include:

- Personal care routines – diapering, changing clothes, hand-washing, getting ready for lunch, nap, etc.
- Facilitating play, transitions, & social interactions inside and outdoors
- Hand-over-hand help with small group activities, art projects, play with small toys, puzzles, etc. and reading books
- Interpreting her needs and encouraging her use of language to communicate with others
- Close supervision during outdoor play as she does not yet anticipate or move out of the way of things that could potentially hurt her, like children running, throwing balls, riding tricycles, etc.
Description of evidence for criterion 4.D.02

This email provides evidence of communication with parents about curriculum adaptations based on assessment of child interests.
Field Trip – we will be leaving ECDC at 8:30. Please have your child here at 8:15.

Today we

- Math Center: a group of girls has been making very interesting designs with the materials in the math center. Listening in we discovered that they are making stuff for Poison Ivey’s birthday party.
- After the kindergarteners read 3 versions of the Little Red Hen they expressed a desire to make bread. Today we made gluten free and regular gluten bread for the school. We will all have it for snack tomorrow.
- The Pre-K children are beginning on their book If the Gingerbread Man lived in the Arctic. They have decided on the four animals that will chase the Gingerbread Man. The setting will of course be the arctic. We are having lots of fun and discussions.
- Kelsey and Jane are scheduling Writers Conference twice a week with each of the Pre-K students. Once we get into the "groove" of this we think it will be helpful for the children to be able to anticipate when their turn will be.

Mary J. White
Master Teacher
N.E. Miles Early Childhood Development Center
College of Charleston
Charleston, SC 29424
843-953-4968

"Not Without Joy"
Jaruszewicz, Candace L

From: White, Mary Johnston
Sent: Thursday, October 08, 2015 1:32 PM
Subject: Highlights #20, Oct. 8, 2015

Today

- In blocks the girls built high buildings to protect the animals from the water.
- On Thursday afternoons Kelley White’s class is working with the children. After some thought we have decided that the K butterflies will write habitat ABC books. The college students will be helping them with their research. There are four groups and they will doing wetlands, water, forest, and desert habitats.
- The Pre-K children wrote the text for the Gingerbread Man In the Arctic. We hope to have the book completed next week. Most of the illustrations are finished.

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~Not Without Joy~
Today

- The children helped set up a salt water habitat in the playground water table.
- I heard "but we can't just have animals in our habitat."
- The children are really enjoying meeting with their college partners on Thursday. Right now they are all busy working on writing about their habitats.
- We have planned a field trip to the Charleston Museum for next Wednesday. Details below.
- The children have been learning Halloween songs and talking about their costumes. Don't forget about the Halloween parade next Friday at 9:30.
- Reminder-Share is tomorrow for: Madeline, Madison, Maeve, Max, Molly, Natalia, and Owen.

Field trip to the Charleston Museum on Wednesday, October 28. We will be **riding the city Trolley Bus** for this trip. We will be leaving ECDC at 9:00 and we will return to ECDC no later than 11:30

We are in need of chaperones to accompany us. If you are able to come please let us know. Chaperones will need to pay $6.00 at the door.

Mary J. White  
Master Teacher  
N.E. Miles Early Childhood Development Center  
College of Charleston  
Charleston, SC 29424  
843-953-4968  

"Not Without Joy"
Description of evidence for criterion 4.D.02

This string of excerpts from daily bulletins to parents in the 4/5K over a 4 weeks provides evidence of planning for emergent curriculum based on observations and conversations with children (informal assessments) including: (a) a follow-up activity (making bread) to a book read, (b) long term study of habitats that expands on a child-directed book-writing project (If the Gingerbread Man lived in the Artic), (c) expansion of that interest into the block center, (d) incorporating these interests into a semester-long practicum project with college students, (e) construction of habitats, (f) scheduling a field trip to the local museum to visit their exhibits of animals.

4.D.04: Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress.

We use a team approach to set goals and choose strategies and materials for both groups and individual children. We have a good working relationship with professionals in our community and often consult with them.
Child’s Name: ___________________________  DOB ___________________________  Academic Year: ___________________________

Current Class:  Seashell (2)  Sunflower (3)  Butterfly (4K)  Butterfly (5K)

Notes for teachers:
1. At home visit, for returning children revisit goals from previous year spring conference and transfer or revise as needed for fall. For new children, establish initial goals.
2. Also Notes block to record info not in anecdote.
3. DATE all entries

Revised 10.19.11
### Evidence for Criterion 4.D.04

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2. Also Notes block to record info not in anecdote.
3. DATE all entries

*Revised 10.19.11*
Description of evidence for criterion 4.D.04

Teachers work with parents continually to establish and refine goals for each child.
Parent Observation

Child: 

How long did you observe?

Observer: 

What was your child doing while you observed?

Date: 

What did you notice about your child’s social interactions with other children?

What did you notice about your child’s interactions with the teacher(s)?

Do you have questions or comments about your child based
Parent Observation

on what you observed?

Please leave this form with your child’s teacher or in the “Parent Observations” envelope at the office.
Description of evidence for criterion 4.D.04

We added a parent observation documentation form so that information from parents as they observe their own child in the context of his/her classroom can be used in designing child goals and curriculum.
Pre-Conference Worksheet

In order to make better use of your conference time I would like to focus on areas or issues that you are most interested in. Please describe below any questions you might have about your child with respect to social-emotional, cognitive and fine/gross motor development (or anything else you would like to discuss). 😊

Please e-mail questions or return in basket by classroom bulletin board by Friday, Dec. 2nd. Thanks!
Description of evidence for criterion 4.D.04

In addition to goals forms and other assessment information, parents are invited to co-plan the agenda for conferences.
Hello! My apologies for not replying sooner. PT will end next week (hoping to get another visit in then :) ). (child) has progressed immensely since the first of the school year. She has not only improved with her baseline skills but is also beginning to initiate those more challenging activities (ie ball). So proud of her and her team. Stephanie does a fantastic job communicating with me during my visits as well as OT regarding how we are able to compliment one another. Stephanie also is prompt and eager to carry out our gross motor skills and is the first to "brag" on sweet (child) and her progress. Please feel free to email me at any time, any of you, if you have any gross motor concerns I may be able to assist you with.

Stephanie (and (child)) see you soon!

Physical Therapist - Districts 3 & 9  
Home School:  
Stiles Point Elementary  
883 Mikell Drive  
Charleston, SC 29412  
www.ccsdschools.com  
Excellence is our Standard.  
"Invest in the human soul. Who knows, it might be a diamond in the rough."  
Mary McLeod Bethune

Hi, all--

It's (child)'s mom, (child) I'm writing to follow up on our IEP meeting from April 27. One of the things we discussed was keeping the ECDC teachers in the loop about what you’re working on so that the teachers can incorporate those things into their larger days with (child). I’ve cc-ed Stephanie Johnston and Candace Jaruszewicz; Stephanie is (child)'s teacher, and Candace is the Director of the Early Childhood Development Center. Anything you can share with them/us would be very helpful.

Also, can you tell me when your spring schedule of visits with (child) ends?

Thanks,
Description of evidence for criterion 4.D.04

This email from a physical therapist follows up on a request from the parent of a child with an IEP, providing evidence of a team approach from both within and external to the program in goal-setting and assessment.
4.E.: Communicating with Families and Involving Families in the Assessment Process

4.E.02: Family members are provided information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year.

Our program follows the academic calendar of the university, and is not open in the summer, so we are open for three quarters of the year. We conduct a face-to-face family visit in August/September for goal-setting and close the program one day in December and April to conduct parent/teacher conferences, where our comprehensive assessment report is shared and discussed. In the interim, teachers or parents may request as many conferences as needed to fully address needs/concerns. All teachers provide daily email bulletins summarizing curriculum activities/developmental milestones, anecdotes, etc. Some teachers also do classroom newsletters. Teachers communicate with parents verbally on a daily basis, email frequently, and we encourage parents to use the observation booths to document their insights on the "Parent Observation Form"
Assessment System

Our assessment system is grounded in the concept of developmentally appropriate authentic assessment (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

Purposes:

- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child's development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for extended diagnostic evaluation
- Identify children's interests and needs
- Make appropriate instructional decisions and adaptations for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child's early childhood education

Procedures:
Primary methods include

- Observation
- Anecdotal records
- Skills checklists
- Developmental screening (Ages & Stages Questionnaire)
- Family Surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal & written communication
- Developmental Narratives

When warranted, additional formal and/or informal methods that may be used include:

- Running records
- Behavior checklists
- Time/event Sampling
- Video/audio recording
- Standardized testing

Timelines:
Assessment begins prior to the child’s initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Master Teachers conduct formal parent/teacher conferences once each semester and maintain close, informal contact with families throughout the year. The Assessment Timeline Chart provides a year-long overview of how and when assessment data are collected, analyzed, and used.

Confidentiality:
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only.

ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act.

Children with special needs:
Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECDC program, (b) the child’s behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child’s individual needs.

In South Carolina, public schools provide early intervention services through the Babynet (birth-3) and the Child Find (3-5) processes, delivered through the Office of Exceptional Children and Youth in the Charleston County School District. If an enrolling child has already been identified with special needs, ECDC staff meet with the family and external professional resource staff to review the IFSP or IEP. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation, parents are encouraged to initiate the Child Find process.
Communicating Assessment information:
Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed.
Description of evidence for criterion 4.E.02
This overview of our assessment system is provided to families annually.

ECDC_Assessment_Plan_Chart_Rev.8.25.15.doc
The assessment plan overview indicates how and when assessment information is shared formally with families.

4.E.04: Staff work to achieve consensus with families about assessment methods that will best meet the child's needs.

Teachers and parents have multiple opportunities to share observations, insights, and ideas about effective assessment methods for each individual child. Our assessment system methods are varied and can easily be modified for individual purposes. Regular communication between teachers and parents is key to collecting assessment information that is an accurate and appropriate representation of each child's growth and development.
Home Visits Report

Name ___________________ Classroom Group ___________________________ All children we
Please complete for all children in your group:

<table>
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<tr>
<th>Child Name</th>
<th>Date of Visit</th>
<th>Forms updated?</th>
<th>Notes/comments (observations, problems, surprises, etc.)</th>
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8.16.2010
Description of evidence for criterion 4.E.04

Teachers use this form to record information from the Home Visits that is subsequently used when making decisions about assessment methods and curriculum.
Hi,

I had an impromptu meeting briefly with ___ yesterday to give her a heads-up on some of the things on the agenda for your next meeting with them. We agreed on a couple of things:

1. We can do Writing Workshop later in the morning with ___ so ___ gets more focused attention to and monitoring of ___ fine motor skills development.

2. We have permission to videotape as needed to document other evidence we need for assessment purposes.

Candace Jaruszwicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
843.953.5608 f
Description of evidence for criterion 4.E.04
This email documents conversation with parent about assessment methods.

**HIF.Rev.2013.pdf**
Specifically to address this criteria, we added two questions to the Home Information Form, (2.2 & 2.3) and teachers make a specific point of discussing these issues during their visit prior to the beginning of the year.

4.E.05: Communication with families about their child's assessments is sensitive to family values, culture, identity, and home language.

We request information about family preferences and needs prior to enrollment and annually thereafter.

**HIF.Rev.2013.pdf**
The Home Information Form is specifically designed to provide us with information that will enable us to be sensitive to family values, culture, identity, and home language.

4.E.06: The program staff provide families with information about the choice, use, scoring, and interpretation of screening and assessment methods that includes
- a. the purpose and use for which an assessment is designed and its programmatic purpose and use,
- b. the interpretations of the results and their meaning in terms of future learning opportunities for their child,
- c. the way teaching staff or others have been trained to use assessment procedures and interpret results as well as the conditions under which the child will be assessed (e.g., group size, time constraints, familiarity with adults involved), and
- d. access to or information about the specific instruments used.

This information is provided in detail in our program Policies & Procedures, and described to parents verbally in their pre-enrollment conference with the program director. Parents are also given a handout that summarizes the key elements of our assessment system and tools we use. Our website (ecdc.cofc.edu) also provides links to online information about the tools we use.

**ECDCPP_eff.7.1.15.docx**
Section 4 of ECDC Policies and Procedures describes the Assessment System in detail.
Assessment System

Our assessment system is grounded in the concept of developmentally appropriate authentic assessment (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

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In South Carolina, public schools provide early intervention services through the Babynet (birth-3) and the Child Find (3-5) processes, delivered through the Office of Exceptional Children and Youth in the Charleston County School District. If an enrolling child has already been identified with special needs, ECDC staff meet with the family and external professional resource staff to review the IFSP or IEP. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation, parents are encouraged to initiate the Child Find process.
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Description of evidence for criterion 4.E.06

We also provide parents with a general summary of the assessment system and approach in the annual enrollment packet.

4.E.07: The program staff provide families with a full explanation of confidentiality by
a. listing the categories of individuals who will have access to individual child screening and assessment results as well as the reasons for their access.
b. sharing regulations governing access to files and familial rights.
c. describing the procedures used to keep individual child records confidential.
d. explaining how and why children's individual screening results and assessment information will be represented, used, and interpreted.

As a demonstration/laboratory preschool, we believe it especially important to provide this information in very specific terms, so that parents understand how their family's privacy is protected in a context with many daily student, researcher, and community visitors. This criterion is one of the specific policies parents sign off on annually (ECDC P&P 4.4). We also are part of a university that adheres to FERPA rules and regulations which we strictly abide by relative to our student staff.
DISCIPLINE POLICY (P/P 1.3):
All staff (and long-term volunteers) sign the Discipline Policy Statement at hire and receive orientation information about the ECDC Discipline Policy. No corporal punishment or coercion of any kind is used at ECDC and food is never withheld or used as a form of discipline. Redirection, positive reinforcement, modeling, and natural consequences, along with verbal explanation and problem solving training are our preferred and primary methods for development of acceptable behavior. “Time outs” are used with discretion, only if other methods don’t seem to be working, and only for very short periods of time (usually corresponding to age of child, such as 2 minutes for a 2 year old child, etc.)

In the event a child loses complete control or is seriously disrupting the activities of the rest of the class, he/she may be taken either out of the classroom, off the playground, or to the director’s office to “cool off” and regain composure before rejoining the other children. Children are regularly involved in helping determine the age appropriate rules and expectations for each class. Children are not allowed to hurt other children, adults, or abuse materials and equipment, and are taught to use the materials and equipment productively. They are taught to respect, help, and take care of one another.

The ECDC faculty and director work with parents on discipline problems for each individual child. Although we encourage daily informal conversation between parents and staff, the child’s lead teacher may not be present (or readily available) at pick-up time, so we may provide daily informal written reports and email during the day to maintain regular communication. Working together we can solve most problems. For persistent challenging behaviors, teachers and parents together develop an individualized plan for improvement. Teachers make environmental accommodations when appropriate to create conditions that promote positive behaviors. If difficult behavior does not subside over time, parents may be referred to the Baby Net (birth-3) or Child Find (3-5) processes delivered via the public school systems or other external professional resources.

FIELD TRIPS POLICY (P/P 2.4):
ECDC fully supports field trips and supplemental extra-curricular activities as an integral part of the curriculum. Field trips support the cognitive and social development of young children and are expected to be planned for several purposes (a) as field work to support inquiry-based project investigations, (b) as cultural enrichment experiences, (c) to facilitate or support collaboration with children and teachers from other programs or schools. Formally scheduled supplemental extracurricular activities (e.g. music, arts, movement,) are not fixed from year to year, but planned to support teachers’ instructional goals and the individual needs and interests of the children and families. Informal supplemental activities such as visiting musicians, poets, storytellers, etc. are expected to be part of the curriculum, involving parents and members of the campus and local community whenever possible and appropriate. Funding is provided annually to support field trips and supplemental extracurricular activities. If the program arranges for transportation, only public transportation or public school system transport companies are used. If parents are asked to provide transportation, seat belts and appropriate car seats are required. Parents are regularly invited to chaperone and attend field trips and supplemental events; they may occasionally be asked to provide admission fees or transportation support.
CONFIDENTIALITY, RELEASE OF MEDIA & ARTIFACTS POLICY (P/P 4.4):
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only.
Individual child files and assessment portfolios may only be accessed by

- Master Teachers
- Program Director
- Administrative Assistant
- Authorized representatives of the state DSS licensing agency
- Authorized representative from the NAEYC accreditation team
- Health officials with specific authorization from parents
- The signatory family representative(s) for individual children

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
All staff and families are reminded that no identifying information about ECDC children, families, or activities may be posted on personal social-networking sites.

Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoFt policies for record retention, destruction, and archiving. http://www.cofc.edu/~nft/types.php

INSECT REPELLENT & SUNSCREEN POLICY (P/P 5.4):
Daily schedules include a minimum of three outdoor play periods per day (AM, before/after lunch, PM), weather and environmental safety conditions permitting (at least 20 minutes per period). Children may not play outside if the shade temperature is 90 degrees or higher. ECDC monitors local weather and air quality conditions daily and follows any/all directives issued by local DHEC or campus authorities. The multi-purpose room is used for indoor gross motor play in the event of inclement weather. Parents are expected to provide:

- seasonally and size-appropriate clothing with at least one complete spare set (replaced as needed)
- ONLY closed-toe shoes are allowed on the playground
- written permission for application of insect repellent (with DEET only) once per day
- written permission to apply sunscreen/sun block (SPF 15 or higher) as needed

Only commercial water tables, sprinklers, and wading pools are used for water play. Water is changed between groups of children and no child with sores or skin ailments is allowed to participate in communal water play. Water tables and wading pools are drained and sanitized daily and kept covered when not in use.

EMERGENCY PROCEDURES POLICY (5.10, 5.11):
ECDC has a written comprehensive Emergency Plan for (a) medical emergencies, (b) evacuations, and (c) risk management/preparedness. The plan is reviewed/revised at least annually and as needed to be consistent with and inclusive of all CoFt Emergency policies and procedures, DSS requirements, and NAEYC standards. A copy of the plan is located in each of the teacher offices, and an office copy is available for review at any time. Evacuation routes and the C of C Quick Reference Chart are posted in all classrooms and several other locations throughout the building.

Staff are trained in the implementation of the emergency plan at the time of hire or whenever there is a change of procedure. The Office of Public Safety monitors the security system and provides Community Crime Watch bulletins. The CoFt Fire Marshal conducts practice drills and monitoring of alarms and extinguishers.

ECDC is part of the CoFt Emergency Notification System. In the event the campus declares an emergency closing, parents MUST pick their children up within one half hour of notification.

In the event of a medical emergency,

a. Staff will call the College of Charleston first response team (fire and life safety) to obtain emergency personnel. This may include an ambulance and other medical teams.
b. Staff will attempt to locate all authorized emergency contacts including relatives and medical personnel listed on child’s DSS 2900 form. It is the responsibility of the parent to keep these files up to date.

c. A child may be transported to a hospital emergency room to receive all necessary treatment.

d. Staff will continue to attempt to reach a family member or other authorized adult until someone is reached who can then assume responsibility for the child’s care.

CHILD ABUSE REPORTING POLICY (P/P 5.12):
All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom as outlined in SC Code 20-7-510 and described in the DSS Brochure that is provided to parents and new staff at orientation. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies. South Carolina provides an online searchable database of current information and addresses for registered sex offenders. All staff are required to follow reporting procedures for suspected child abuse or neglect.

AUTHORIZED PICK-UP POLICY (P/P 5.13):
Only a parent, official guardian, or someone previously designated by the parent/guardian in writing, may pick up a child. Photo identification will be requested until staff is familiar with authorized pick-up persons by sight.

The family provides a list of names of those people authorized to pick up their child from the center on the ECDC Authorized Pick-up Form. Changes to this list may be made at any time. No one else is allowed to pick up the child without prior written authorization (note or email). The designated person will be asked to show photo ID, and the name matched to the authorized list in the child’s file. If there is an unexpected emergency, a parent may call and speak directly with the director or the child’s teacher to let them know the name of someone else who is coming that day. We do not recommend code words for young children, but if a family code word is used, it is recorded on the DSS 2900 form. A court order must be provided (copy will be kept in the child’s file) documenting any immediate family member who specifically does not have authority to pick up a child.

If a parent arrives who is intoxicated or otherwise incapable of taking the child home safely or if a non-custodial parent attempts to claim the child without the consent of the custodial parent, the Campus Public Safety Office will be called by the director or whomever is the designated person-in-charge in the event the director is offsite.

*BABYSITTING POLICY (P/P 6.1.1) *New Policy as of 7.1.2014
We get many inquiries from ECDC parents, families, and the general community requesting contact information and/or referrals of our graduate and undergraduate teaching assistants for private babysitting and/or nannying positions. This is certainly understandable, given the high standards and screening processes we maintain. However, we believe this practice is not in keeping with College Ethics and liability guidelines, nor the NAECY Code of Conduct, P-2.11, which states: *We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with
family members that might impair our effectiveness working with their children." (p.4). Therefore our policy is:

- The ECDC program does not facilitate or assist with private arrangements between families and [student] staff members. We neither maintain a contact list for this purpose nor do we give out personal contact information for any employee.
- We refer inquiries to the Career Center’s Cistern Online job-posting site.
- The University does not allow parents to list any staff member (including students) as a “pick-up” person for their child or make arrangements with a staff member to be responsible for a child either immediately before or after the program day.

CONDITIONAL ENROLLMENT POLICY (P/P 7.2):
Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECDC program, (b) the child’s behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child’s individual needs. Children entering the three-year old class are expected to be toilet-trained. This may include, but is not limited to:

- Follow-through on our recommendation for referral of the child to the First Steps BabyNet and/or Charleston County School District Child Find network for developmental evaluation and follow-up services.
- In-school parental time commitment if the child’s behaviors or needs require intensive individual attention that presents a significant challenge to our teachers for meeting the needs of other children in the class.
- Adjustment of the child’s attendance schedule if teachers deem it beneficial or necessary to meet the needs of other children in the class.

After enrollment, if any of these conditions are not being met, ECDC may request that the child be withdrawn, but will make every attempt to aid the parents in locating a placement in another program.

PRACTICUM AND RESEARCH PROTOCOLS POLICY (P/P 8.4):
ECDC staff members conduct and facilitate practicum and research projects with both campus and the external community that are either (a) part of academic course or program requirements and/or (b) approved through the CoC Institutional Review Board (ORBA). ECDC reserves the right to accept or reject proposals based on a determination of developmental appropriateness, quality of research design, or our ability to adequately facilitate. ECDC provides protocols and guidelines for observers, practicum students, and researchers to ensure proper and ethical conduct of projects and participants. Confidentiality policy is strictly followed, and all visitors to the building are screened, logged in, and wear ID badges while in the building. ECDC limits observer/researcher hours to 9:30-11:30 AM and 2:30-4:30 PM. No visitors other than parents/guardians are permitted during nap/rest times. All practicum/intern students and researchers must follow DSS requirements for child abuse clearances and TB/health screenings if warranted. Parents have the opportunity annually to provide ECDC blanket permission for observers, photos, and media and no artifacts are collected or research conducted without specific individual consent.

GRIEVANCE PROCEDURE (P/P 10.3):
The Parent Advisory Committee (PAC) is composed of one parent representative from each class group appointed by the director annually; collectively they function as ombudpersons for reporting and/or mediation of conflicts or grievances, and in an advisory capacity on matters of policy. This group meets in an ad hoc capacity as called, and may make recommendations that are then carried forward to the Dean of the SOEHH and/or the SOEHH Administrative Council.
for further consideration. Current members and contact information are listed on the program website and Family Handbook.
Description of evidence for criterion 4.E.07

We request parents annual sign-off on a sub-group of policies that are either required by the South Carolina Department of Social Services (DSS) or of high relative importance to our program mission. The confidentiality policy is one of those.

ECDCPP_eff.7.1.15.docx

ECDC Policy 4.4 describes confidentiality policies and procedures in detail.
5: Health
5.A.: Promoting and Protecting Children's Health and Controlling Infectious Disease

5.A.01: The program maintains current health records for each child:

- a. Within six weeks after a child begins the program, and as age-appropriate thereafter, health records document the dates of services to show that the child is current for routine screening tests and immunizations according to the schedule recommended, published in print, and posted on the Web sites of the American Academy of Pediatrics, the Centers for Disease Control of the United States Public Health Service (CDC-USPHS), and the Academy of Family Practice.
- b. When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for any immunization for which parents are using religious exemption. Child health records include:
  - c. current information about any health insurance coverage required for treatment in an emergency;
  - d. results of health examinations, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
  - e. current emergency contact information for each child, which is kept up to date by a specified method during the year;
  - f. names of individuals authorized by the family to have access to health information about the child;
  - g. instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes); and
  - h. supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

South Carolina requires two current health forms on file for each child within 30 days of enrollment. We require these forms prior to enrollment. South Carolina Department of Social Services (DSS) Form 2900 documents health information, medical & dental health and insurance providers, two emergency contacts, and documentation or indications of any special medical or nutritional needs or conditions. SC primary care physicians and pediatricians also provide us with a standardized Department of Health and Environmental Control (DHEC)immunization form (or
authorized form for religions exemptions) We then track due dates for next visits internally on a spreadsheet and remind parents to confirm or make appointments when updates are due. DHEC audits immunization forms twice per year and provides the facility with a form to distribute to parent/guardians of any child whose immunizations are found to be out of date.
**SOUTH CAROLINA CERTIFICATE OF IMMUNIZATION**

*TO BE COMPLETED BY A LICENSED PRACTITIONER OF MEDICINE, SURGERY, OR OSTEOPATHY, OR BY HIS OR HER AUTHORIZED REPRESENTATIVE*

<table>
<thead>
<tr>
<th>Section Ia - DAY CARE</th>
<th>Section Ib - SCHOOL</th>
<th>EXEMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date for next Immunization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Has received all immunizations required for SCHOOL ENTRY*</td>
<td></td>
<td></td>
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<tr>
<td>Invalid if checked before child’s fourth birthday</td>
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<td></td>
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<tr>
<td>[ ] Final certificate for DAY CARE ATTENDANCE*</td>
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</tbody>
</table>

**EXEMPTIONS**

(check all that apply)

- [ ] MEDICAL CONTRAINDICATION

  Complete Section IV below. Child can attend school for no more than one month following the earliest expiration date in Section IV.

- [ ] AGE-RELATED EXEMPTION

  Date of fourth birthday or next immunization after fourth birthday (child can attend school for no more than one month following this date):

  / / /

- [ ] CATCHING UP

  Date for next immunization (child can attend school for no more than one month following this date):

  / / /

*Required standards of immunization for permanent certification for day care attendance and for school entry are published annually by SCDHEC Division of Immunization (Telephone 1-800-277-4687).

**Section II - CHILD’S IDENTIFICATION**

DOB: / / /

**Section III - DATES OF IMMUNIZATIONS**

<table>
<thead>
<tr>
<th>VACCINES</th>
<th>M/D/Y</th>
<th>M/D/Y</th>
<th>M/D/Y</th>
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<th>M/D/Y</th>
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<td>Hepatitis B</td>
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<td>HepB-Adult</td>
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<td>Other:</td>
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</tbody>
</table>

**Section IV - MEDICAL CONTRAINDICATION**

This child is exempted from receiving each of the vaccines listed below for a MEDICAL REASON.

<table>
<thead>
<tr>
<th>VACCINE(S)</th>
<th>DATE EXEMPTION EXPIRES</th>
<th>OR PERMANENT EXEMPTION</th>
</tr>
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</table>

**Section V - CERTIFICATION OF IMMUNIZATION STATUS**

Type or Print Certifier’s Name

Certifier’s Signature or Stamp

Certifier’s Telephone Number

Date Certificate Issued

DHEC-1148 (06/2001)
Instructions for Completing the South Carolina Certificate of Immunization (DHEC 1148)

Section 1a – DAY CARE
Complete this section if the certificate is to be used as evidence of immunization for the purpose of attending day care in South Carolina.

Date For Next Immunization – If the child is not yet eligible for the final certificate for day care attendance (see below), insert the date upon which the child should next receive an immunization, according to the most current DHEC Routine Childhood Immunization Schedule, which is also available from the SC DHEC IMMUNIZATION DIVISION. The child is not permitted to attend day care more than one month beyond the date for next immunization in Section 1a of his or her latest certificate. If the date for next immunization is delayed by reason of medical contraindication, please complete Section IV as applicable.

Final Certificate for Day Care Attendance – Check this box if the child meets the required standards of immunization for final day care certification as published by the SC DHEC IMMUNIZATION DIVISION (telephone 1-800-277-4687).

Section 1b – SCHOOL
Complete this section if the certificate is to be used as evidence of immunization for the purpose of enrollment in headstart, school K-12, or a Department of Education child development program.

Has Received All Immunizations Required For School Entry – Check this box if the child is four years old or older and also meets the required standards of immunization for permanent school certification as published annually by the SC DHEC IMMUNIZATION DIVISION (telephone 1-800-277-4687) in the “Schedule of Required Vaccinations, Screening, and Immunizations for School Admittance”.

Exemptions – If the certificate is to be used for the purpose of admittance to school (K-12) or a Department of Education child development program and the child has not received all immunizations required for school entry, check to denote all applicable exemptions. In the case of a Medical Contraindication, complete Section IV of the certificate as appropriate. The child is permitted to remain in school for no more than one month following the expiration of a temporary medical exemption.

Age-Related Exemption – This exemption exists for the child who is ineligible to receive all immunizations required for school entry because he or she is less than four years old. Enter the date of the child’s fourth birthday in the space provided or, in the case of a minimal interval delay, enter the earliest date for next immunization after the fourth birthday. The child can attend school for no more than one month following this date.

Catching Up – This exemption exists for the child who is four years old or older, has not yet received all immunizations required for school entry, and is now “catching up” with the immunization schedule by receiving immunizations in accordance with SC DHEC recommendations. Enter the date for next immunization in the space provided. The child can attend school for no more than one month after the date for next immunization.

Please Note – If the certificate is to be used for both day care and school, Sections 1a and 1b should be completed.

Section II – CHILD’S IDENTIFICATION
Enter the child’s last name, first name, middle initial and date of birth.

Section III – DATES OF IMMUNIZATIONS
Enter the dates of all immunizations received previously and at the current visit, from you and from any other immunization provider. There should be no dates after the issuance date in Section V. For vaccine antigens not listed, enter the vaccine antigen name in one of the spaces provided below the listed vaccines. For varicella, enter date vaccine was received. If child has had chickenpox, enter “has had disease”. Dates of Hepatitis B vaccinations administered as components of a combination vaccine should be entered on the Hepatitis B row.

Section IV – MEDICAL CONTRAINdicATION
Complete this section if there exists a medical contraindication which prevents the child from receiving one or more immunizations in a timely manner consistent with the SC DHEC Routine Childhood Immunization Schedule. List all contraindicated vaccines in the left-hand column. If the medical exemption is temporary, enter the date it expires in the middle column. If the medical exemption is permanent, leave the date blank and check the box in the right-hand column to indicate a permanent medical exemption. A child who is permitted to attend school (K-12), headstart, or a Department of Education child development program under a medical exemption is permitted to remain in school for no more than one month following the expiration date of the earliest temporary exemption in Section IV. A new certificate must be presented to the school in order for the child to remain in attendance. Similarly, a child who is permitted to attend day care under a medical exemption can attend day care for no more than one month following the date the exemption expires. For day care, the date for next immunization in Section 1a should not be later than the expiration date of a temporary medical exemption in Section IV.

Section V – CERTIFICATION OF IMMUNIZATION STATUS
This certificate is valid only if signed or stamped by a licensed practitioner of medicine, surgery, or osteopathy, or by his or her authorized representative. The certifier affirms that, in his or her judgement, the information on the certificate is accurate based upon the child’s health records and that, in completing the certificate, the certifier has applied the appropriate SC DHEC standards for final certification for day care attendance and/or school entry. Please enter all required information. Additionally, SC DHEC personnel who prepare this form are requested to place their initials beside the certifier’s signature or stamp.

OFFICE MECHANICS and FILING
After completion by the physician or his/her authorized representative, this form is given to the patient/parent/guardian.

DHEC-1148 (08/2002)
Description of evidence for criterion 5.A.01

This certificate is required prior to admission and must be kept current per state DHEC regulations (Department of Health and Environmental Control). This form meets the 'a' indicator requirement.
South Carolina Department of Social Services  
Child Care Regulatory Services  

GENERAL RECORD AND STATEMENT OF CHILD’S HEALTH FOR ADMISSION  
TO CHILD CARE FACILITY

This form is to be completed for each child at the time of enrollment in the child care facility, updated as needed when changes occur, and maintained on file at the facility.

GENERAL INFORMATION: (to be completed by Parent or Guardian)

Name of Facility: __________________________ County: ____________________________
Address: ____________________________ Street Address – no Post Office Boxes City, State, Zip
Child’s Name: ____________________________ Last First Middle Initial Nick Name
Date of Birth: ____________________________ Enrollment Date: ____________________________
Child’s Current Home Address: ____________________________ Street Address City, State, Zip
Parent/Guardian’s Full Name: ____________________________
Home Phone: ____________________________ Work Phone: ____________________________ Other Phone: ____________________________
Parent/Guardian’s Full Name: ____________________________
Home Phone: ____________________________ Work Phone: ____________________________ Other Phone: ____________________________

You must have two individuals who have the authority to obtain emergency medical treatment for the child.
1. Person responsible if parent/guardian unavailable for emergency medical services:

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Address: ____________________________ Street Address City, State, Zip
Telephone Number(s): ____________________________ Family Code Word(s): ____________________________

2. Person responsible if parent/guardian unavailable for emergency medical services:

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Address: ____________________________ Street Address City, State, Zip
Telephone Number(s): ____________________________ Family Code Word(s): ____________________________

Is Child currently enrolled in school? (5K up to 6 years old)  □ Yes  □ No
My Child will regularly attend this facility  FROM __________ am/pm TO __________ am/pm
If Child is a drop-in, indicate hours of care:  FROM __________ am/pm TO __________ am/pm

Check all days Child will regularly attend this facility:  □ Mon  □ Tue  □ Wed  □ Thurs  □ Fri  □ Sat  □ Sun
Check all meals Child will receive daily:  □ Meals are not offered  □ Breakfast  □ Morning Snack  □ Lunch
□ Afternoon Snack  □ Dinner  □ Evening Snack

HEALTH INFORMATION: (to be completed by Parent or Guardian)

Family Physician or Health Resource: ____________________________ Name

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City, State, Zip</th>
<th>Telephone</th>
</tr>
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</table>
Emergency Care Provider: ____________________________ Emergency Facility Name

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<tr>
<th>Street Address</th>
<th>City, State, Zip</th>
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DSS Form 2900 (MAR 10) Edition of OCT 07 is obsolete.
evidence for criterion 5.A.01

Dental Care Provider: ________________________________ Name ________________________________

Street Address: ________________________________ City, State, Zip: ________________________________ Telephone: ________________________________

Health Insurance Provider: ________________________________

Certificate of immunization: ☐ Yes ☐ No ☐ N/A Please explain: ________________________________

**My child has the following health conditions such as allergies, asthma, diabetes, epilepsy, etc., and/or takes the following medications on a regular basis:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Additional Comments: ________________________________

__________________________________________________________________________

__________________________________________________________________________

I certify that to the best of my knowledge ________________________________ Child’s Name ________________________________

is in good mental and physical health and able to participate in the child care program at ________________________________ Name of Child Care Facility ________________________________

Signature: ________________________________ Date: ________________________________ Parent or Guardian ________________________________

Signature: ________________________________ Date: ________________________________ Director/Operator/Staff Designee
Description of evidence for criterion 5.A.01

The DSS 2900 form is updated annually and includes the information related to the child's health history and authorizations for emergency medical treatment (sub-criteria c-h)
Results of Immunization Records Monitoring Visit in a Child Daycare Facility

Diane FOX
Name of Representative (please print)

0: 843-574-4595
Phone Number

NE Mills EDC
Name and Address of Day Care Facility

91 Wentworth St.

DSS Facility Number

Charleston, SC 29403

Date of Monitoring Visit 1-9-15

INITIAL MONITORING VISIT/FOLLOW-UP (circle one) "O"

IS FACILITY IN COMPLIANCE WITH REQUIRED STANDARDS? YES / NO

In the case of non-compliance with required standards found at the time of the initial monitoring visit, the day care operator has a maximum of thirty (30) days to rectify ALL deficiencies. Follow-up will occur not less than thirty (30) days following the initial monitoring visit, by which time all deficiencies must have been corrected.

In the case of persistent non-compliance with required standards found at the time of the follow-up, the DHEC representative will submit a request to the SC Department of Social Services (DSS) to take appropriate regulatory action. Additionally, the SC Department of Health and Environmental Control (DHEC) will initiate legal action as provided for by Section 44-29-190 of the SC Code of Laws. Owners or operators of day care facilities who violate Section 44-29-180 of the SC Code of Laws, in the words of the law, are "guilty of a misdemeanor and, upon conviction, may be fined not more than two hundred dollars ($200) or imprisoned for not more than thirty days." Each incident of non-compliance with the state law and regulation is a separate incident of violation.

VIOLATION (Child not in Compliance) (please print)

Signature of DHEC Representative:

Date: 1-9-2015

Name of Day Care Representative whose Signature appears below (please print)

Signature of Day Care Representative:

Date: 1-9-15

If additional lines are needed to document children not in compliance, use another DHEC 1106
Description of evidence for criterion 5.A.01

Example of a DHEC visit report of immunization records examination for currency (b)
January 30, 2015

Dear Immunization Provider:

In accordance with South Carolina Code of Laws, Section 44-29-180, and South Carolina Regulation 61-8, the 2015-2016 “Required Standards of Immunization for School Attendance” and the “Required Standards of Immunization for Day Care Attendance” are enclosed. These requirements are effective for the 2015-2016 school year.

### Changes for the 2015-2016 School Year

- **11th grade has been added to the requirement for four (4) doses of diphtheria, tetanus, and pertussis.**
- **1st grade has been added to the requirement for (2) doses of Varicella. A child with a positive history of the disease is considered immune and is exempt from this requirement.**
- **3rd grade has been added to the requirement for three (3) doses of oral and/or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday.**
- **9th grade has been added to the requirement for (1) Tdap (tetanus, diphtheria, and pertussis) booster. Tdap is routinely administered at 11-12 years of age; however, a dose administered on or after the seventh birthday will meet this requirement.**
- **A Hepatitis B third dose minimum age and interval has been added to school attendance minimum requirements (third dose received ≥24 weeks of age and at least 18 weeks after the first dose).**
- **Doses documented on the immunization certificate must be valid doses according to accepted practice standards for the minimum age(s) and intervals. The “Minimum Ages and Intervals Between Doses of Routinely Recommended Vaccines” table is enclosed for your reference.**

### General Guidance Points

- On the day of an office visit, if a child cannot obtain all age-eligible vaccine(s) required for day care and/or school for a **medical reason**, **a medical exemption** (temporary or permanent as determined by the clinician) must be issued for the certificate to be valid. DHEC supports the provision of all Advisory Committee on Immunization Practices (ACIP) recommended vaccines according to the ACIP schedule.
- **SC State Law only allows the following exemptions to vaccine requirements:**
  - **Medical Exemption:** A valid SC Certificate of Immunization (DHEC 2740) which includes all administered vaccines to date and notes a documented medical exemption (temporary or permanent) for vaccines which are not administered for a medical reason. For temporary medical exemptions, an expiration date in the future is noted when next immunizations are due to be obtained. **THIS IS THE ONLY EXEMPTION AN IMMUNIZATION PROVIDER CAN AUTHORIZE.**
  - **Religious Exemption:** A religious exemption certificate is issued by a DHEC Health Department. The parent or guardian must sign the DHEC form in the presence of a notary.
  - **Special Exemption:** A special exemption certificate may be issued by the school to a student that has been unable to secure immunizations or documentation of immunizations already received. This exemption is only valid for 30 calendar days for the current enrollment and may be issued only once.
  - A valid South Carolina Certificate of Immunization for all enrolled children, 3 months of age and older, must be maintained by public and private childcare facilities (as defined in Section 63-13-20 of SC Code of Laws); public, private, and parochial schools, grades kindergarten through 12th grade; and child development programs under the control of the Department of Education.
  - Children enrolled in PreK or 4K programs and younger must meet Day Care Requirements, even if attendance is in a school setting.
  - Children enrolled in 5-year-old kindergarten through Grade 12 must meet School Requirements.
  - Children enrolled in grades 5K or greater who also attend a childcare facility (e.g., after school and/or summer program) must meet School Requirements and have a valid South Carolina Certificate of Immunization on file at both day care and school.

DHEC appreciates your continuing efforts to protect South Carolina children from vaccine-preventable diseases. Please advise your patients to receive all age-appropriate vaccines as recommended by the Centers for Disease Control and Prevention (CDC). Procedural and other questions may be directed to DHEC’s Immunization Division at 803-898-0460 or 1-800-277-4687 (1-800-27-SHOTS), or immunize@dhec.sc.gov.

Sincerely,

Linda J. Bell, M.D.
State Epidemiologist

Leanne S. Bailey, RN, MPH
Director, Division of Immunization
Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, "no superintendent of an institution of learning, no school board or principal of a school may enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control. Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted."

The Department of Health and Environmental Control has declared the following minimum immunization requirements are necessary for a child to be admitted to any public, private, or parochial school, grades five-year-old kindergarten through twelve (5K-12):

Minimum Requirements:

<table>
<thead>
<tr>
<th>Vaccine for:</th>
<th>Grade</th>
<th>Grade level requirements apply to all students entering or retained in the grades specified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus and Pertussis</td>
<td>5K - 11</td>
<td>Four (4) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Three (3) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday.</td>
</tr>
<tr>
<td>Tdap Booster</td>
<td>7-9</td>
<td>One (1) dose of Tdap vaccine received on or after the 7th birthday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If necessary, this dose of Tdap may be included as one of the doses needed to meet the requirement for Diphtheria, Tetanus, and Pertussis noted above.</td>
</tr>
<tr>
<td>Polio</td>
<td>5K-3</td>
<td>Three (3) doses of oral and/or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday.</td>
</tr>
<tr>
<td></td>
<td>4-12</td>
<td>Three (3) doses of oral and/or inactivated Polio vaccine (IPV) with at least one (1) dose received on or after the 4th birthday or four (4) doses of oral and/or inactivated Polio vaccine (IPV) before 4th birthday. (If doses separated by at least 4 weeks) - Follow CDC recommendations for students 18 years of age and older.</td>
</tr>
<tr>
<td>Rubeola (Measles)</td>
<td>5K-12</td>
<td>Two (2) doses of Rubeola (Measles) vaccine with both doses received on or after the first birthday and separated by at least 4 weeks.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>5K-12</td>
<td>One (1) dose of Rubella (German Measles) vaccine received on or after the first birthday.</td>
</tr>
<tr>
<td>Mumps</td>
<td>5K - 12</td>
<td>One (1) dose of Mumps vaccine received on or after the first birthday.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>5K - 12</td>
<td>Three (3) doses of Hepatitis B vaccine with the third dose received ≥24 weeks of age and at least 16 weeks after the first dose.</td>
</tr>
<tr>
<td>Varicella</td>
<td>5K - 1</td>
<td>Two (2) doses of Varicella vaccine with both doses received on or after the first birthday and separated by at least 4 weeks or a positive history of disease.</td>
</tr>
<tr>
<td></td>
<td>2-12</td>
<td>One (1) dose of Varicella vaccine received on or after the first birthday or positive history of disease.</td>
</tr>
</tbody>
</table>

1When issuing a South Carolina Certificate of Immunization, doses documented on the immunization certificate must be valid according to accepted practice standards for minimum age(s) and intervals.

2For unvaccinated or incompletely vaccinated children 7 years of age and older, refer to currently published ACIP Catch-Up Schedule for number of doses necessary to complete diphtheria, tetanus, and pertussis series and meet this requirement.

3Tdap is routinely administered at 11-12 years of age; however, a dose administered on or after the seventh birthday will meet this requirement.

4Routine vaccination of persons 18 years of age and older who reside in the United States is not necessary or recommended, unless in the following high-risk categories: 1) traveler to areas where poliomyelitis is endemic or epidemic; 2) laboratory worker handling specimens that may contain polioviruses; or 3) healthcare worker who has close contact with patients who might be excreting wild polioviruses.

5Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, students may be exempt from these immunization requirements for the following reasons:

Medical Exemption: The Medical Exemption section of the SC Certificate of Immunization should only be completed when a child has a permanent or temporary medical reason for exclusion from receipt of vaccine(s). The Medical Exemption section must only be completed by a licensed Physician (MD or DO) or his/her authorized representative (e.g., Physician’s Assistant - PA, or Advanced Practice Registered Nurse - APRN).

Religious Exemption: A religious exemption may be granted to any student whose parents, parent, guardian, or person in loco parentis signs the appropriate section of the South Carolina Certificate of Religious Exemption stating that one or more immunizations conflicts with their religious beliefs. The South Carolina Certificate of Religious Exemption may only be obtained from the Department of Health and Environmental Control.

Special Exemptions: A South Carolina Certificate of Special Exemption, signed by the school principal or his/her authorized representative, may be issued to transfer students while awaiting arrival of medical records from their former area of residence or to other students who have been unable to secure immunizations or documentation of immunizations already received. This exemption may be issued only once and is valid for only thirty (30) calendar days from the date of enrollment. Upon expiration of this special exemption, the student must present a valid South Carolina Certificate of Immunization or a valid South Carolina Certificate of Religious Exemption.
Pursuant to Section 44-29-180, South Carolina Code of Laws, “...no owner or operator of a public or private childcare facility as defined in Section 63-13-20 may...enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control. Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted.”

The Department of Health and Environmental Control has declared the following minimum requirements are necessary to receive the final immunization certificate for day care attendance for 4K programs and younger. Children enrolled in day care who have not yet received all required immunizations must present a valid SC Certificate of Immunization that indicates by expiration date of the certificate when the next immunization(s) are due. The child is allowed to remain in the day care no longer than 30 days after the noted expiration date.

**Children enrolled in grade 5K or greater AND enrolled in a childcare facility (e.g., after school and/or summer program) must meet school immunization requirements and have a valid SC Certificate of Immunization on file at the childcare facility.**

### Minimum Requirements: 1, 3

<table>
<thead>
<tr>
<th>Vaccine for:</th>
<th>Day Care Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus and Pertussis</td>
<td>Four (4) doses of any combination of DTP, DT, or DTaP vaccine</td>
</tr>
<tr>
<td>Polio</td>
<td>Three (3) doses of any combination of oral or inactivated Polio vaccine</td>
</tr>
<tr>
<td>Haemophilus influenza Type b (Hib)</td>
<td>Current, age-appropriate Haemophilus influenzae Type b conjugate vaccination according to the currently published immunization schedule. For children 15-59 months of age who have not yet completed age-appropriate Hib vaccination, one (1) dose of Haemophilus influenzae Type b vaccine at or after 15 months of age is required. <strong>Hib vaccine is not required for children 5 years of age and older.</strong></td>
</tr>
<tr>
<td>Rubeola (Measles)</td>
<td>One (1) dose of Rubeola (Measles) vaccine received on or after the first birthday</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>One (1) dose of Rubella (German Measles) vaccine received on or after the first birthday</td>
</tr>
<tr>
<td>Mumps</td>
<td>One (1) dose of Mumps vaccine received on or after the first birthday</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Three (3) doses of Hepatitis B vaccine with the third dose received &gt;24 weeks of age and at least 16 weeks after the first dose</td>
</tr>
<tr>
<td>Varicella</td>
<td>One (1) dose of Varicella vaccine received on or after the first birthday or positive history of disease</td>
</tr>
<tr>
<td>Pneumococcal</td>
<td>Current, age-appropriate Pneumococcal vaccination according to the currently published immunization schedule. For children aged 24-59 months who have not yet completed any age-appropriate pneumococcal vaccination schedule (PCV7 or PCV13), one (1) dose of 13-valent pneumococcal conjugate vaccine on or after the 2\textsuperscript{nd} birthday is required. <strong>Pneumococcal conjugate vaccine is not required for children 5 years of age and older.</strong></td>
</tr>
</tbody>
</table>

1When issuing a South Carolina Certificate of Immunization, doses documented on the immunization certificate must be valid according to accepted practice standards for minimum age(s) and intervals.

2A single supplemental dose of PCV13 is strongly recommended for all children 14-59 months of age who have completed age-appropriate pneumococcal vaccination with the 7-valent pneumococcal vaccine (PCV7), but is not required for day care attendance.

3Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, children may be exempt from these immunization requirements for the following reasons:

**Medical Exemption:** The Medical Exemption section of the SC Certificate of Immunization should only be completed when a child has a permanent or temporary medical reason for exclusion from receipt of vaccine(s). The Medical Exemption section must only be completed by a licensed Physician (MD or DO) or his/her authorized representative (e.g. Physician’s Assistant, or Advanced Practice Registered Nurse).

**Religious Exemption:** A religious exemption may be granted to any student whose parents, parent, guardian, or person in loco parentis signs the appropriate section of the South Carolina Certificate of Religious Exemption stating that one or more immunizations conflicts with their religious beliefs. The South Carolina Certificate of Religious Exemption may only be obtained from the Department of Health and Environmental Control.
### Minimum Ages and Intervals Between Doses of Routinely Recommended Vaccines

<table>
<thead>
<tr>
<th>Vaccine and dose number</th>
<th>Minimum age for this dose</th>
<th>Minimum interval to next dose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hepatitis B (HepB) -1(^3)</strong></td>
<td>Birth</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>HepB -2</strong></td>
<td>4 weeks</td>
<td>8 weeks</td>
</tr>
<tr>
<td><strong>HepB-3(^1)</strong></td>
<td>24 weeks</td>
<td>—</td>
</tr>
<tr>
<td><strong>Inactivated poliovirus (IPV)-1(^3)</strong></td>
<td>6 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>IPV-2</strong></td>
<td>10 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>IPV-3</strong></td>
<td>14 weeks</td>
<td>6 months</td>
</tr>
<tr>
<td><strong>IPV-4(^10)</strong></td>
<td>4 years</td>
<td>—</td>
</tr>
<tr>
<td><strong>Diphtheria-tetanus-acellular pertussis (DTaP)-1(^3)</strong></td>
<td>6 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>DTaP-2</strong></td>
<td>10 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>DTaP-3</strong></td>
<td>14 weeks</td>
<td>6 months</td>
</tr>
<tr>
<td><strong>DTaP-4</strong></td>
<td>12 months</td>
<td>6 months</td>
</tr>
<tr>
<td><strong>DTaP-5</strong></td>
<td>4 years</td>
<td>—</td>
</tr>
<tr>
<td><strong>Tetanus-diphtheria (Td)</strong></td>
<td>7 years</td>
<td>5 years</td>
</tr>
<tr>
<td><strong>Tetanus-diphtheria-acellular pertussis (Tdap)(^13)</strong></td>
<td>7 years</td>
<td>—</td>
</tr>
<tr>
<td><strong>Haemophilus influenza type b (Hib)-1(^3,8)</strong></td>
<td>6 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>Hib-2</strong></td>
<td>10 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>Hib-3(^9)</strong></td>
<td>14 weeks</td>
<td>8 weeks</td>
</tr>
<tr>
<td><strong>Hib-4</strong></td>
<td>12 months</td>
<td>—</td>
</tr>
<tr>
<td><strong>Measles-mumps-rubella (MMR)-1(^11)</strong></td>
<td>12 months</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>MMR-2(^11)</strong></td>
<td>13 months (routine @ 4-6 years)</td>
<td>—</td>
</tr>
<tr>
<td><strong>Varicella (Var)-1(^11)</strong></td>
<td>12 months</td>
<td>See footnote(^12)</td>
</tr>
<tr>
<td><strong>Var-2(^11)</strong></td>
<td>15 months (routine @ 4-6 years)</td>
<td>—</td>
</tr>
<tr>
<td><strong>Pneumococcal conjugate (PCV)-1(^8)</strong></td>
<td>6 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>PCV-2</strong></td>
<td>10 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>PCV-3</strong></td>
<td>14 weeks</td>
<td>8 weeks</td>
</tr>
<tr>
<td><strong>PCV-4</strong></td>
<td>12 months</td>
<td>—</td>
</tr>
<tr>
<td><strong>Rotavirus (RV)-1(^14)</strong></td>
<td>6 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>RV-2</strong></td>
<td>10 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>RV-3(^15)</strong></td>
<td>14 weeks</td>
<td>—</td>
</tr>
<tr>
<td><strong>Hepatitis A (HepA)-1</strong></td>
<td>12 months</td>
<td>6 months(^5)</td>
</tr>
<tr>
<td><strong>HepA-2</strong></td>
<td>18 months</td>
<td>—</td>
</tr>
<tr>
<td><strong>Human Papillomavirus (HPV)-1(^16)</strong></td>
<td>9 years</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>HPV-2</strong></td>
<td>9 years (+4 weeks)</td>
<td>12 weeks(^17)</td>
</tr>
<tr>
<td><strong>HPV-3(^17)</strong></td>
<td>9 years (+24 weeks)</td>
<td>—</td>
</tr>
<tr>
<td><strong>Meningococcal conjugate (MCV4)-1(^18)</strong></td>
<td>2 years (if high risk indication)(^19) (routine @ 11-12 years)</td>
<td>8 weeks</td>
</tr>
<tr>
<td><strong>MCV4-2</strong></td>
<td>11 years (+8 weeks) (routine @ 16 years)</td>
<td>—</td>
</tr>
<tr>
<td><strong>Influenza, inactivated(^20)</strong></td>
<td>6 months</td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>Influenza, live attenuated(^20)</strong></td>
<td>2 years</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>
The schedule of recommended vaccines is developed and published yearly by the Advisory Committee on Immunization Practices (ACIP) and the Centers for Disease Control and Prevention (CDC). Certain ACIP-recommended vaccines are also required for school and/or daycare attendance in South Carolina according to the S. C. Code of Laws Section 44-20-180 and Regulation 61-8. The “Required Standards of Immunization for School Attendance” and the “Required Standards of Immunization for Day Care Attendance” are published annually by the Department of Health and Environmental Control (DHEC).

Combination vaccines are available. Use of licensed combination vaccines is generally preferred to separate injections of their equivalent component vaccines. When administering combination vaccines, the minimum age for administration is the oldest age for any of the individual components; the minimum interval between doses is equal to the greatest interval of any of the individual components.

Combination vaccines containing a hepatitis B component (Comvax, Pediarix, and Twinrix) are available. These vaccines should not be administered to infants younger than 6 weeks because of the other components (i.e., Hib, DTaP, HepA, and IPV).

HepB-3 should be administered at least 8 weeks after HepB-2 and at least 16 weeks after HepB-1, and should not be administered before age 24 weeks.

Calendar months

The minimum recommended interval between DTaP-3 and DTaP-4 is 6 months. However, DTaP-4 need not be repeated if administered at least 4 months after DTaP-3.

The fifth dose is not necessary if the fourth dose was administered at age 4 years or older.

Children receiving the first dose of Hib or PCV vaccine at age 7 months or older require fewer doses to complete the series.

If PRP-OMP (Pedvax-Hib) was administered at ages 2 and 4 months, a dose at age 6 months is not required.

A fourth dose is not needed if the third dose was administered on or after the 4th birthday and at least 6 months after the previous dose.

Combination measles-mumps-rubella-varicella (MMRV) vaccine can be used for children aged 12 months through 12 years.

Recommended minimum interval between doses for persons <13 years of age is 12 weeks. However, if the second dose is administered at least 28 days following the first dose, the second dose does not need to be repeated. Recommended minimum interval for persons ≥13 years of age is 4 weeks.

Only one dose of Tdap is recommended. Subsequent doses should be given as Td. For one brand of Tdap (Adacel), the minimum age is 11 years. For management of a tetanus-prone wound in a person who has received a primary series of a tetanus-toxoid containing vaccine, there is no minimum interval between a previous dose of any tetanus-containing vaccine and Tdap.

The first dose of rotavirus must be administered between 6 weeks 0 days and 14 weeks 6 days. The vaccine series should not be started after age 15 weeks 0 days. Rotavirus should not be administered to children older than 8 months 0 days, regardless of the number of doses received before that age.

If two doses of Rotarix are administered as age appropriate, a third dose is not necessary.

Bivalent HPV vaccine (Cervarix) is approved for females 10 through 25 years of age. Quadrivalent HPV vaccine (Gardasil) is approved for males and females 9 through 26 years of age.

The minimum age for HPV-3 is based on the baseline minimum age for the first dose (108 months) and the minimum interval of 24 weeks between the first and third doses. Dose 3 need not be repeated if it is given at least 16 weeks after the first dose (and if the intervals between doses 1 and 2 and doses 2 and 3 are maintained at 4 weeks and 12 weeks, respectively).

Revaccination with meningococcal vaccine is recommended for previously vaccinated persons who remain at high risk for meningococcal disease (See CDC. Updated recommendations from the ACIP for vaccination of persons at prolonged increased risk for meningococcal disease. MMWR 2009; 58: [1042-3]).

Menactra may be given as young as 2 months for high-risk children.

One dose of influenza vaccine per season is recommended for most people. Children younger than 9 years of age who are receiving influenza vaccine for the first time should receive 2 doses this season. See current influenza recommendations for other factors affecting the decision to administer one vs. two doses to children young than 9 years.

Adapted from: Table 1, General Recommendations on Immunization, MMWR, Vol. 60/No. 2, January 28, 2011.
Description of evidence for criterion 5.A.01

This is the most recent set of guidelines from DHEC relative to required immunizations and timelines.
5.1 Child Health Records
Prior to enrollment, parents must provide complete, dated, and signed:
- DSS 2900 Form Statement of Child Health (updated annually; contact information for 2 persons authorized to act on parents’ behalf in event of emergency, health and emergency provider, health insurance; instructions and information about special health needs)
- DHEC 1148 Form SC Record of Immunization (evidence of current immunizations according to the SC DHEC Immunization schedule OR
- DHEC 1126 Form SC Exemption for Religious Reasons from immunization (not available online; must be obtained directly from DHEC)

ECDC requires these forms to be kept current and monitors expiration dates, providing due reminders one month prior to expiration date. If updated forms are not returned in timely fashion, parents are notified in writing of child exclusion from the program pending return of current Immunization Form.

5.3 Sickness/Illness (5.A.04)
ECDC follows the SC DHSS guidelines for exclusion from care in the event of illness and annually distributes a current copy (in English or Spanish) of the DHEC brochure for parents describing these guidelines.

Sick child notification and exclusion: ECDC does not have facilities or staff to provide sick care for children. If a child becomes ill, he/she is removed to the office, kept comfortable, and parents notified to pick up within 30 minutes. The ECDC Illness Release form is sent home with the child and returned signed and dated by a parent or authorized family member when the child is well enough to return. A child with fever may not return until fever-free (without fever-reducing medication) for 24 hours. Parents will be called if a child
- vomits or has an uncontrolled diarrhea more than once,
- has a fever over 100F
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

Health Alerts: In the event of our notification of a vaccine-preventable illness occurring among the child or adult population, parents of any child with an immunization exemption will be notified using the Temporary Exclusion for Health Reasons form within 24 hours of temporary exclusion from care until the threat is no longer present, as evidenced by a signed return to care authorization from the ill child/family's licensed health professional (5.A.01).

Teachers are expected to communicate information about common communicable diseases present in the classroom verbally or through classroom level email correspondence. If an unusual disease emerges or a common disease, such as strep throat appears in multiple classrooms, ECDC issues an email Health Alert that includes information and links to online or print resources about signs, symptoms, transmission, period of communicability, and any control measures being implemented. ECDC forwards any community-wide health alerts to all families that are received either from the College Health Services, or the state and local DHEC office. (5.A.05). This policy applies to adult staff as well as children.
Description of evidence for criterion 5.A.01

These two excerpts from our program policies and procedures describe our requirements relative to criterion 5.A.01.b & h

5.A.02: The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs.

a. The health consultant visits at least two times a year and as needed. Where infants and toddlers/twos are in care, the health consultant visits the program at least four times a year and as needed.

b. The health consultant observes program practices and reviews and makes recommendations about the program's practices and written health policies to ensure health promotion and prevention of infection and injury. The consultation addresses physical, social-emotional, nutritional, and oral health, including the care and exclusion of ill children.

c. Unless the program participates in the United States Department of Agriculture's Child and Adult Care Food Program, at least two times a year a registered dietitian or pediatric public health nutritionist evaluates the menus for nutritional content; portion sizes; nationally recommended limits on juice, sugar, sodium, and saturated fats; food service operations; special feeding needs to be met by the program; and procedures used for food brought from home.

d. The program documents compliance and implements corrections according to the recommendations of the consultant (or consultants).

(This criterion is an Emerging Practice.)

While we do not contract externally for a Health Consultant, as a unit within our University we have access to the personnel in the Student Health Center, one of whom is a registered RN who has been a parent in our program for the past five years. We therefore see her every day and she is currently serving as our Health Consultant. We can consult with her or other members of the Health Center staff on sub-criteria described above for 5.A.02. For example, we worked with them to coordinate review of our health practices, preparations and development of a state-approved staff training for an H1N1 influenza outbreak a few years ago. We can call them at any time to ask for advice on any matter related to the health of our children. She also reviews our policies and procedures and signs off on them annually. We also receive regular updates from the state Department of Health and Environmental Control (DHEC) on immunization procedures, identified health risks of both temporary and long-term duration, and resource information on other health matters. We also have a campus dietician who works with us in a consulting capacity. Most recently we revised all of our snack procedures and content and developed a written nutrition plan to comply with CFOC3 standards which she reviewed and approved.
Dear Childcare Provider,

The annual influenza (flu) season is about to start. This letter provides important information regarding flu signs and symptoms, flu prevention measures and flu outbreaks. This information can be used in childcare centers to help prevent the spread of flu and keep children healthy during this flu season.

Based on estimates that approximately 20,000 children younger than 5 years of age are hospitalized each year for influenza complications, influenza can significantly impact young children. And, in fact, influenza causes more hospitalizations among young children than any other vaccine-preventable disease.

Flu can cause symptoms such as fever, cough, sore throat, headache, muscle aches and vomiting. Flu can be very serious and may even cause death in some individuals with chronic health conditions, young children, pregnant women, or elderly persons.

Flu spreads between individuals when those sick with flu cough, sneeze, or even talk. The flu virus can spread to people up to six feet away. Flu can also spread when people touch their faces or eyes after touching something a sick person has touched.

The Advisory Committee on Immunization Practices (ACIP) recommends that everyone 6 months of age and older get the flu vaccine as soon as possible, unless they have a medical reason not to be vaccinated.

Additional recommendations to prevent the spread of flu include:

- Wash hands often for at least 20 seconds with soap and warm water.
- If soap and water are not available, use an alcohol-based hand rub.
- Cough or sneeze into a tissue, or into your upper sleeve or elbow, rather than your hands.
- Stay home if you have flu symptoms so you will not infect others. Children and staff can return to childcare when they no longer have a fever without the use of fever-reducing medicine.
- Try to avoid close contact with sick people.
- Clean and disinfect frequently touched surfaces and objects. See the following web link for more information: [http://www.cdc.gov/flu/school/cleaning.htm](http://www.cdc.gov/flu/school/cleaning.htm)

When flu occurs in a childcare center, it may spread rapidly within this group setting. Consult your regional health department for steps to take to reduce disease spread. Proper prevention and control measures are very important in limiting spread to others at home and in the community. Staff and attendees can introduce or re-introduce influenza into childcare settings, so outbreaks can be prolonged or occur more than once during flu season.

Flu outbreaks are reportable to South Carolina Department of Health and Environmental Control and should be called into the Regional Public Health Office covering the county where a childcare center is located. Because of this, it is necessary for childcare centers to monitor for increases in flu and flu-like illness.
Tips to monitor flu in childcare centers:

- Maintain heightened awareness for all febrile respiratory illness among staff and attendees.
- Center management should immediately contact their Regional Public Health Office if an increase in flu-like illness is observed. Regional Public Health Office telephone numbers are listed below and can be found at the following web link: http://www.scdhec.gov/library/CR-009025.pdf
- Keep a log of ill individuals and their symptoms and review it with the Regional Public Health Office.
- The Regional Public Health Office can offer guidance regarding whether laboratory testing is needed and how long to continue heightened awareness.

<table>
<thead>
<tr>
<th>Regional Public Health Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lowcountry</strong></td>
</tr>
<tr>
<td>Berkeley, Charleston, Dorchester</td>
</tr>
<tr>
<td>Phone: (843) 953-0043 Nights/Weekends: (843) 441-1091</td>
</tr>
<tr>
<td>Beaufort, Colleton, Hampton, Jasper</td>
</tr>
<tr>
<td>Phone: (843) 322-2453 Nights/Weekends: (843) 441-1091</td>
</tr>
<tr>
<td>Allendale, Bamberg, Calhoun, Orangeburg</td>
</tr>
<tr>
<td>Phone: (803) 943-3878 Nights/Weekends: (843) 441-1091</td>
</tr>
</tbody>
</table>

Additional prevention and control information about flu is available at the following websites:
http://www.cdc.gov/flu
http://www.cdc.gov/flu/school/cleaning.htm
http://www.dhec.sc.gov/flu
http://www.cdc.gov/flu/school/

Thank you for your cooperation and assistance with this important public health activity.

Sincerely,

Linda J. Bell, M.D.
State Epidemiologist
Description of evidence for criterion 5.A.02

This is an example of the type of communications we receive from our state DHEC office on health risks and recommended response strategies.
10/26/2015

To whomever it may concern,

This is to confirm that I, Ashley Galloway, Registered and Licensed Dietitian at the College of Charleston have reviewed the 5-week Master snack menu for the Early Childhood Development Center. All snacks currently meet the USDA requirements for nutritional density and appropriate portion sizes.

Thank you,

Ashley Galloway, MS, RD/LDN
College of Charleston
Charleston, SC
Description of evidence for criterion 5.A.02

This letter provides evidence that we consulted with our campus dietitian who reviewed and approved our snack menus.
Jaruszewicz, Candace L

To: Brittany Lipscomb Coefield
Subject: RE: serving as health consultant for accreditation purposes

Dr. J

This looks good to me. Let me know if there is anything I need to do to move forward.

Thanks!
Brittany

Happy Connecting. Sent from my Sprint Samsung Galaxy S® 5

-------- Original message --------
From: "Jaruszewicz, Candace L." <JaruszewiczC@cofc.edu>
Date: 2015/10/27 10:47 AM (GMT-05:00)
To: "Coefield, Brittany" <bniholes03@yahoo.com>
Subject: serving as health consultant for accreditation purposes

Hi Brittany,

Here is what the standard says—I want to be able to tell them we have access to collaboration with the CofC Health Center and an RN who is willing to work with us (you). This is an optional criteria, not a required one at this point, so I’m just giving it our best attempt.

5.A.02(EMERGING): The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs.

- a. The health consultant visits at least two times a year and as needed. Where infants and toddlers/twos are in care, the health consultant visits the program at least four times a year and as needed.
- b. The health consultant observes program practices and reviews and makes recommendations about the program’s practices and written health policies to ensure health promotion and prevention of infection and injury. The consultation addresses physical, social-emotional, nutritional, and oral health, including the care and exclusion of ill children.
- c. (we have this one covered) Unless the program participates in the United States Department of Agriculture’s Child and Adult Care Food Program, at least two times a year a registered dietitian or pediatric public health nutritionist evaluates the menus for nutritional content; portion sizes; nationally recommended limits on juice, sugar, sodium, and saturated fats; food service operations; special feeding needs to be met by the program; and procedures used for food brought from home.
- d. The program documents compliance and implements corrections according to the recommendations of the consultant (or consultants).
My intended response to this criteria:

"While we do not contract with a Health Consultant, as a unit within our University we have access to the personnel in the Student Health Center, one of whom is a registered RN who has been a parent in our program for the past five years. We therefore see her every day and can consult with her or other members of the Health Center staff on sub-criteria described above for 5.A.02. For example, we worked with them to coordinate review of our health practices, preparations and development of a state-approved staff training for an H1N1 influenza outbreak a few years ago. We can call them at any time to ask for advice on any matter related to the health of our children. We also receive regular updates from the state Department of Health and Environmental Control (DHEC) on immunization procedures, identified health risks of both temporary and long-term duration, and resource information on other health matters."

If you actually would be willing to take a professional look over our policies (which I know you are already familiar with as a parent) I can include that in a memo that I can send to you after you think about this.

Candy

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewicz@cofc.edu

http://ecdc.cofc.edu/
Description of evidence for criterion 5.A.02

Our campus Health Services office has a full staff of health professionals, one of whom is an RN who has been a parent in our center for five years. We see her daily and this email documents her willingness to serve in a designated capacity as our Health Consultant.
STUDENT HEALTH (.INDEX.PHP)

Appointments (.appointments/index.php)
Emergencies and Crises (.emergencies/index.php)

Services

Affordable Health Care Act (.affordable-health-care-act/index.php)
Fees and Insurance (.fees-insurance/index.php)
Cold, Flu, Allergy Advice (.cold-flu-allergy/index.php)
Health and Wellness (.health-wellness/index.php)
Sexual Health (.sexual-health/index.php)
Symptom Checker (.symptom-checker/index.php)
Travel Consultation Service (.travel/index.php)
Health & Immunization Form (.health-immunization-form/index.php)
About Us (.about-us/index.php)
Contact Us (.contact/index.php)

APPLY TO THE COLLEGE (HTTP://WWW.COFC.EDU/APPLY)

PLAN A VISIT (HTTP://WWW.COFC.EDU/VISIT)

- PRINT PAGE (?PRINT=1)
- SHARE PAGE (HTTP://WWW.ADDTHIS.COM/BOOKMARK.PHP?V=20)
Services

Screen Reader users, you may use the graphics free web page (accessible-services.php)

All registered students at the College of Charleston, including undergraduate and graduate students, are eligible to utilize our services.

Our Services include the following:

- Allergy Shots (allergy-shots.php)
- Asthma Care (asthma.php)
- ADD/ADHD (attention.php)
- Birth Control (birth-control.php)
- Eye Problems (eye-problems.php)
- First Aid/Wounds (first-aid-wound.php)
- Gynecological Care (..sexual-health/gyn-care.php)
- Illnesses (illness.php)
- Infections (illness.php)
- Injuries (injuries.php)
- Mental Health (..mental-health.php)
- Rashes/Skin (rashes-skin.php)
- Referrals (referrals.php)
- Tuberculosis Skin Test (tb-skin-test.php)
- Testing STIS (testing-stis.php)
- Travel (..travel/index.php)
- Health Immunization Form (..health-immunization-form/index.php)
The Services listed below are not available at our facility:

- X-rays
- Pharmacy services
- After hours or weekend care
- Hospitalization
- Emergency room care
- Care with specialists
- Some immunizations
- Physicals (Certain exceptions will be made for College of Charleston related programs)

(We can refer you for these services if needed)

66 George Street
Charleston, South Carolina 29424
843.805.5507

Colleges and Schools

Arts (http://sota.cofc.edu/)
Business (http://sb.cofc.edu/)
Education, Health and Human Performance (http://ehhp.cofc.edu/)
Humanities and Social Sciences (http://hss.cofc.edu/)
Languages, Cultures and World Affairs (http://lcwa.cofc.edu/)
Description of evidence for criterion 5.A.02

While the Health Services Center is designed primarily to serve CofC students, they also provide support and services to offices, departments, and personnel as appropriate. For instance, they do all of the physicals and TB tests we need for employees, for free. They also provide flu shots for everyone on campus, training on emergencies, such as an epidemic, and will consult with us on any matter. This is the webpage listing services they provide.

5.A.03: At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each group of children.

All teachers, assistant teachers, and administrative staff are required to have this credential. We plan two paid training sessions per year and also annual training for Blood Borne Pathogens. We maintain a notebook with copies of all training rosters, training materials, copies of first aid cards, and a staff schedule color-coded to indicate current training staff of each person. This notebook will be available for review at the on-site visit.
<table>
<thead>
<tr>
<th>Code</th>
<th>Last Name</th>
<th>First Name</th>
<th>CPR (DS 1 per facility) Exp. Date</th>
<th>NAEYC 1 per classroom (by expiration date)</th>
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</thead>
<tbody>
<tr>
<td>ADMIN</td>
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<tr>
<td>Admin</td>
<td>Januszewicz Candace</td>
<td>08/01/17</td>
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<td>Admin</td>
<td>Merrow Catherine</td>
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<td>GRADUATE ASSISTANTS</td>
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<tr>
<td>GA</td>
<td>McClary Kelsey</td>
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<tr>
<td>GA</td>
<td>Verner Megan</td>
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<td>GA</td>
<td>Malloy Meghan</td>
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<td>GA</td>
<td>Christensen Cameron</td>
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<td>MT</td>
<td>Johnston Stephanie</td>
<td>03/20/17</td>
<td>6/1 6/1 6</td>
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<tr>
<td>MT</td>
<td>White Mary</td>
<td>03/20/17</td>
<td>3/2 0/1 7</td>
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<tr>
<td>MT</td>
<td>Hart Jane</td>
<td>8/29/2016</td>
<td>6/1 6/1 6</td>
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<tr>
<td>MT</td>
<td>Gates Phyllis</td>
<td>8/29/2016</td>
<td>8/2 9/1 6</td>
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<td>STUDENT ASSISTANTS</td>
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<td>Bland Caroline</td>
<td>8/29/2016</td>
<td>8/2 9/1 6</td>
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<td>TA</td>
<td>Student</td>
<td>Date</td>
<td>Evidence</td>
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<td>Brownlee Kaylee</td>
<td>8/1/2017</td>
<td>8/1/17</td>
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<td>Carpenter Jade</td>
<td>8/1/17</td>
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<tr>
<td>TA</td>
<td>Chapman Hannah</td>
<td>03/20/17</td>
<td>3/2/01</td>
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<td>TA</td>
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<td>TA</td>
<td>Disposeto Grace</td>
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<td>TA</td>
<td>Erb Franches/Frannie</td>
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<td>6/1/16</td>
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<td>Hobbs Kira</td>
<td>08/01/17</td>
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<td>TA</td>
<td>Kaufman Kaitlyn</td>
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<td>8/2/9/1</td>
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<td>TA</td>
<td>Kraft Kayla</td>
<td>03/20/17</td>
<td>3/2/01</td>
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<td>TA</td>
<td>Lax Erika</td>
<td>03/20/17</td>
<td>3/2/01</td>
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<td>TA</td>
<td>Lettieri Dana</td>
<td>8/29/2016; 9/1/16</td>
<td>8/2/9/16</td>
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<tr>
<td>TA</td>
<td>Lewis Jasmine</td>
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<td>8/2/9/16</td>
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<td>TA</td>
<td>Miller-Diaz Alana</td>
<td>03/20/17</td>
<td>3/2/01</td>
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<td>TA</td>
<td>Moore Tate</td>
<td>03/31/16</td>
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<td>TA</td>
<td>Roberts Alexa</td>
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<tr>
<td>TA</td>
<td>Roberts Heather</td>
<td>03/20/17</td>
<td>3/2/01</td>
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<td>TA</td>
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<td>TA</td>
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<td>Woodhouse Alli</td>
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**EMERGENCY SUBS**

<table>
<thead>
<tr>
<th>ES</th>
<th>Student</th>
<th>Date</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>ES</td>
<td>Reborn (Sub)</td>
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<td>8/29/16</td>
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<td>ES</td>
<td>Pearsall Ariana</td>
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<tr>
<td>ES</td>
<td>McCall</td>
<td>Joshua</td>
<td>08/01/17</td>
</tr>
</tbody>
</table>

evidence for criterion 5.A.03
Description of evidence for criterion 5.A.03
current status of FA/CPR training. This list includes all lead and student assistant staff for Fall 2015.

5.A.06:

a. Children of all ages have daily opportunities for outdoor play (when weather, air quality, or environmental safety conditions do not pose a health risk).
b. When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside.
c. Indoor equipment for large-motor activities meets national safety standards and is supervised at the same level as outdoor equipment.

ECDC children play outside several times per day for a total of almost 3 hours, unless the temperature exceeds 90 degrees F. or there are no health risks present. The playground is divided into interest areas, includes gardening space, a large sand box, equipment of different kinds, and room for artistic, dramatic play, and water activities. Play is scheduled so that the two and three year old children go out at different times than the fours and kindergarten children. It is also not unusual for the children to be outside at other times on field trips, tending their garden, etc. The building has a large 'multi-purpose' room (MPR) that can be used for indoor gross motor play in the event they can't go outside. We do not have indoor large climbing structures as indoor gross motor play is rarely required. We do however, have gross motor play items such as parachutes, tunnels, mats, balls, hoops, scooters & large trucks, blocks, and a rocking boat. The MPR is also set up with a ballet barre, and mirrors.

Indoor play room is not used very often as we live in a temperate climate and children most always play outdoors. But when they do, we have an assortment of gross motor equipment such as scooters, trucks, hula hoops, tunnels, etc.
The indoor play room also has mats, a ballet barre, and a fixed wall ladder-type climber.

Our outdoor space is well-used as children are outside nearly 3 hours daily. In this group of photos, children are using a variety of open-ended materials and mud brought from the "upstate" as it is a different color from what they are used to here in the lowcountry.
it is also not unusual for children to be outdoors at times not regularly scheduled. In this photo, our university's marine lab staff have brought their portable ‘touch tank’ to the playground for an entire morning so the children can have hands-on experiences with marine animals native to our local eco-system
### Butterfly Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Opening preparation</td>
<td>Mary</td>
</tr>
<tr>
<td>7:45-9:00</td>
<td>Greetings, Outside Play, clean-up</td>
<td>Mary</td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Morning meetings – blue group/orange group &amp; once a week whole group</td>
<td>Rotate partners &amp; discussion lead –</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Small Groups 1 – Fluid makeup, based on need</td>
<td>• Mary/Cameron – Jane/Kelsey</td>
</tr>
<tr>
<td>10:15-11:30</td>
<td>Work cycle/centers/clean-up</td>
<td>• Mary/Jane – Cameron/Kelsey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Jane/Mary – Kelsey/Cameron</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mary/Kelsey – Jane/Cameron</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole Group – Jane &amp; Mary</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Writing Workshop</td>
<td>Plan weekly for adaptations to 2-3 centers so that all centers are revisited at least monthly</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>Outside/lunch setup</td>
<td>Plan weekly for</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch/cleanup</td>
<td>• mini-lessons</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Read aloud/door closed</td>
<td>• intentional grouping for direct skills teaching</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Rest/door closed</td>
<td>• one-on-one or partner reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• monitoring/assessments</td>
</tr>
</tbody>
</table>

Door open – move kids around regularly
Put sleepers on blue room side
<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30-3:00</td>
<td>15 min</td>
<td>UP &amp; snack</td>
<td>Bring kids to orange side as they get up</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>30 min</td>
<td>Small groups II – fluid based on need AND/OR Revisit/Community/Documentation time</td>
<td>- Jane – SS/Sci/other PreK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mary – SS/Sci/other Kindergarten</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Student Workers – as assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Brainstorm &amp; discuss what this could include &amp; how it could work)</td>
<td>Per weekly plan OR daily adaptations to ongoing work; include charting daily reflections, questions about projects, looking at photos from the day &amp; discussing, doing documentation work</td>
</tr>
<tr>
<td>3:30-3:45</td>
<td>15 min</td>
<td>Music/movement</td>
<td>Jane</td>
</tr>
<tr>
<td>3:45-5:00</td>
<td>Hour &amp; 15</td>
<td>Outside play, clean-up</td>
<td>Jane</td>
</tr>
<tr>
<td>5:00-5:15</td>
<td>15 min</td>
<td>Inside pack-up/closing preparations</td>
<td>So EVERYONE LEAVES ON TIME</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 5.A.06

All classroom daily schedules indicate time for outdoor play. This one has 2 hours 45 minutes of planned time outside.

5.A.07: To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:

a. Children wear clothing that is dry and layered for warmth in cold weather.
b. Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so).
c. When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are applied only on children older than two months. Staff apply insect repellent no more than once a day and only with written parental permission.

Our policies and procedures cover this criterion and we provide parents with a written set of "Personal Care Guidelines" at the time of Home visits prior to the beginning of the school year. The playground has shady areas and a large awning that covers the accessways to each of the classroom exterior doors. We also have a laundry area with washer and dryer and can clean and/or dry children or staff clothing if needed. Sunscreens and insect repellents are supplied by parents, labeled with the child's name, and used only by the individual child to whom it belongs. The University sprays our playground periodically for fire ants and rodents (when children are not present), and has professionally trained personnel who only use approved products for groundskeeping and pest control.
(b) The playground has two outdoor thermometers and shaded areas for play; our state licensing regulations prohibit outdoor play when temperature is above 90 degrees F.

(a) Our laundry facilities provide for washing/drying of soiled or wet clothing as needed.
N.E. MILES
EARLY CHILDHOOD
DEVELOPMENT CENTER

2010-2011

Family Handbook

N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29401
29424-001 (mailing)
Dear Families,

Welcome to the Nathan E. Miles Early Childhood Development Center (ECDC)! We are happy to have the privilege of working together to start your child on the road to a love of learning. The ECDC at the College of Charleston (CofC) was founded in 1974 as a laboratory and demonstration program for preschool and kindergarten education, developmental research, teaching and mentoring of preservice and practicing educators. We are part of the School of Education, Health, and Human Performance (SOEHHHP). We actively collaborate with many units and departments across campus and partner with other schools and organizations in the local and larger communities. ECDC is licensed by the South Carolina Department of Social Services (DSS) and accredited through the National Association for the Education of Young Children (NAEYC). Our three-part mission is to provide:

- A demonstration program for research, observation, and practicum purposes.
- Quality child care and early education for children ages two through kindergarten.
- An active model of child advocacy in the greater Charleston community.

We use current developmental research across the spectrum of social, cognitive, and physical domains as the framework for our curriculum, with a focus on meeting children’s individual needs and assessing their progress. Correspondingly, adult learning research grounds our efforts to support growth across the life-span for the wide range of staff, family members, researchers, CofC students, and professional community colleagues that participate in our program. Our school explores new directions to meet the changing needs of education in the 21st Century.

This handbook is not intended to take the place of our program Policies and Procedures, which provide detailed information about all dimensions of ECDC operations. It is designed only to provide practical information that may be time-sensitive and useful for managing day-to-day routines and activities. Please keep this reference handy, but also take the time to review our Policies and Procedures at least annually, or if you have a specific question about any aspect of our program. We will provide translation of any of our program information on request. We encourage you to visit our website regularly where you may download program documents (http://blogs.cofc.edu/ecdc/).

As part of the College’s sustainability initiative, we distribute as many of our program materials electronically as possible. We keep in the building for your reference at any time hard copies of:

- DSS and DHEC Regulations
- NAEYC accreditation standards
- Emergency Plan
- Policies and Procedures
- Parent Handbook
- Curriculum Reference notebooks (in each observation booth)
- Assessment System
- Annual Reports (CofC and NAEYC)
- New Staff Orientation Handbook
- Community Resource Notebook
- Program Publications and Presentations

Lastly, we invite each family to become involved in our mission. Our Parent Teacher Organization actively supports us in many ways and we welcome opportunities for family members to share their languages, cultures, traditions, interests, and professional expertise with our children and teachers.

Warm regards,

Candace Jaruszewicz, Ph.D.,
Director (on behalf of the entire staff)
Lead Staff Contact Information

<table>
<thead>
<tr>
<th>N.E. Miles ECDC</th>
<th>91 Wentworth Street</th>
<th>Charleston</th>
<th>SC 29401/29424</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dr. Candace Jaruszewicz</td>
<td>843.953.5606</td>
<td><a href="mailto:jaruszewicz@cofc.edu">jaruszewicz@cofc.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Catherine Merrow</td>
<td>843.953.5631</td>
<td><a href="mailto:merrowc@cofc.edu">merrowc@cofc.edu</a></td>
</tr>
<tr>
<td>2’s (Seashells)</td>
<td>Stephanie Johnston</td>
<td>843.953.5607</td>
<td><a href="mailto:johnstons@cofc.edu">johnstons@cofc.edu</a></td>
</tr>
<tr>
<td>3’s (Sunflowers)</td>
<td>Phyllis Gates</td>
<td>843.953.5607</td>
<td><a href="mailto:gatesp@cofc.edu">gatesp@cofc.edu</a></td>
</tr>
<tr>
<td>4/5K (Butterflies)</td>
<td>Jane Hart</td>
<td>843.953.4968</td>
<td><a href="mailto:harrtc@cofc.edu">harrtc@cofc.edu</a></td>
</tr>
<tr>
<td>4/5K (Butterflies)</td>
<td>Mary White</td>
<td>843.953.4968</td>
<td><a href="mailto:whitemj@cofc.edu">whitemj@cofc.edu</a></td>
</tr>
</tbody>
</table>

A list of current student worker contact information is posted in the office each semester.

2010-2011 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 24</td>
<td>Phase-in Group A attends</td>
</tr>
<tr>
<td>Wednesday, August 25</td>
<td>Phase-in Group B attends</td>
</tr>
<tr>
<td>Thursday, August 26</td>
<td>All children attend</td>
</tr>
<tr>
<td>Monday, October 11</td>
<td>College Fall Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, October 12</td>
<td>College Fall Break; NO SCHOOL</td>
</tr>
<tr>
<td>Friday, October 22</td>
<td>Teacher Professional Development Day; NO SCHOOL</td>
</tr>
<tr>
<td>Wednesday, November 24</td>
<td>College Thanksgiving Break; NO SCHOOL</td>
</tr>
<tr>
<td>Thursday, November 25</td>
<td>College Thanksgiving Break; NO SCHOOL</td>
</tr>
<tr>
<td>Friday, November 26</td>
<td>College Thanksgiving Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, December 7</td>
<td>ECDC Parent Teacher Conferences; NO SCHOOL (babysitting provided while parents are on-site)</td>
</tr>
<tr>
<td>Friday, December 17</td>
<td>LAST DAY ECDC FALL SEMESTER</td>
</tr>
<tr>
<td>Monday, January 10</td>
<td>First Day ECDC Spring Semester</td>
</tr>
<tr>
<td>Monday, January 17</td>
<td>Martin Luther King Holiday; NO SCHOOL</td>
</tr>
<tr>
<td>Monday, February 7</td>
<td>Teacher Professional Development Day; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, February 8</td>
<td>Teacher Professional Development Day; NO SCHOOL</td>
</tr>
<tr>
<td>Monday, March 7</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, March 8</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Wednesday, March 9</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Thursday, March 10</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Friday, March 11</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, April 26</td>
<td>ECDC Parent Teacher Conferences; NO SCHOOL (babysitting provided while parents are on-site);</td>
</tr>
<tr>
<td>Tuesday, April 26</td>
<td>ECDC Paper Day: Summer and Fall 2011 Registration</td>
</tr>
<tr>
<td>Thursday, May 5</td>
<td>ECDC Kindergarten Graduation &amp; Family Picnic</td>
</tr>
<tr>
<td>Friday, May 6</td>
<td>LAST DAY ECDC SPRING SEMESTER</td>
</tr>
<tr>
<td>Tuesday, May 10</td>
<td>ECDC Maymester Session Begins</td>
</tr>
<tr>
<td>Friday, May 27</td>
<td>ECDC Maymester Session Ends</td>
</tr>
<tr>
<td>Tuesday, May 31</td>
<td>ECDC Summer I Session Begins</td>
</tr>
<tr>
<td>Friday, June 24</td>
<td>ECDC Summer I Session Ends</td>
</tr>
</tbody>
</table>
**Hours**
ECDC is open Monday-Friday 7:45 AM-5:15 PM
Parents must be in the building no later than 5:15PM or a late fee may be assessed!

**2011-2012 Enrollment & Registration**
Children are enrolled for the academic year; Maymester and Summer I sessions are optional, but only open to currently enrolled children. We distribute registration forms for currently enrolled children in late February for the summer sessions and following fall. Once the number of available openings is confirmed, we contact families on our waiting list and make enrollment offers. Annual registration fees are $75 for returning children, $100 for new children, and $25 per summer session. All new and returning families are required to complete required DSS paperwork on our April 26 “Paper Day,” which is the same day our program is closed for Parent-Teacher conferences.

**Tuition & Scholarships**
Tuition is monthly and payable on the first weekday of the month, September through April (8 payments). Payments may be made by check or cash either at the ECDC office or the Treasurer’s Office on Calhoun Street. At this time the College does not make arrangements for automatic payroll deductions for ECDC tuition, but pre-tax accounts can be processed. Parents are required to sign a Financial Responsibility Agreement. Tuition for 2010-2011 is:

<table>
<thead>
<tr>
<th></th>
<th>Fall-Spring</th>
<th>Maymester</th>
<th>Summer I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time M-F</td>
<td>$450</td>
<td>$400</td>
<td>$450</td>
</tr>
<tr>
<td>1/2 Day M-F</td>
<td>$350</td>
<td>7:45-Noon</td>
<td>$300</td>
</tr>
<tr>
<td>Full Day MWF</td>
<td>$350</td>
<td></td>
<td>$300</td>
</tr>
<tr>
<td>1/2 Day MWF</td>
<td>$300</td>
<td>7:45-Noon</td>
<td>$250</td>
</tr>
<tr>
<td>Full Day TTh</td>
<td>$300</td>
<td></td>
<td>$250</td>
</tr>
<tr>
<td>1/2 Day TTh</td>
<td>$275</td>
<td>7:45-Noon</td>
<td>$225</td>
</tr>
</tbody>
</table>

A limited number of need-based tuition scholarships are available through the Nathan E. Miles Endowment Fund. Applications are available at any time, but due before August 1. Award notifications are made before the first tuition payment is due.

**Policies & Procedures**
This handbook is not intended to take the place of or super-cede ECDC’s official *Policies and Procedures*, which cover all aspects of our program operations. We significantly revised and expanded the P/P’s in 2010 to meet NAEYC accreditation requirements and merge with College Policies & Procedures as needed. The P/P’s are posted on our website (Parent Page) and emailed to parents prior to the beginning of the school year. Parents must sign-off on policies annually.

**Documentation**
We need to keep all of our child file information current at all times, specifically immunization and health records, authorized pick-up permissions, and documentation of referrals or instructional plans (ISFP/IEP’s) for children with special health or learning needs. Please make sure you provide us with copies of updated information and keep us apprised of any temporary
special circumstances or needs that you may have. Our confidentiality policies and procedures ensure your child and family’s privacy at all times.

**Arrivals & Departures**

**Parking & Access:** ECDC has two entrances, Wentworth Street and the “P” parking lot behind the fraternity houses on Wentworth Street. Families are issued TWO parking decals (front driver-side window of vehicle). Decals are free. The parking decal is NOT an official campus parking sticker and is only valid for drop-off and pick-up in either the two YELLOW lined spaces on Wentworth Street in front of the building, or the YELLOW lined area in the P lot next to the fence. Parents who park in any other area are subject to parking tickets and we have no authority to intervene on your behalf if you park in unauthorized spaces or longer than a few minutes.

**Security:** Parents are issued ONE magnetic swipe card per family for the front door at no charge. Additional swipe cards or replacements are available at the current cost of cards to us (currently $5). You will be given the pin-pad code to the P lot playground gate. **The gate is not to be left open at any time!!!!!** Someone in the office must physically check the security monitors and buzz in anyone without a swipe card, so it is extremely helpful to us if parents who use the front door request swipe cards and replace them if lost/stolen. NO MARKINGS are to be made on swipe cards, as a lost/stolen card with ECDC written on it would crash our entire security system!!!! DO NOT allow children to use either the swipe cards or the gate code.

**Signing In/Out:** All children must be signed in AND out daily at the sign-in notebook outside the classroom door. This is very important, especially in the event of emergency. Each teacher will share preferences for drop-off/pick-up routines. Children will only be released to parents/guardians or other adults listed on the *Authorized Pick-up* list, which parents can edit at any time. Written permission must be provided for release to anyone else. We are required by DSS to have a copy of any legal document regarding special circumstances such as visitation/custody.

**Home/School Communications**

One of our primary goals is to establish mutually respectful, friendly relationships with all of our children and families. Good communications are essential and we strive for a balance of formal/informal communications that acknowledge the needs and desires of both families and the teachers/director. We use the classroom sign-in areas as communications centers – things you should see there and that we expect you to review/use regularly:

- Sign-in/out book for grown-ups (some classrooms have a book for children as well)
- Daily schedule
- Activity Plans
- Special Events calendar and/or notifications
- Celebrations & Concerns Forms (for notes back and forth)
- Field trip permission forms
- Posting of AM/PM snack (2’s & 3’s)

Drop-off times can be stressful, especially at the beginning of the year. Our children arrive/depart at different times. Sometimes the most convenient time for drop-off does not necessarily coincide
with what the teacher needs to be doing inside the classroom and we want to minimize the effect of separations on other children in the classroom and on-going activities. Therefore, we recommend that parents develop a reasonable routine for saying good-bye in the hallway, so that when a teacher greets your child at the door, the transition can be smooth and quick. Drop off time is usually NOT a good time to attempt a substantive conversation with the teacher. If the master teacher has usually left for the day when you pick-up your child, h/she will certainly work with you to identify a means by which those kinds of conversations can occur. 2’s and 3’s teachers send home a daily note in the lunchbox with information about the child’s daily routines.

A news blog is located on the home page of our website. The Director posts information about daily activities, special events, etc. Classroom teachers are responsible for communications about the curriculum, activities, events, and scheduling of meetings, conferences, etc. Essential communications from the director are distributed in the hallway cubbies and/or email. If you ever have questions or concerns, please make them known to your child’s lead teacher or Dr. Jaruszewicz, as we prefer to head off problems before they occur! We distribute Family Surveys annually at Paper Day to collect formal feedback from our families.

**Observation Booths**
Families are welcome in the observation booths at any time and may spend as much time in the building as they wish. Observation hours for other visitors and College of Charleston students are scheduled ahead of time and restricted to limited hours in the AM and PM (not during naptime).

**Personal Care Routines**

**Clothing & personal effects:**
Dress your child in comfortable clothing! Each child is required to have at least one extra set of seasonally appropriate clothing in the event of toileting accidents, spills, etc. Please label all your child’s personal possessions. We do have laundry facilities and will wash/dry clothing when necessary if time permits. We believe in outdoor play for all children! Dress your child for the weather. If your child is not well enough to play outside, your child should not be at school. Remember that open-toed shoes are not allowed on the playground. Parents must provide all diapering supplies as well as sunscreens, insect repellents, etc. 3’s must be toilet-trained!

**Nap/rest time:**
Rest Mat: We are required by both DSS and our accreditation standards to provide time and equipment for mid-day rest. We provide a durable rest mat for your child that will be labeled with his/her name and only be used by your child for the length of time your child is enrolled at ECDC. When your child leaves ECDC, you may take the mat with you. These mats are sprayed with disinfectant daily, and cleaned thoroughly each Friday.

**Nap Item Storage:** While children are not required to sleep, they are encouraged to be quiet during this time and therefore, we suggest you provide your child with comforting/familiar items. A favorite blanket, toy, and/or pillow may be kept at school for rest time. HOWEVER, (and this is a big however) our storage space is VERY limited. While each child has an individual cubby in the
hallway, (and the 2’s have an additional cubby inside the classroom for diapering supplies), these cubbies are 9”x 19 1/2”, not big enough to accommodate full size pillows, comforters, gigantic stuffed toys, etc. We have had a big problem with children’s nap things spilling out onto the floor. This is not only unsightly, but unsafe and not hygienic. Therefore, each child is required to have a tote that fits entirely inside the hallway cubby and limit the size of blankets, pillows, etc. to those that will fit entirely (and easily) inside the tote. We also encourage your child to be independent, so even the youngest children need to be able to pack and unpack their items easily from the tote. We encourage you to purchase an ‘official’ canvas ECDC tote that has a snap closure with two canvas handles. They can be purchased for $10 from the PTO and can be personalized as desired.

**Peanut-Free Center:** ECDC is designated “peanut-free.” 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) 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 ECDC Child Health Advisory list and posted in the kitchen and classrooms. If needed, a daily log is maintained for the child documenting the type and quantity of food consumed.

**Lunch:** Parents need to provide their child with an appropriate lunch box or other leak-proof receptacle clearly labeled with the child’s name. 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. Therefore, we do not heat leftovers or pre-packaged meals or snacks, so cold or hot packs must be used if food needs to be kept warm or cold. We prefer items that do not need refrigeration. ECDC provides 2% milk at lunch and parents are responsible for providing a healthy lunch for their child—no candy or other junk food items that are high in sugar, salt, or fats. All foods for children younger than four must be cut into pieces no larger than ½ inch square.

**Snacks:** Morning snack is served between 9:00 and 9:30 AM and afternoon snack following rest time (after 2:30 PM). ECDC provides juice or water for snack and nutritious items that are appealing to children, such as fresh fruits and vegetables, whole grain crackers, pita chips, salsa, scrambled eggs, bagels, waffles, muffins, cereal, cheese, and pastas. Children are often involved in cooking or baking activities as part of the curriculum that we subsequently serve for snack. Food Storage, Preparation, and Serving Procedures, adapted from USDA guidelines, are posted in the kitchen and followed when staff members handle food.

**Special Occasions:** We make exceptions for birthdays and other special occasions and parents are welcome to send in (or bring) whatever kind of treats they wish at these times! We prefer that these items be commercially prepared rather than home-cooked.
Medications: Our medications policy permits only master teachers or the director to administer medications. A parent must enter instructions in the Medication Log, which is located in the office each day medication is to be administered for temporary medications, and/or provide a copy of physician instructions for long-term meds.

Activities & Special Events
We sponsor or participate in a number of campus/ECDC special events throughout the year and you will receive information ahead of time with details. These include:
- Back-to-School Night (Early September)
- Campus Costume Parade (Halloween)
- ECDC/Elementary School Transitions Evening Info session (November)
- Thanksgiving Feast (Tuesday before Thanksgiving)
- Sottile Tree Lighting Ceremony
- P/J's/Movie Night Out for Parents (last Thursday of Fall Semester)
- Evening info sessions on timely topics of interest
- Play Day & Family Picnic (April)
- Teacher Appreciation Week (April)
- Kindergarten Graduation & Family Picnic (last Thursday of Spring Semester)

Parent Teacher Organization
There are many ways you can support our program! All parents are invited to participate in our PTO, and you will receive information directly from them about activities and events. Early in the year, room parents will also be recruited. Officers for 2010-2011 are:

<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Carol Ann Davis</td>
<td><a href="mailto:davisca@cofc.edu">davisca@cofc.edu</a>;</td>
</tr>
<tr>
<td>Vice-President</td>
<td>Cristy Landis</td>
<td><a href="mailto:landisc@cofc.edu">landisc@cofc.edu</a>;</td>
</tr>
<tr>
<td>Secretary</td>
<td>Starr Jordan</td>
<td><a href="mailto:jordans@cofc.edu">jordans@cofc.edu</a>;</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Kathleen Reardon</td>
<td><a href="mailto:kathleen.reardon@blackbaud.com">kathleen.reardon@blackbaud.com</a>;</td>
</tr>
</tbody>
</table>

Parent Advisory Committee
You are also represented by a Parent Advisory Committee, composed on one parent from each age group/class. These parents are appointed by the director to act as spokespersons on behalf of their class as needed for mediation of any problems that may arise and for strategic planning purposes. PAC Representatives for 2010-2011 are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Massey</td>
<td>4/5K Butterfly</td>
<td><a href="mailto:jmassey@ccprc.com">jmassey@ccprc.com</a>;</td>
</tr>
<tr>
<td>Beth Goodier</td>
<td>4/5K Butterfly</td>
<td><a href="mailto:goodierb@cofc.edu">goodierb@cofc.edu</a>;</td>
</tr>
<tr>
<td>Stan Gray</td>
<td>3’s Sunflower</td>
<td><a href="mailto:grays@cofc.edu">grays@cofc.edu</a>;</td>
</tr>
<tr>
<td>Karin Roof</td>
<td>2’s Seashells</td>
<td><a href="mailto:roofk@cofc.edu">roofk@cofc.edu</a>;</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 5.A.07

(a) Parents are reminded to provide appropriate clothing for weather conditions in the Family Handbook Personal Care Guidelines.
SUNSCREEN & INSECT REPELLENT GUIDELINES

• LIMIT sun exposure between 10AM-4PM
• CHECK CLASSROOM LIST – parent permission required
• PARENT MUST SUPPLY products & label with child’s name
• FOLLOW label directions
• PUMP SPRAYS or cream/lotions ONLY – NO AEROSOL
• CHILDREN UNDER AGE 3 – no product with oil of lemon or eucalyptus
• DISCONTINUE use if any sign of rash or irritation; wash off with soap/water & report to office
• DO NOT ALLOW children to apply themselves
• APPLY TO ADULT HANDS FIRST, then apply to child
• AVOID FACE/EYES
• DO NOT USE COMBINED PRODUCTS
• MAXIMUM 30% DEET on repellents
• MINIMUM 15 SPF on sunscreens
• APPLY SUNSCREEN 30 minutes before going out & reapply after 2 hours OR after water play
• APPLY repellents only once daily
• WASH HANDS after application

SC DHEC Preferred Reference: Caring for Children: National Performance Standards, Section 3.4.5; http://cfoc.nrckids.org/
Description of evidence for criterion 5.A.07
Posted guidelines in each classroom reflect CFOC(3rd Edition) standards and meet this criterion requirement

5.A.08: For children who are unable to use the toilet consistently, the program makes sure that:

b. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
c. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

Staff check children for signs that diapers or pull-ups are wet or contain feces

d. at least every two hours when children are awake and
e. when children awaken.
f. Diapers are changed when wet or soiled.
g. Staff change children’s diapers or soiled underwear in the designated changing areas and not elsewhere in the facility
h. Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group. (This indicator only is an Emerging Practice.)
i. At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.

In the changing area, staff

j. post and
k. follow changing procedures (as outlined in the Cleaning and Sanitation Frequency Table).
l. These procedures are used to evaluate teaching staff who change diapers.
m. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
n. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device (e.g., a step can).
Diaper disposal systems are acceptable receptacles for storing soiled diapers only when they are designed to be used in a hands-free manner.

- Containers are kept closed and
- are not accessible to children.

In order to be considered inaccessible, the containers shall be placed in an area that children cannot enter without close adult supervision. For example, if the container were in a bathroom that children only enter when accompanied by an adult, then it would be considered inaccessible. However, if the diaper changing area is in the classroom, then the container would need to be positioned or placed in such a way that it is inaccessible to children.

- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

Our Policies and Procedures detail these practices, which are posted in the child restrooms and diapering area. The indicators in this criteria are also consistent with our state licensing regulations; consequently, at two unannounced inspections per year and bi-annual re-licensing our adherence to this criterion is verified. New staff are trained in diapering and toileting procedures and

Posted procedures and reminders in diapering area.
Diapering cubbies providing separated storage for each child's items.

Diapering area separated from other activity areas of classroom by minimum three feet.
Child-sized toilets that preclude need for potty-seats.

Photo instructions for handwashing in children's restrooms.
Foot-operated/closed pail for soiled diaper-changing items, next to regular trash container for paper items.
CHAPTER SIX—HEALTH, SANITATION AND SAFETY

Child Health

114-505 A. (1) There shall be a statement from a parent/guardian attesting to the health status of the child within 30 days prior to admission and utilizing the appropriate DSS Form.

POLICY: The health status referred to in this regulation is a history of the child’s health for the last 30 days before enrolling in the facility and must be completed at the time of admission on DSS Form 2900. (1/31/06)

(2) Children shall be excluded from child care when they exhibit the conditions listed in the South Carolina Department of Health and Environmental Control Exclusion Policy, State Law 1976, Code Section 44-1-110, 44-1-140, and 44-29-10, (SEE SCHOOL EXCLUSION LIST IN RESOURCE MANUAL SECTION 4) (SEE CODE SECTIONS 44-1-110, 44-1-140, AND 44-29-10 IN RESOURCE MANUAL SECTION 6).

(3) During hours of operation there shall be no smoking or consumption of alcoholic beverages in the areas used by children or in the food preparation or storage areas. Smoking shall be permitted only in designated areas, a safe distance from the center. Consumption of alcoholic beverages or use of other non-prescription narcotic or illegal substances is prohibited on the center premises. People who appear to be under the influence of alcohol or other drugs shall not be in the center when children are present.

(SEE RESOURCE MANUAL SECTION 6 FOR TITLE 44, CHAPTER 95, CLEAN INDOOR AIR ACT WITH REGARD TO PLACES WHERE SMOKING IS PROHIBITED.)

POLICY: If a parent/guardian or other person appears to be under the influence of alcohol or drugs and intends to leave the facility with a child, the director of the facility has the responsibility of deciding how best to handle the situation. If the director contacts Child Care Licensing and Regulatory Services for assistance, staff shall advise the director that only a court of law or an officer of the court has the right to deny access by a parent to their own child. (1/31/06)

Sanitation

114-505 B. (1) Staff shall ensure that children’s faces and hands are clean.
114-505 B. (2) Furniture, toys, and equipment that come into contact with children’s mouths shall be washed, rinsed, and sanitized daily and more often if necessary.

POLICY: This regulation includes stuffed animals. (1/31/06)

POLICY: After several washings, stuffed animals should be discarded to prevent unraveling that could present a choking hazard. (8/1/06)

POLICY: Furniture, toys, and equipment can be sanitized by using a sanitizing solution spray, dishwasher, washing machine, or the manual dishwashing method. If sanitizing solution is sprayed, it must be allowed to dry. Disinfectant wipes do not sanitize and cannot be used. (11/1/06)

114-505 B. (3) Furniture, toys and equipment soiled by secretion or excretion shall be sanitized before reuse.
114-505 B. (4) Linens and blankets as well as cribs, cots, and mats shall be cleaned at least weekly.
114-505 B. (5) If playpens are used, they shall have waterproof, washable, comfortable pads.
114-505 B. (6) If children brush their teeth at the center, each child shall have a separate, labeled toothbrush, stored with bristles exposed to circulating air, and not in contact with another toothbrush.

**POLICY:** Toothbrush covers are permitted if they allow for air circulation. (5/1/06)

**POLICY:** Toothbrush covers, if used, should be cleaned with bleach solution to prevent mold. (8/1/06)

**Emergency Medical Plan**

114-505 C. (1) The center shall have an emergency medical plan to address the following:
(a) Medical conditions under which emergency care and treatment is warranted;
(b) Steps to be followed in a medical emergency;
(c) The hospital or source of health care to be used;
(d) The method of transportation to be used; and
(e) An emergency staffing plan.

**POLICY:** The Emergency Medical Plan must be in writing, and the Regulatory Specialist will review the plan at initial licensure/registration and at each renewal or as needed. (1/31/06)

114-505 C. (2) Emergency information for the child shall be taken with the child to the hospital or emergency location.
114-505 C. (3) A staff person shall remain with the child at the hospital or emergency location until the parent arrives.

**Medications or Medical Procedures**

114-505 D. (1) Written, signed and dated parental consent is required prior to the administration of any prescription or over the counter medication or administration of special medical procedures:
(a) All medications shall be used only for the child for whom the medication is labeled;
(b) Medications shall not be given in excess of the recommended dose; and
(c) Prescribed special medical procedures ordered for a specific child shall be written, signed, and dated by a physician or other legally authorized healthcare provider.

114-505 D. (2) Storage of medications:
(a) All medications shall be kept in their original labeled containers and have child protective caps. The child’s first and last name shall be on all medications;
(b) All medications shall be stored in a separate locked container under proper conditions of sanitation, temperature, light, and moisture; and

**POLICY:** If an emergency medication is needed, such as an EpiPen or inhaler, it should be stored in a First Aid Kit that is readily accessible in the event of an emergency. Staff should be trained in the recognition of symptoms in children in the use of the emergency
medication. Parents should complete and maintain on file at the facility an Emergency Consent Form that identifies and gives consent for the use of any special medication prescribed for the child, as well as consent for the use of Neosporin or any other over the counter antibacterial medication listed in the contents of the facility’s first aid kits. (11/1/06 amended 7/30/09)

**POLICY:** Medications intended for adult use must be stored separately from medications prescribed for children. The storage area must also be in a location inaccessible to children. Due to the privacy concerns and rights of the staff described by HIPPA regulations, caregivers and other staff may provide their own locked containers which may be stored in locations inaccessible to children. (1/29/09)

(c) Discontinued and expired medications shall not be used and shall be returned to the parent or disposed of in a safe manner.

**POLICY:** Diaper ointments, Neosporin, and other common over-the-counter products are considered to be medicines and are to be used and stored according to regulations. (8/1/06)

114-505 D. (3) Medication log:
(a) For each medication that is administered by a staff person, a log shall be kept including the child’s name, the name of the medication, dosage, date, time and name of person administering the medication. This information shall be logged immediately following the administration of the medication and a copy provided to the child’s parent(s)/guardian(s).

**POLICY:** With the exception of training, all logs required by these regulations must be maintained on file at the facility for a minimum of one year. (1/31/06)

114-505 D. (4) Medication errors:
(a) Medication errors, e.g. failure to administer a medication at the prescribed time, administering an incorrect dosage of medication or administering the wrong medication; shall be recorded in the child’s record; and
(b) The parent shall be immediately notified and notified in writing of a medication error or a suspected adverse reaction to a medication.

**First Aid Kit**

114-505 E. (1) A first aid kit shall be available for the treatment of minor cuts and abrasions and shall be stored in a location inaccessible to children.

**POLICY:** First aid kits shall be restocked after use, and an inventory shall be conducted at least monthly. (5/1/06) (SEE RESOURCE MANUAL SECTION 6 FOR EXAMPLE OF SUGGESTED CONTENTS OF A FIRST AID KIT.)

**POLICY:** Rubber gloves are to be included in the First Aid Kit. Antibiotic ointment should be used with care as some children may be allergic. (8/1/06)

**Diapering**

114-505 F. (1) Each room in which children who wear diapers are cared for shall have its own diaper-changing area adjacent to the hand-washing sink.
POLICY: “Adjacent” is defined as “close to” and does not include across the room or on the other side of a door. The caregiver can turn around to wash their hands provided that the proper diaper changing procedures are followed. (11/1/06)

114-505 F. (2) Facilities caring for infants shall provide a diaper changing area located within clear view.

POLICY: “The diaper changing area” is defined as the surface used for diapering, the hand-washing sink, and the “hands-free” operated trash can. (11/1/06)

POLICY: If the diaper changing area is not in “clear view” upon entering the classroom, mirrors may be used to provide a “clear view” of the entire diaper changing area. However, a mirror may never be used to provide “clear view” into a bathroom. (11/1/06)

114-505 F. (3) Diaper changing procedures shall be consistent with those recommended by the Center for Disease Control and Prevention.

POLICY: Children’s hands shall be washed in the lavatory after each individual diaper change. In the case of infants, hands may be cleaned with single-use, pre-moistened towelettes. (1/3/06)

114-505 F. (4) Diapering surfaces shall be sanitizable.
114-505 F. (5) Diapering surfaces shall be clean, seamless, waterproof and sanitary.
114-505 F. (6) Diapering surfaces shall be cleaned and sanitized after each use by washing to remove visible soil followed by wiping with an approved sanitizing solution (e.g. 1 tablespoon of chlorine bleach per 1 quart of water) and/or disposable, non-absorbent paper sheets approved for this purpose and shall be discarded immediately after each diapering.

SEE RESOURCE MANUAL SECTION 6 FOR APPROVED SANITIZERS FOR DIAPER CHANGING TABLES. (National Health and Safety Performance Standards, Second Edition)

POLICY: Only bleach/water solution may be used on the diaper changing table. Allow to dry for ten (10) seconds and then it may be wiped with a clean paper towel or clean dry cloth. After one week, old bleach/water solution should be discarded and a new bleach/water solution made for use. (8/1/06)

114-505 F. (7) Blood contaminated materials and diapers shall be discarded in a plastic bag with a secure tie. Surfaces contaminated with blood or blood-containing body fluids shall be cleaned with a solution of chlorine bleach and water.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/06)

114-505 F. (8) Diapering shall occur only at a diapering changing area or in a bathroom.

POLICY: Diaper changing areas cannot be located in bathrooms. (11/1/06)

POLICY: Pull-ups may be changed in restrooms, but all other diapers must be changed in a diaper changing area. (11/1/06)

114-505 F. (9) Diaper changing areas shall not be used for any purpose other than for diapering.

Chapter 6: Health, Sanitation and Safety
114-505 F. (10) Individual disposable wipes shall be used at each diaper change and shall be placed in a plastic-lined, covered container and disposed of properly, and kept out the reach of children.

114-505 F. (11) Each waste and diaper container shall be labeled and clean and free of build-up of soil and odor. Wastewater from such cleaning operations shall be disposed of as sewage.

114-505 F. (12) Soiled disposable diapers and disposable wipes shall be kept in a closed, labeled hands-free operated, plastic lined receptacle within reach of diaper changing area separate from other trash. Soiled non-disposable items shall be kept in a sealed plastic bag after feces shall be disposed of through the sewage.

114-505 F. (13) Disposable non-absorbent paper sheets shall be disposed of immediately after diapering is completed.

114-505 F. (14) Soiled disposable diapers shall be disposed outside the building daily. Soiled non-disposable diapers shall be kept in a sealed plastic bag and returned to the parent daily.

114-505 F. (15) Staff shall check diapers and clothing at a frequency that ensures prompt changing of diapers and clothing.

**POLICY:** All child care facilities, including centers that do not care for infants or children who are not toilet trained, must clean and change the clothing of children promptly if they become soiled with urine or feces. If the child experiences diarrhea or appears to be ill, the facility will follow their Exposure control Plan to prevent the spread of disease. (8/25/08)

114-505 F. (16) No child shall be left unattended while being diapered.

**Staff Health**

114-505 G.(1) The director shall maintain the following records in the center for herself/himself, staff, and emergency person(s):

(a) Medical statements required by the Department and completed by the staff person verifying that his/her health is satisfactory. Medical statements shall be updated as necessary;

(b) A health assessment from a health care provider assessing the ability of the staff person to work with children. The health assessment shall be completed within three months prior to employment or within the first month of employment and shall include health history, physical exam, vision and hearing screening, tuberculosis screening, and a review of immunization status. A new health assessment shall be obtained by the director and staff at least every four years after the initial assessment; and

**POLICY:** When the employee has been identified as low-risk at the initial screening, no additional testing is required according to the guidelines approved by the Board of Health and Environmental Control. (5/1/07)
POLICY: Caregivers may claim the right to refuse a TB test because it violates their religious beliefs, but they must still obtain a written statement from a health professional that they are free of communicable tuberculosis. (4/01/08)

POLICY: Paid students may substitute for full-time caregivers and may be counted in the staff to child ratio under the following conditions:

(1) they meet all requirements of full-time caregivers, or

(2) they meet all requirements of an Emergency Person and remain under the direct supervision of a qualified caregiver at all times. (4/01/08)

SC Statute – Section 44-29-150
Staff of schools and child care centers to be evaluated for tuberculosis before initial hiring.

No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis according to guidelines approved by the Board of Health and Environmental Control. Re-evaluation will not be required for employment in consecutive years unless otherwise indicated by such guidelines.

(c) Written evidence from a physician or health resource attesting that each staff person is free from communicable tuberculosis at the time of employment and subsequently according to state statute.

114-505 G. (2) No person who is known to be afflicted with any disease in a communicable form, or who is a known carrier of such a disease, or who is afflicted with boils, infected wounds, or sores or acute respiratory infection, shall work in any capacity in a child care center in which there is likelihood of such person transmitting disease or infection to other individuals.

114-505 G. (3) Any staff member, including the director, emergency person(s) and volunteer(s) who, upon examination or as a result of tests, shows a condition that could be detrimental to the children or staff, or which would prevent satisfactory performance of duties, shall not continue work at the child care center until the healthcare provider indicates that the condition no longer presents a threat to children or staff.

114-505 G. (4) Staff persons shall wash their hands with soap and warm running water upon arrival at the center, before preparing or serving food, before assisting a child with eating, after assisting a child with toileting or diapering, before and after toileting, after administering medication, after cleaning, after assisting with wiping noses, after contact with body fluids, after contact with animals and after using cleaning materials. Hands shall be washed even if gloves are worn to perform these tasks.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/08)
POLICY: Hand sanitizer may not be used instead of soap and water. However, it may be used after washing hands with soap and water. (8/1/06)

114-505 G. (5) Staff shall be excluded when they exhibit the conditions listed in the SC Department of Health and Environmental Control Exclusion Policy, pursuant to Section 44-1-110, 44-1-140, and 44-29-10 of the South Carolina Code Ann. (2002).

(SEE RESOURCE MANUAL SECTION 6 FOR DHEC EXCLUSION LIST FOR EMPLOYEES IN OUT-OF-HOME CHILD CARE SETTINGS.)

Fire Safety and Emergency Preparedness

114-505 H. (1) Private and public child care centers shall comply with the regulations and codes of the State Fire Marshal.

(SEE RESOURCE MANUAL SECTION 6 FOR INFANT FIRE REGULATIONS, 19-300.11 A & B. AND OTHER PERTINENT REGULATIONS OF THE STATE FIRE MARSHAL.)

114-505 H. (2) In the event of a natural disaster or unscheduled closing of a child care center, the capacity may be exceeded temporarily to accommodate the displaced children. The director shall notify the Department of the situation and maintain appropriate staff:child ratios at all times. Required records shall be kept on file for the new enrollees.

114-505 H. (3) The facility shall have an up to date written plan for evacuating in case of fire, a natural disaster, or other threatening situation that may pose a health or safety hazard. The facility shall also include procedures for staff training in this emergency plan.

POLICY: Staff orientation shall include training on the evacuation plan. The plan must include a posted evacuation route, the procedures followed during evacuation, and an alternative destination. (revised 5/1/06)

Transportation

114-505.I. (1) If the center provides or arranges for transportation through contract, the following transportation requirements apply:

(a) The staffing ratios specified in 114-504.B.(1) through (3) apply. The driver of the vehicle shall not be counted in the ratios for infants or toddlers.

(b) Each child shall be secured in an individual, age-appropriate safety restraint at all times the vehicle is in motion.

POLICY: The capacity of a vehicle used by the facility to transport children is defined by the number of available restraints. (1/31/06)

POLICY: All children under the age of two years must be placed in an appropriate child restraint device any time they are transported, regardless of the type vehicle used. The restraint device must be adequately secured to the vehicle. (11/1/06)
POLICY: Vehicles that do not provide appropriate methods (seat belts) to secure a child restraint device cannot be used to transport children under the age of two years. When children under two years of age are transported, the restraint requirements in this section do not apply to vehicles not required by federal or state law to be equipped with seat restraints. For example, public transportation, such as school buses, city buses and taxi cabs are not required to have seat belts. If a center uses one of these methods to transport children, child restraint seats are not required for children over the age of two years. (11/1/06)

(c) Safety restraints shall be used in accordance with the manufacturer's instructions.
(d) A child shall not be left unattended in a vehicle.
(e) Transportation placement of children in the vehicle shall be in accordance with all applicable state and federal laws.

POLICY: If a fifteen-passenger van is parked visibly on the premises of a child care facility, the director must provide a written statement to Child Care Regulatory Services that the van will not be used for the transportation of children. (11/1/06)

(f) The driver shall have a valid regular or commercial driver's license and shall be in compliance with Section 16-13-40(A)(4) of the Code of Laws of 1976.
(g) There shall be a first aid kit and emergency information on each child in the vehicle.
(h) Use of tobacco products is prohibited in the vehicle.
(i) Written consent from the parent is required prior to transportation.
(j) When the facility provides transportation to and from the child's home, the facility staff shall be responsible for picking the child up and returning the child to a designated location.
(k) The director and/or staff of the center shall provide the driver of the vehicle with a record that lists the name, address, and telephone number of the center, as well as names of children being transported.

114-505 I. (2) The following requirements apply for safe pick-up and drop-off:
(a) The center shall have safe crossways and pick-up and drop-off locations and communicate these locations to the parents.
(b) Children shall be directly supervised during boarding and exiting vehicles.
(c) The director and/or staff shall have on file, in the facility, written permission from parent(s)/guardian(s) for transporting children to and from the home, school, or other designated places, including center-planned field trips and activities.
(d) Written transportation plans for routine travel shall be on file. Plans shall include a checklist to account for the loading and unloading of children at every location.

SEE INFORMATION ON JACOB'S LAW IN RESOURCE MANUAL SECTION 6.

SEE RESOURCE MANUAL SECTION 6 FOR TITLE 56, CHAPTER 5, ARTICLES 47 & 48 OF THE UNIFORM ACT REGULATING TRAFFIC ON HIGHWAYS, CHILD PASSENGER RESTRAINT SYSTEM & SAFETY BELTS.
Description of evidence for criterion 5.A.08

Our Diapering Policies & Procedures are consistent with SC DSS regulations 114-505 F.

5.A.09: The program follows these practices regarding hand washing:

a. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
b. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.
c. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and adults wash their hands

d. on arrival for the day;
e. after diapering or using the toilet (use of wet wipes is acceptable for infants);
f. after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit);
h. before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry);
i. after playing in water that is shared by two or more people;
j. after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and
k. when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

Adults also wash their hands

k. before and after feeding a child;
l. before and after administering medication;
m. after assisting a child with toileting; and
n. after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

o. using liquid soap and running water;
p. rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a
paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

q. Staff wear gloves when contamination with blood may occur.
r. Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.
s. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.
t. Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present.

Note: The use of alcohol-based hand rubs in lieu of hand washing is not recommended for early education and child care settings. If these products are used as a temporary measure, a sufficient amount must be used to keep the hands wet for 15 seconds. Since the alcohol-based hand rubs are toxic and flammable, they must be stored and used according to the manufacturer's instructions.

Our Policies and Procedures detail this procedure exactly and the written instructions are reinforced by our Blood Borne Pathogens Exposure Plan that all staff receive and review annually; all new staff are trained in proper hand-washing procedures and monitoring of adherence is observed and verified each time our licensing agent conducts either an unannounced or scheduled visit. Written instructions/reminders are posted in adult areas and picture instructions posted in child hand-washing areas.
Photo instructions, with our own children demonstrating procedures are posted in children's restrooms.
BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

NAME OF FACILITY: N.E. Miles ECDC

DATE: 6.21.10

Purpose
The purposes of the exposure control plan are to (a) eliminate or minimize employee
occupational exposure to blood or certain other body fluids and (b) comply with the OSHA
Bloodborne Pathogens standard 1910.1030.

Exposure Determination
At this facility, employees have some occasional occupational exposure:

<table>
<thead>
<tr>
<th>JOB CLASSIFICATION</th>
<th>TASK/PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Emergency First Aid,</td>
</tr>
<tr>
<td>Assisting children with toileting</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Teacher assistants</td>
<td>Assisting children with toileting</td>
</tr>
</tbody>
</table>

Compliance Methods
Universal precautions will be observed at N.E. Miles ECDC in order to prevent contact with
blood or other potentially infectious materials. All blood or other potentially infectious material
will be considered infectious regardless of the perceived status of the source individual.

Work practice controls include hand-washing procedures and the use of latex gloves when
handling food or dealing with exposure to any injury or situation where contact with body fluids
is possible.

While antiseptic cleansers are available and use encouraged, they are not to be substituted for
regular hand-washing procedures or use of gloves.

Work Area Restrictions
If at all possible, when first aid is needed, injured child or staff member is to be removed from
classroom to adult restroom for clean-up.

Personal Protective Equipment
Personal protective equipment is limited to disposable hypoallergenic latex gloves, which are
used during diapering routines and as needed for universal protection. Any garments which are
penetrated by blood must be removed, placed in a plastic zip-loc bag for disposal or
laundering as soon as feasible.

Gloves will be worn where it is expected that employees will have hand contact with blood,
other potentially infectious materials, non-intact skin, and mucous membranes. Disposable
gloves used at this facility are not to be washed or decontaminated for re-use and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised.

**Housekeeping**
This facility is cleaned nightly, using procedures as outlined by South Carolina DSS Health and Sanitation regulations and according to the *NAEYC Cleaning and Sanitation Frequency Chart*. Mid-day cleaning occurs for classroom clean-up of eating surfaces and kitchen clean-up of dishes. All contaminated work surfaces are decontaminated using materials such as bleach (solutions of 5.25% sodium hypochlorite diluted between 1:10 and 1:100 with water) or EPA registered germicides after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials, as well as at the end of the work shift if the surface may have become contaminated since the last cleaning. Protective coverings such as plastic wrap may be used to help keep surfaces free of contamination.

**Regulated Waste Disposal**
This facility does not handle regulated wastes.

**Laundry Procedures**
This facility has laundry facilities for convenience only.

**Hepatitis B Vaccine and Post-Exposure Evaluation and Follow Up**
Miles ECDC (College of Charleston) requires full immunization of all children and staff, including Hepatitis B prior to enrollment or hire.

**Labels and Signs**
N/A

**Information and Training**
Dr. Candace Jaruszewicz, Director will ensure that training is given at the time of initial assignment to tasks where occupational exposure may occur, and that it will be repeated within 12 months of the previous training. Training will be tailored to the education and language level of the employee, and given during the normal work shift. The training will be interactive and cover:
- a.) a copy of the OSHA standard and an explanation of its contents;
- b.) a discussion of the epidemiology and symptoms of bloodborne diseases;
- c.) an explanation of the modes of transmission of bloodborne pathogens;
- d.) an explanation of the Miles ECDC Blood Borne Pathogens Exposure Control Plan, and a method for obtaining a copy;
- e.) the recognition of tasks that may involve exposure;
- f.) an explanation of the use and limitations of methods to reduce exposure, for example engineering controls, work practices, and personal protective equipment (PPE);
- g.) information on the types, use, location, removal, handling, decontamination, and disposal of PPE;
h.) an explanation of the basis of selection of PPE;
i.) information on the Hepatitis B vaccination, including efficacy, safety, method of administration, benefits, and that it will be given free of charge;
j.) information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;
k.) an explanation of the procedures to follow if an exposure incident occurs, including the method of reporting and medical follow-up;
l.) information on the evaluation and follow-up required after an employee exposure incident; and
m.) explanation of the signs, labels and color coding system used.

The person conducting the training must be knowledgeable in the subject matter.
Employees who have received training in bloodborne pathogens in the 12 months before the effective date of this policy must only receive training in provisions that were not covered in the previous training.

Additional training will be provided to employees when there are changes of tasks or procedures affecting the employees’ occupational exposure.

Recordkeeping
Medical Records: this facility does not maintain medical records.

Training Records
Dr. Candace Jaruszewicz, Director is responsible for keeping the training records. These records will be kept in personnel file of employee. Training records must be kept for 3 years from the date of training and the following must be documented:
a.) The dates of the training;
b.) An outline describing the material presented;
c.) The names and qualifications of persons conducting the training; and
d.) The names and job titles of all persons attending the training sessions.

Availability: All employee records will be made available to the employee or his representative in accordance with OSHA standard 1910.1020. All employee records will be made available to OSHA and the National Institute for Occupational Safety and Health under 1910.1020.

Transfer of Records: If this facility is closed or there is no successor employer to receive and retain the records for the prescribed period, the Director of NIOSH will be contacted for final disposition.

Evaluation and Review
Dr. Candace Jaruszewicz, Director is responsible for annually reviewing this program, and its effectiveness, and for updating it as needed. The last previous review and update was on 6.21.10.
evidence for criterion 5.A.09
Description of evidence for criterion 5.A.09

The BBP Exposure Control Plan is included in New Staff Orientations & Handbook.

ECDCP_eff.7.1.15.docx

ECDC Policies section 5.6 describes hand-washing procedures and frequency requirements

5.A.10: Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with each group of children, the water is drained. Alternately, fresh potable water flows freely through the water play table and out through a drain in the table. (This criterion is an Emerging Practice.)

This procedure is covered in our Policies & procedures and also required by SC DSS regulations. It is followed for all water table play indoors or outside and on the rare occasions when wading pools are used outdoors. Water tables are emptied and disinfected after use and kept covered when not in use.

ECDCP_eff.7.1.15.docx

Our Policy/Procedure # 5.4 states: "Only commercial water tables, sprinklers, and wading pools are used for water play. Water is changed between groups of children and no child with sores or skin ailments is allowed to participate in communal water play. Water tables and wading pools are drained and sanitized daily and kept covered when not in use (5.A.10)."

5.A.11: Safeguards are used with all medications for children:
   a. Staff administer both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission.
   b. The child's record includes instructions from the licensed health provider who has prescribed or recommended medication for that child; alternatively, the licensed health provider's office may give instructions by telephone to the program staff.
   c. Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.
d. Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the licensed health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

e. All medications are kept in a locked container.

Our Policies and Procedures describe the Medications Policy. Parents sign the policy at the time of enrollment and the information is also included in the New Staff Orientation Handbook and orientation training session. One Medications Log is kept in the office for the entire program, and only the director or master teachers are permitted to administer medications.

Extra first aid kits, the medications log, and all child meds are stored in a locked cabinet in the office.
ECDC Medications Policy

5.7 Medications (S.A.11)
The ECDC Child Medication Log is used to provide documentation that any medications provided for children are administered correctly and with proper authorization. Parents are required to authorize both over the counter and prescription medication. All medications must be

- in original container
- labeled with child’s first and last name
- labeled with date prescription was filled OR recommendation was made by child’s licensed practitioner
- written instructions on container for over-the-counter medications OR from the child’s licensed medical practitioner for prescription administration
- labeled with expiration date of medication
- handed directly to the lead teacher in Ziploc bag or other closed container. Medications sent to school in the child’s lunchbox or backpacks will NOT be administered!

Medications will be secured in the administrative office area under proper storage conditions. Only master teachers or the program director are authorized to administer medication. Staff are required to follow the ‘five right practices’ procedure for administering medication, and sign off on the medication log each time medication is administered for each step of the process, verifying that the

- correct child is receiving medication
- medication being administered is correct
- dosage is correct
- medication is given at the proper time
- method of administering is correct

A copy of the new Child Medication Log is reproduced below. Blank forms will be available in the daily sign-in notebooks for each classroom.

Effective date 2.11.10
Description of evidence for criterion 5.A.11
Our Medication Procedure includes language compliant with 5.A.11 a-d
ECDC Medications Policy

5.7 Medications (5.A.11)
The ECDC Child Medication Log is used to provide documentation that any medications provided for children are administered correctly and with proper authorization. Parents are required to authorize both over the counter and prescription medication. All medications must be

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- labeled with child’s first and last name
- labeled with date prescription was filled OR recommendation was made by child’s licensed practitioner
- written instructions on container for over-the counter medications OR from the child’s licensed medical practitioner for prescription administration
- labeled with expiration date of medication
- handed directly to the lead teacher in Ziploc bag or other closed container. Medications sent to school in the child’s lunchbox or backpacks will NOT be administered!

Medications will be secured in the administrative office area under proper storage conditions. Only master teachers or the program director are authorized to administer medication. Staff are required to follow the ‘five right practices’ procedure for administering medication, and sign off on the medication log each time medication is administered for each step of the process, verifying that the

- correct child is receiving medication
- medication being administered is correct
- dosage is correct
- medication is given at the proper time
- method of administering is correct

A copy of the new Child Medication Log is reproduced below. Blank forms will be available in the daily sign-in notebooks for each classroom.

<table>
<thead>
<tr>
<th>Class</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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</tbody>
</table>

Effective date 2.11.10
Description of evidence for criterion 5.A.11

Parents sign off specifically on the Medications Procedure annually.
### CHILD MEDICATION LOG

<table>
<thead>
<tr>
<th>Date</th>
<th>Parent Signature</th>
<th>Medication</th>
<th>Dosage</th>
<th>Time Given</th>
<th>Special instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Staff Signature</th>
<th>Medication</th>
<th>Dosage</th>
<th>Time Given</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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Our medication policy conforms with the Department of Social Services (DSS) regulations SC Code Sections 43-1-80 and 20-7-2980, Chapter 114505 D, Medications or Medical Procedures, and NAEYC accreditation standard (5.A.11).

ECDC will NOT administer any medication unless a parent or legal guardian has signed the Medication Policy for the current year.

This form authorizes administration of (a) over the counter, (b) prescriptions or (c) medical/maintenance treatments.

A parent or legal guardian must complete all indicated areas on this form or no medication will be given!!

Master Teacher (or program director) administering medication will sign and date log each time medication is administered.

This form may be used to authorize up to three different medications for the duration of treatment.

CJ Rev. 5/28/2010
Description of evidence for criterion 5.A.11

A sample page from the Medications Log that indicates both parents and staff initial all correct steps of the procedure.

5.A.14:

a. Infants unable to sit are held for bottle-feeding.

b. All others sit or are held to be fed. Infants and toddlers/twos do not have bottles while in a crib or bed and

c. do not eat from propped bottles at any time.

d. Toddlers/twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking.

e. Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.

ECDC does not serve infants. Two’s use only program-supplied cups at snack and lunchtime. Each child at ECDC brings their own labeled water bottle for school use, kept in a portable [basket] for transport when they leave the room to go elsewhere. There is a drinking fountain height-accessible to all children in the hallway and another on the playground.
Welcome to the Seashell Class!

Here are a couple of reminders to work on over the summer with your new Seashell so that he/she is ready for the Fall.

- We start preparing for nap at 12:30 and the actual rest time is from 1:00 until 3:00pm. These are the naptime hours you should adjust your child to over the summer.
- Your child also needs to be able to feed themselves, drink from a cup and stay seated at the table for meals.

All of these key functions will help your child become an independent and self-sufficient part of the incoming Seashell Class.

I look forward to seeing you at our home visit that we’ll schedule later this Summer!

Stephanie Johnston
Description of evidence for criterion 5.A.14

In this early-in-the-year communication, the toddler teacher makes it clear that only cups are used in the two's class.

5.A.16: At least once daily in a program where children older than one year receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (The use of toothpaste is not required.)

N/A; Our children bring a packed lunch and no other meals are provided. A light snack only is offered in the AM & PM
5.B.: Ensuring Children's Nutritional Well-being

5.B.03: The program takes steps to ensure food safety in its provision of meals and snacks
   a. Staff discard foods with expired dates.
   b. The program documents compliance and any corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or a sanitarian that reflect consideration of federal and other applicable food safety standards.

We use and comply with the USDA Food Storage, Preparation, and Serving Guidelines, which are posted in the kitchen and classrooms, and described in our New Staff Orientation Handbook and training session. Our equipment and procedures are monitored by the South Carolina Department of Social Services and the South Carolina Department of Health and Environmental Control. We maintain an office notebook (see at on-site inspection if needed) with copies of all inspection reports and documentation of any needed corrections or citations issued. Our nutrition consultant assisted with creation of a Nutrition Plan published and distributed in September, 2015.

Signs posted on the kitchen refrigerator remind staff of storage requirements.
All opened snack foods are dated and stored in zip-loc or plastic lidded containers.
Per DSS/NAEYC regulations:

ALL opened food/snack items MUST be stored in ziploc or covered containers. DATE & label before storing.
Description of evidence for criterion 5.B.03
Staff are reminded to adhere to relevant USDA guidelines.
N. E. Miles Early Childhood Development Center
Food Safety and Nutrition Plan
Introduction
At N.E. Miles ECDC, we aim to provide and model high quality nutrition and healthy living habits for young children and their families. Our program uses the National Health and Safety Performance Standards (3rd Edition) published by the National Resource Center for Health and Safety in Child Care and Early Education to guide our policies and practices. While ECDC does not participate in or receive federal food subsidies, we also adhere to the standards set for the Child and Adult Care Food Program (CACFP).

Goals
- For children at ECDC to be healthy, safe, and on a path to lifelong good nutritional habits.
- Work with our parents and families to encourage healthy eating habits.
- Use meal and snack times as opportunities for development of fine motor skills, language, and social skills.
- Accommodate children with special health care and nutritional needs.

Food Services Provided
ECDC staff serve snack twice daily, and three times for children who attend the program longer than 8 hours per day. We prepare, serve, and store foods according to U.S. Department of Agriculture guidelines.

Children bring their own lunches from home and we require parents/guardians to use appropriate packaging for keeping food hot or cold. We encourage families to send healthy foods that comply with current recommendations for portion sizes and balanced nutrition. We also share resources that provide families with good information about healthy eating and food preparation tips, such as the Food newsletter.

Occasional special treats (for birthdays, holidays, etc.) are permitted and parents are encouraged to provide healthy treats, or if “sugary,” very small portions.

Snack Foods
The five-week ECDC master snack menu provides a monthly rotation of foods that comply with recommended nutritional density and variety and serving quantities. USDA recommends that each snack contain items from 2 of the four food groups, which are currently designated as:

<table>
<thead>
<tr>
<th>FV</th>
<th>Fruits &amp; Vegetables</th>
<th>Fresh, dried, or canned fruits and vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>BG</td>
<td>Breads &amp; Grains</td>
<td>Whole grain products &amp; derivatives such as flour, meal, cereals</td>
</tr>
<tr>
<td>D</td>
<td>Dairy</td>
<td>Milk (1%) or milk products such as yogurt, cheeses</td>
</tr>
<tr>
<td>M</td>
<td>Meat Alternate</td>
<td>Protein-dense foods such as seeds, seed butters, beans or other legumes</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Young children's eating habits and appetites are notoriously mercurial, as sometimes a child may want to eat the same food every day or become picky, refusing familiar or new foods and dawdling over meals. We work with families and children through these experiences, promoting not only good eating habits, but daily rigorous outside activity and exercise, rest periods, and plenty of water and fluids. These practices limit the child's risk of childhood obesity, and contribute to their overall health and well-being.

Baking activities are an important part of the curriculum at ECDC and are built into the snack menu weekly. Children look forward to baking and participate in preparations, which also give teachers the opportunity to teach safe and appropriate food handling and safety practices. We focus on gluten-free recipes that incorporate ingredients from multiple food groups. Baked snack items include for example, banana bread, pumpkin muffins, granola/fruit preserve bars and oatmeal/raisin cookies.

**Food Sensitivities & Preferences**
Children with allergies to foods or environmental substances notify ECDC of those conditions and depending on severity, may provide the program with a written plan for meeting their needs. We may ask parents to provide special foods if they are not those that would be easy to procure or typically part of our food inventories (such as soy milk in lieu of 1% cow's milk). Information about children with food sensitivities or allergies is provided to all staff and posted in food preparation areas. We take care when shopping for foods to note ingredients on packages that might be unsuitable for children with special dietary needs. In addition, our population is culturally diverse with many different kinds of food traditions. Some of our families favor a vegan or vegetarian lifestyle. Our menu is planned to respect those needs; it is peanut and tree-nut free, and limited in gluten, processed foods, sugars, and fats. It also includes some items that reflect our Low Country and regional food traditions.

**Liquids**
We encourage children to drink water all day. Each child is required to have his/her own water bottle. We do not typically use fruit juice for snack, as we prefer children to eat whole fruits with water. We provide 1% hormone-free milk from a local dairy source that is delivered weekly and stored in a temperature-controlled milk cooler. We understand the importance of hydration and teachers monitor children outside carefully, making sure they use their water bottles or the drinking fountain regularly. Our staff are all trained in Pediatric First Aid and CPR and know the signs of dehydration and the various heat-related conditions that can affect children who don’t drink enough water.

**Resources**
The College of Charleston Aramark Service has a registered dietician/nutritionist on staff that provides us with advice and guidance as needed or requested. This nutrition plan and menu is reviewed annually.
Meal & Snack-time Classroom Routines

We provide glasses, stainless eating utensils, and paper napkins for snacks and lunchtime. Teachers use gloves if needed to prepare or distribute food, but children are encouraged to use tongs, spoons, and other utensils to serve themselves. At lunchtime, teachers help children who need assistance with opening their lunchboxes and food storage containers.

Children in the Seashell and Sunflower classes (2-3 year olds) are seated at child-sized round tables and they all eat snack and lunch together, family style. In the Butterfly class (4K/5K), we encourage independence and socialization by setting up snack at one table and children choose when they will have snack with friends, during morning center time and after rest time in the PM. The teachers write instructions in rebus format on a whiteboard placed in the snack area so that children know what the serving size is, and provide appropriate serving dishes and utensils. Butterfly lunch seating is “restaurant” style, with children seated at the many small tables around the room that accommodate from 2-6 children. In all classrooms, teachers sit with the children and model conversation, good manners, and safe/proper eating habits.

Children participate in set-up and clean-up routines and the College provides a custodial staff member to help during the lunch period.

Nutritional Learning for Children and Families

Acquiring and practicing good health habits and knowledge about foods and nutrition are part of daily life at ECDC. Some of the things we do to promote learning include:

- Involving children and families in baking and cooking activities
- Discussing, collecting, and creating recipes and cookbooks
- Inviting families to share cultural and food traditions from home as part of the curriculum
- Maintaining an edible & sensory garden with herbs, vegetables and fruits.
- Teaching sustainable practices such as recycling, composting, and rain-water harvesting
- Incorporating experiences with foods that provide children opportunities to explore their taste, smell, textures, shapes, colors, and sizes.
- Providing families with resources about nutrition, foods, and activities they can do with their children
- Sharing healthy recipes children enjoy at school with families

References

Farm to School Initiative
National Resource Center for Health and Safety in Child Care and Early Education  
http://cfoc.nrckids.org/;  
U.S. Department of Agriculture Food and Nutrition Service Child Nutrition Programs  

<table>
<thead>
<tr>
<th>WK1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>BG</td>
<td>BG</td>
<td>FV</td>
<td>FV</td>
<td>MA</td>
</tr>
<tr>
<td>D</td>
<td>Cinnamon applesauce &amp; granola</td>
<td>Steamed rice &amp; field peas or red beans</td>
<td>Cucumber &amp; carrot slices with ranch dressing made with yogurt made with plain yogurt</td>
<td>Pumpkin muffins (A)</td>
<td>FV</td>
</tr>
<tr>
<td>PM</td>
<td>FV</td>
<td>D</td>
<td>BG</td>
<td>Rice crackers &amp; fruit spread (berry)</td>
<td>D</td>
</tr>
<tr>
<td>MA</td>
<td>Banana &amp; sunbutter</td>
<td>String cheese &amp; orange slices</td>
<td>BG</td>
<td>Cheesecake (multi-grain tortilla &amp; cheese)</td>
<td>BG</td>
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<tr>
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<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td>FV MA</td>
<td>D</td>
<td>BG</td>
<td>BG</td>
<td>BG</td>
</tr>
<tr>
<td></td>
<td>Raw carrots, cucumbers &amp; Hummus</td>
<td>Yogurt &amp; peaches</td>
<td>Mini rice cakes &amp; melted cheese</td>
<td>Blueberry muffins (A)</td>
<td>MA</td>
</tr>
<tr>
<td>PM</td>
<td>BG D</td>
<td>FV</td>
<td>BG</td>
<td>Chow mein noodles &amp; apples</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td>Whole grain crackers &amp; cheese cubes</td>
<td>White or Blue Corn Tortilla chips &amp; salsa</td>
<td></td>
<td>English Muffin pizza with sauce &amp; mozzarella turkey pepperoni</td>
<td>BG</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>TUESDAY</td>
<td>WEDNESDAY</td>
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</tr>
<tr>
<td>AM</td>
<td>FV MA</td>
<td>BG</td>
<td>FV</td>
<td>BG</td>
<td>BG</td>
</tr>
<tr>
<td></td>
<td>Pears &amp; sunflower seeds</td>
<td>French toast sticks or mini-pancakes &amp; syrup or fruit spread</td>
<td>Roasted sweet potatoes with butter &amp; cinnamon</td>
<td>Apple/carrot muffin (A)</td>
<td>FV</td>
</tr>
<tr>
<td>PM</td>
<td>FV BG</td>
<td>D</td>
<td>BG</td>
<td>Pretzels &amp; cheese sticks</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Raisin bread &amp; cream cheese (mixed w/hummus)</td>
<td>Salad &amp; ranch dressing (made with plain yogurt)</td>
<td></td>
<td>English Muffin with raisins (B)</td>
<td>BG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>WK4</td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td>FV D</td>
<td>D</td>
<td>BG</td>
<td>BG</td>
<td>BG</td>
</tr>
<tr>
<td></td>
<td>Cheese cubes &amp; apples</td>
<td>Pineapples &amp; Vanilla yogurt</td>
<td>Multi-grain Waffles with applesauce</td>
<td>Banana muffin</td>
<td>D</td>
</tr>
<tr>
<td>PM</td>
<td>BG MA</td>
<td>BG</td>
<td>BG</td>
<td>Rice crackers &amp; grape/cheese cube kebabs or seasonal fruit</td>
<td>Corn Bread &amp; honeybutter (B)</td>
</tr>
<tr>
<td></td>
<td>Carrot sticks &amp; cucumber, Pita chips &amp; hummus</td>
<td>Oat Bran bread &amp; sunbutter</td>
<td></td>
<td>Veggie chips &amp; ranch dressing (made with plain yogurt)</td>
<td>D FV</td>
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<td>WEDNESDAY</td>
<td>THURSDAY</td>
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</tr>
<tr>
<td>AM</td>
<td>MA D</td>
<td>BG</td>
<td>FV</td>
<td>BG</td>
<td>BG</td>
</tr>
<tr>
<td></td>
<td>Handboiled egg slices (or scrambled eggs) &amp; cheese</td>
<td>Blue or white corn Tortilla chips &amp; salsa</td>
<td>Sliced peaches &amp; GF granola</td>
<td>Biscuit &amp; pimiento cheese (A)</td>
<td>MA</td>
</tr>
<tr>
<td>PM</td>
<td>FV BG</td>
<td>D</td>
<td>BG</td>
<td>Fig bars &amp; milk</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td>Whole grain or pretzel Goldfish crackers &amp; apple slices</td>
<td>Mini-bagel &amp; cream cheese (mixed with ricotta cheese)</td>
<td></td>
<td>Oranges &amp; peperas</td>
<td>BG</td>
</tr>
</tbody>
</table>

D= Dairy  FV= Fruit/Veg  BG= Bread/Grain  MA= Meat Alternate-Protein  GF= Gluten
A Months  September  November  January  March
B Months  October  December  February  April
Blue  May contain gluten  Green  Pitted fruit  Yellow  Contains eggs

ECDC SC DSS License #1766  NAEYC Accreditation Program ID#279292
Description of evidence for criterion 5.B.03

ECDC produced a nutrition plan in accordance with CFOC3 guidelines and in consultation with our nutrition consultant (campus dietitian) that is given to parents and will be incorporated into training of new staff as of January 2016

5.B.04: For all infants and for children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.

Our Policies and Procedures and "Personal Care Guidelines" describe this requirement distributed annually to parents. Any child with special dietary restrictions has a health/allergy plan signed by the physician on file (if called for) and summary of this information is included on our "Health Alert" list posted in each classroom and in the kitchen. Foods prepared on-site are morning and afternoon snacks, and monthly menus are emailed to parents, posted to website, and outside of classrooms. Parents pack lunch and unopened or left-overs are sent home so parents can see what child ate.

"Health Alert" list is posted in each classroom and the kitchen and all snack food packaging is marked at the time of storage with appropriate information restricting use with specific children, as necessary.
Name ____________________ Date ____________

Today, I felt:  
☐ happy  ☐ tired  ☐ fussy  ☐ unwell

My favorite area was:  
☐ library  ☐ listening  ☐ light table  ☐ manipulatives  
☐ housekeeping  ☐ puzzles  ☐ sensory table  ☐ art/writing  
☐ easel  ☐ playdough  ☐ playground  ☐ circle time

At lunchtime, I ate:  
☐ all  ☐ most  ☐ some  ☐ very little

During naptime, I:  
☐ slept  ☐ rested quietly  ☐ was wiggly

Please bring more:  
☐ Diapers  ☐ Wipes  ☐ Clean Clothes

Diapers/Potty:  
☐ BM  ☐ Accident

Sunflowers’ Daily Note Home  Name: ____________________ Date: ____________

I ate morning snack.  I ate afternoon snack.
I ate my lunch.  I ate some lunch.  I didn’t eat lunch.
At naptime I slept  rested  was wiggly.
Today I felt happy  grumpy  tired  energetic  sad.
Other things you should know:
Description of evidence for criterion 5.B.04

These examples of daily notes include information about child's eating patterns.
N. E. Miles Early Childhood Development Center
Food Safety and Nutrition Plan
Introduction
At N.E. Miles ECDC, we aim to provide and model high quality nutrition and healthy living habits for young children and their families. Our program uses the National Health and Safety Performance Standards (3rd Edition) published by the National Resource Center for Health and Safety in Child Care and Early Education to guide our policies and practices. While ECDC does not participate in or receive federal food subsidies, we also adhere to the standards set for the Child and Adult Care Food Program (CACFP)

Goals
- For children at ECDC to be healthy, safe, and on a path to lifelong good nutritional habits.
- Work with our parents and families to encourage healthy eating habits.
- Use meal and snack times as opportunities for development of fine motor skills, language, and social skills
- Accommodate children with special health care and nutritional needs.

Food Services Provided
ECDC staff serve snack twice daily, and three times for children who attend the program longer than 8 hours per day. We prepare, serve, and store foods according to U.S. Department of Agriculture guidelines.

Children bring their own lunches from home and we require parents/guardians to use appropriate packaging for keeping food hot or cold. We encourage families to send healthy foods that comply with current recommendations for portion sizes and balanced nutrition. We also share resources that provide families with good information about healthy eating and food preparation tips, such as the Food newsletter.

Occasional special treats (for birthdays, holidays, etc.) are permitted and parents are encouraged to provide healthy treats, or if "sugary," very small portions.

Snack Foods
The five-week ECDC master snack menu provides a monthly rotation of foods that comply with recommended nutritional density and variety and serving quantities. USDA recommends that each snack contain items from 2 of the four food groups, which are currently designated as:

- **FV** Fruits & Vegetables: Fresh, dried, or canned fruits and vegetables
- **BG** Breads & Grains: Whole grain products & derivatives such as flour, meal, cereals
- **D** Dairy: Milk (1%) or milk products such as yogurt, cheeses
- **M** Meat Alternate: Protein-dense foods such as seeds, seed butters, beans or other legumes

ECDC SC DSS License #1766  NAEYC Accreditation Program ID#279292
Young children’s eating habits and appetites are notoriously mercurial, as sometimes a child may want to eat the same food every day or become picky, refusing familiar or new foods and dawdling over meals. We work with families and children through these experiences, promoting not only good eating habits, but daily rigorous outside activity and exercise, rest periods, and plenty of water and fluids. These practices limit the child’s risk of childhood obesity, and contribute to their overall health and well-being.

Baking activities are an important part of the curriculum at ECDC and are built into the snack menu weekly. Children look forward to baking and participate in preparations, which also give teachers the opportunity to teach safe and appropriate food handling and safety practices. We focus on gluten-free recipes that incorporate ingredients from multiple food groups. Baked snack items include for example, banana bread, pumpkin muffins, granola/fruit preserve bars and oatmeal/raisin cookies.

Food Sensitivities & Preferences
Children with allergies to foods or environmental substances notify ECDC of those conditions and depending on severity, may provide the program with a written plan for meeting their needs. We may ask parents to provide special foods if they are not those that would be easy to procure or typically part of our food inventories (such as soy milk in lieu of 1% cow’s milk). Information about children with food sensitivities or allergies is provided to all staff and posted in food preparation areas. We take care when shopping for foods to note ingredients on packages that might be unsuitable for children with special dietary needs. In addition, our population is culturally diverse with many different kinds of food traditions. Some of our families favor a vegan or vegetarian lifestyle. Our menu is planned to respect those needs; it is peanut and tree-nut free, and limited in gluten, processed foods, sugars, and fats. It also includes some items that reflect our Low Country and regional food traditions.

Liquids
We encourage children to drink water all day. Each child is required to have his/her own water bottle. We do not typically use fruit juice for snack, as we prefer children to eat whole fruits with water. We provide 1% hormone-free milk from a local dairy source that is delivered weekly and stored in a temperature-controlled milk cooler. We understand the importance of hydration and teachers monitor children outside carefully, making sure they use their water bottles or the drinking fountain regularly. Our staff are all trained in Pediatric First Aid and CPR and know the signs of dehydration and the various heat-related conditions that can affect children who don’t drink enough water.

Resources
The College of Charleston Aramark Service has a registered dietician/nutritionist on staff that provides us with advice and guidance as needed or requested. This nutrition plan and menu is reviewed annually.
Meal & Snack-time Classroom Routines
We provide glasses, stainless eating utensils, and paper napkins for snacks and lunchtime. Teachers use gloves if needed to prepare or distribute food, but children are encouraged to use tongs, spoons, and other utensils to serve themselves. At lunchtime, teachers help children who need assistance with opening their lunchboxes and food storage containers.

Children in the Seashell and Sunflower classes (2-3 year olds) are seated at child-sized round tables and they all eat snack and lunch together, family style. In the Butterfly class (4K/5K), we encourage independence and socialization by setting up snack at one table and children choose when they will have snack with friends, during morning center time and after rest time in the PM. The teachers write instructions in rebus format on a whiteboard placed in the snack area so that children know what the serving size is, and provide appropriate serving dishes and utensils. Butterfly lunch seating is “restaurant” style, with children seated at the many small tables around the room that accommodate from 2-6 children. In all classrooms, teachers sit with the children and model conversation, good manners, and safe/proper eating habits.

Children participate in set-up and clean-up routines and the College provides a custodial staff member to help during the lunch period.

Nutritional Learning for Children and Families
Acquiring and practicing good health habits and knowledge about foods and nutrition are part of daily life at ECDC. Some of the things we do to promote learning include:

- Involving children and families in baking and cooking activities
- Discussing, collecting, and creating recipes and cookbooks
- Inviting families to share cultural and food traditions from home as part of the curriculum
- Maintaining an edible & sensory garden with herbs, vegetables and fruits.
- Teaching sustainable practices such as recycling, composting, and rain-water harvesting
- Incorporating experiences with foods that provide children opportunities to explore their taste, smell, textures, shapes, colors, and sizes.
- Providing families with resources about nutrition, foods, and activities they can do with their children
- Sharing healthy recipes children enjoy at school with families

References
Farm to School Initiative

ECDC SC DSS License #1766 NAEYC Accreditation Program ID#279292
National Resource Center for Health and Safety in Child Care and Early Education
http://cfoc.nrckids.org/;

U.S. Department of Agriculture Food and Nutrition Service Child Nutrition Programs

<table>
<thead>
<tr>
<th>WK1</th>
<th>MONDAY</th>
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<th>THURSDAY</th>
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<tbody>
<tr>
<td>AM</td>
<td>BG</td>
<td>Cinnamon applesauce &amp; granola</td>
<td>BG</td>
<td>Steamed rice &amp; field peas or red beans</td>
</tr>
<tr>
<td>PM</td>
<td>FV MA</td>
<td>Banana &amp; sunbutter</td>
<td>D</td>
<td>String cheese &amp; orange slices</td>
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<table>
<thead>
<tr>
<th>WK2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
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<tbody>
<tr>
<td>AM</td>
<td>FV MA</td>
<td>Raw carrots, cucumbers &amp; Hummus</td>
<td>D</td>
<td>Yogurt &amp; peaches</td>
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<tr>
<td>PM</td>
<td>BG D</td>
<td>Whole grain crackers &amp; cheese cubes</td>
<td>BG</td>
<td>White or Blue Corn Tortilla chips &amp; salsa</td>
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<tbody>
<tr>
<td>AM</td>
<td>FV MA</td>
<td>Pears &amp; sunflower seeds</td>
<td>BG</td>
<td>French toast sticks or mini-pancakes &amp; syrup or fruit spread</td>
</tr>
<tr>
<td>PM</td>
<td>FV BG D</td>
<td>Raisin bread &amp; cream cheese (mixed with ricotta cheese)</td>
<td>D</td>
<td>Salad &amp; ranch dressing (made with plain yogurt)</td>
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<tr>
<th>WK4</th>
<th>MONDAY</th>
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<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>FV D</td>
<td>Cheese cubes &amp; apples</td>
<td>FV</td>
<td>Pineapples &amp; Vanilla yogurt</td>
</tr>
<tr>
<td>PM</td>
<td>BG MA</td>
<td>Carrot sticks &amp; cucumber, Pita chips &amp; hummus</td>
<td>BG</td>
<td>Oat Bran bread &amp; sunbutter</td>
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<th>WK5</th>
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<tbody>
<tr>
<td>AM</td>
<td>MA D</td>
<td>Hamboiled egg slices (or scrambled eggs) &amp; cheese</td>
<td>BG</td>
<td>Blue or white corn Tortilla chips &amp; salsa</td>
</tr>
<tr>
<td>PM</td>
<td>FV BG</td>
<td>Whole grain or pretzel Goldfish crackers &amp; apple slices</td>
<td>BG</td>
<td>Mini-bagel &amp; cream cheese (mixed with ricotta cheese)</td>
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<table>
<thead>
<tr>
<th></th>
<th>FV= Fruit Veg</th>
<th>BG= Bread/Grain</th>
<th>MA= Meat Alternate-Protein</th>
<th>GF z</th>
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<tbody>
<tr>
<td>A Months</td>
<td>September</td>
<td>November</td>
<td>January</td>
<td>March</td>
</tr>
<tr>
<td>B Months</td>
<td>October</td>
<td>December</td>
<td>February</td>
<td>April</td>
</tr>
<tr>
<td>Blue</td>
<td>May contain gluten</td>
<td>Green</td>
<td>Pitted fruit</td>
<td>Yellow</td>
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Description of evidence for criterion 5.B.04

The new Nutrition Plan provides guidance consistent with the CFOC3 guidelines and standards.

5.B.13: The program does not feed cow's milk to infants younger than 12 months. The program serves whole or reduced-fat cow's milk to children of ages 12 months to 24 months.

The program does not serve children younger than 24 months. We only use 1% milk for lunch, consistent with anticipated changes to the CFOC3 standards from 2% to 1%. This criteria is N/A.

5.B.14:
   a. Staff do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.
   b. Staff cut foods into pieces no larger than 1/4-inch square for infants and 1/2-inch square for toddlers/twos, according to each child's chewing and swallowing capability.

This criteria is included in our state licensing regulations (114.508.A.) and monitored on inspection visits. We include this information for parents in Policies & Procedures and Personal Care Guidelines. In the event children bring any of these items for lunch, staff are instructed via the New Staff Orientation Handbook and training sessions to cut to allowable sizes. Each classroom and the kitchen also have a "choke tube" for verifying safety of foods offered to children.
CHAPTER NINE—MEAL REQUIREMENTS; FOOD PREPARATION AND SERVING; STORAGE AND PROTECTION OF FOOD SUPPLIES, UTENSILS AND EQUIPMENT

Meal Requirements

114-508 A. (1) If food is provided by the facility, the following requirements shall be met:

(a) Daily menus shall be dated and posted in a conspicuous location in public view.

(b) Meals and snacks provided shall be in compliance with the USDA Child Care Food Program Guidelines. Centers that do not provide overnight care shall serve at least one meal and at least one snack that meet USDA Child Care Food Program Guidelines. Centers providing care between the hours of 6:00 p.m. and midnight shall additionally meet USDA Child Care Food Program Guidelines in serving dinner and at least one additional snack. Meal components and serving sizes shall be in accordance with these guidelines.

(See Resource Manual Section 9 for USDA Nutrition Information and for Eligibility Requirements for Child Care Centers to Participate in Child and Adult Care Food Programs.)

(c) Only Grade A Pasteurized fluid milk and fluid milk products may be given to any child less than 24 months old, except with a written permission from the child's health provider.

(d) Whole milk may not be served to children less than 12 months of age, except with a written permission from the child's health provider.

(e) Reconstituted milk shall not be served to any child, regardless of age.

114-508 A. (2) Food served shall be suited to the child's age and appetite. Second portions shall be available.

114-508 A. (3) Round, firm foods shall not be offered to children younger than four years old. Examples of such foods include: hot dogs, grapes, hard candy, nuts, peanuts, and popcorn. Hot dogs may be served if cut lengthwise and quartered; grapes may be served if cut in halves.

114-508 A. (4) All food in child care centers shall be from a source approved by the health authority and shall be clean, wholesome, unspoiled, free from contamination, properly labeled, and safe for human consumption.

**POLICY:** All foods, including milk, must be served by the date indicated on the container or package. (7/30/09)

114-508 A. (5) The use of food in hermetically sealed containers that was not prepared in an approved food-processing establishment is prohibited.

114-508 A. (6) The use of home-canned foods is not allowed.

114-508 A. (7) The following requirements shall be met when it is necessary to provide meals through a catering service:
Catered meals shall be obtained from a food service establishment approved by the DHEC.

(b) If adequate cleaning and sanitizing equipment is not available, only disposable eating and drinking utensils shall be used to serve catered meals or food; and

(c) The procedures and equipment used to transport catered meals shall be approved by the DHEC.

114-508 A. (8) Meals and snacks may be provided by the center or the parent. The center shall have a small supply of nutritional food and beverages available in the event a parent neglects to bring the child’s food on an unanticipated basis.

114-508 A. (9) Dietary alternatives shall be available for a child who has special health needs or religious beliefs.

114-508 A. (10) Written permission/instructions for dietary modifications signed by the child’s health care provider or parent or legal guardian are required.

**Food Preparation**

114-508 B. (1) Adequate hand-washing facilities, separate from food preparation sinks, equipped with hot and cold water under pressure supplied through a mixing faucet, shall be provided in the food preparation area. Hot water shall be at least 125 degrees Fahrenheit. (Facilities shall not be required to install an additional hand-washing sink in the food preparation area if, in the opinion of the health authority, the existing hand-washing facilities are adequate.)

*POLICY: The hand-washing sink may not be used for any other purpose and must be accessible. (8/1/06)*

114-508 B. (2) Sanitary soap and towels shall be provided.

114-508 B. (3) Utensils, such as forks, knives, tongs, spoons, and scoops shall be provided and used to minimize handling of food in all food preparation areas.

114-508 B. (4) Staff shall thoroughly wash their hands and exposed areas of arms with soap and warm water in an approved hand-washing sink before starting work, during work as often as is necessary to keep them clean, e.g., after smoking, eating, drinking, or using the toilet. Staff shall keep their fingernails clean and trimmed.

114-508 B. (5) The outer clothing of all staff shall be clean. The director shall ensure proper hair restraints are worn to protect from falling hair.

*POLICY: All food preparation staff and servers must wear some form of hair restraint while performing those duties. (11/1/06)*

114-508 B. (6) Staff shall neither use tobacco in any form while preparing or serving food, nor while in areas used for equipment or utensil washing or for food preparation. Staff shall use tobacco only in approved, designated areas.
114-508 B. (7) Potentially hazardous foods requiring cooking shall be cooked to heat all parts of the food to an internal temperature of at least 140 degrees Fahrenheit, with the following exceptions:
   (a) Hamburger shall be cooked to at least 155 degrees Fahrenheit.
   (b) Poultry, poultry stuffing, stuffed meats, and stuffing-containing meat shall be cooked to heat all parts of the food to at least 165 degrees Fahrenheit with no interruption of the cooking process.
   (c) Pork and any food containing pork shall be cooked to heat all parts of the food to at least 150 degrees Fahrenheit.

**POLICY: The FDA requires pork products to be cooked to a temperature of at least 155 degrees.** (8/1/06)

   (d) Rare roast beef and rare beefsteak shall be cooked to surface temperature of at least 130 degrees Fahrenheit.

114-508 B. (8) Potentially hazardous food such as meats, cooked rice, and cream-filled pastries shall be prepared (preferably from chilled products) with a minimum of manual contact and on surfaces with utensils that are clean and sanitized prior to use.

114-508 B. (9) Metal, stem-type, numerically-scaled indicating thermometers, accurate to plus or minus three degrees Fahrenheit, shall be provided and used to ensure that proper internal cooking, holding, or refrigeration temperatures of all potentially hazardous foods are maintained.

114-508 B. (10) Potentially hazardous foods shall be thawed as follows:
   (a) In refrigerated units at a temperature not to exceed 45 degrees Fahrenheit;
   (b) Under potable running water from the cold water supply with sufficient water velocity to remove loose food particles;
   (c) In a microwave oven only when food will be immediately transferred to conventional cooking equipment as part of a continuous cooking process or when the entire, uninterrupted cooking process takes place in the microwave oven; or
   (d) As part of the conventional cooking process.

114-508 B. (11) All raw fruits and vegetables shall be washed thoroughly before being cooked, served, or placed in refrigerators.

**Food Service**

**POLICY: Inspection and approval of kitchens in public schools that have regulated child care facilities shall be deferred to DHEC, the approved health authority in South Carolina.** (7/30/09)

114-508 C. (1) No child shall be deprived of a meal or snack if he/she is in attendance at the time the meal or snack is served.

114-508 C. (2) Easily breakable dinnerware shall not be used.

114-508 C. (3) Children shall not be forced to eat.

114-508 C. (4) Food shall not be used as a punishment.
114-508 C. (5) Children shall not be allowed in the kitchen except during supervised activities.

114-508 C. (6) Portions of food once served shall not be served again.

114-508 C. (7) Single-service articles shall be stored in closed cartons or containers to protect them from contamination.

114-508 C. (8) Use of "common drinking cups" is prohibited.

114-508 C. (9) Disposable cups, if used, shall be handled and stored properly to prevent contamination.

114-508 C. (10) Reuse of single service articles is prohibited.

The following definitions are provided by DHEC in R. 61-25:

"Single-Service Articles" – Any tableware, carry-out utensils, or other items that are designed and constructed for one-time, one-person use.

"Single-Use Articles" – Utensils and bulk food containers designed and constructed to be used once and discarded.

114-508 C. (11) If potentially hazardous foods that have been cooked and then refrigerated are to be served hot, they shall be reheated rapidly to 165 degrees Fahrenheit or higher throughout before being served or before being placed in a hot food-storage facility. Steam tables, double boilers, warmers, and similar hot food holding facilities are prohibited from use for the rapid reheating of potentially hazardous foods.

**Storage**

114-508 D. (1) All food shall be properly labeled and stored, and shall be protected against contamination.

114-508 D. (2) The director shall provide refrigeration units and insulated facilities, as needed, to ensure that all potentially hazardous foods are maintained at 45 degrees Fahrenheit or below or 130 degrees Fahrenheit or above, except during necessary periods of preparation.

114-508 D. (3) Thermometers shall be accurate to plus or minus 3 degrees and conspicuously placed in the warmest area of all cooling and warming units to ensure proper temperatures.

**POLICY:** Thermometers should be placed close to the inside of the refrigerator or freezer door which is the warmest area inside the appliance. (8/1/06)

114-508 D. (4) Containers of food, food preparation equipment and single service articles shall be stored at least 6" above the floor, on clean surfaces, and in such a manner to be protected from splash and other contamination.

114-508 D. (5) Food not subject to further washing or cooking before serving shall be stored in such a manner to be protected against contamination from food requiring washing or cooking.
114-508 D. (6) The storage of food or food equipment, utensils, or single-service articles in toilet rooms and under exposed sewer lines is prohibited.

114-508 D. (7) Custards, cream fillings, or similar products which are prepared by hot or cold processes shall be kept at safe temperatures except during necessary periods of preparation and service.

114-508 D. (8) All cleaning supplies, detergents, and other potentially poisonous items shall be stored away from food items and shall be inaccessible to children.

**Cleaning, Storage and Handling of Utensils and Equipment**

114-508 E. (1) Tableware shall be washed, rinsed, and sanitized after each use.

SEE RESOURCE MANUAL SECTION 6 FOR SELECTION AND USE OF AN APPROPRIATE SANITIZER.

114-508 E. (2) All kitchenware and food-contact surfaces of equipment shall be washed, rinsed, and sanitized.

114-508 E. (3) The cooking surfaces of cooking devices shall be cleaned as often as necessary and shall be free of encrusted grease deposits and other soil.

114-508 E. (4) Non-food contact surfaces of all equipment, including tables, counters, and shelves, shall be cleaned at such frequency as is necessary to be free of accumulation of dust, dirt, food particles, and other debris.

114-508 E. (5) After sanitation, all equipment and utensils shall be air-dried.

114-508 E. (6) Prior to washing, all equipment and utensils shall be rinsed or scraped, and when necessary, presoaked to remove gross food particles and soil.

114-508 E. (7) When manual dishwashing is employed, equipment and utensils shall be thoroughly washed in a detergent solution that is kept reasonably clean, be rinsed thoroughly of such solution, sanitized by one of the following methods:

(a) Complete immersion for at least 30 seconds in a clean solution containing at least 50 parts per million of available chlorine as a hypochlorite and at a temperature of at least 75 degrees Fahrenheit;

(b) Complete immersion for at least 30 seconds in a clean solution containing at least 12.5 parts per million of available iodine and having a pH no higher than 5.0 and at a temperature of at least 75 degrees Fahrenheit;

(c) Complete immersion for at least 30 seconds in a clean solution containing at least 200 parts per million of quaternary ammonium at a temperature of at least 75 degrees Fahrenheit; or

(d) Complete immersion in hot water at a temperature of 170 degrees Fahrenheit in a three-compartment sink.

**POLICY:** Three compartment sinks must be used to sanitize dishes and food handling equipment only when the sanitation process is complete immersion in hot water at a temperature of 170 degrees Fahrenheit. (11/1/06)

114-508 E. (8) Other chemical sanitizing agents may be used which have been demonstrated to the satisfaction of the health authority to be effective and non-toxic under use conditions,
and for which suitable field tests are available. Such sanitizing agents, in use solution, shall provide the equivalent bactericidal effect for a solution containing at least 50 parts per million of available chlorine at a temperature not less than 75 degrees Fahrenheit.

114-508 E. (9) A test kit or other device that accurately measures the parts per million concentration of the solution shall be available and used.

114-508 E. (10) All dishwashing machines shall be approved by the South Carolina Department of Health and Environmental Control (DHEC) and shall meet applicable installation requirements.

114-508 E. (11) Food-contact surfaces of cleaned and sanitized equipment and utensils shall be handled in such a manner as to be protected from contamination.

114-508 E. (12) Cleaned and sanitized utensils shall be stored above the floor in a clean, dry location so that food-contact surfaces are protected from contamination.

114-508 E. (13) Clean spoons, knives, and forks shall be picked up and touched only by their handles. Clean cups, glasses, and bowls shall be handled so that fingers and thumbs do not contact inside surfaces or lip-contact surfaces.

114-508 E. (14) Dish tables or drain boards of adequate size to properly handle soiled utensils prior to washing and for cleaned utensils following rinsing and sanitizing shall be provided.
Description of evidence for criterion 5.B.14

DSS Regulations Ch. 8 describe food handling requirements. This criteria is covered in 114.508.A.

5.B.15: The program prepares written menus, posts them where families can see them, and has copies available for families. Menus are kept on file for review by the consultant described in criterion 5.A.02.

Our program only serves morning and afternoon snack, the monthly menu is posted outside the classrooms at the sign in-out area, in the kitchen, and on the program website.
Monthly snack menu is posted outside each classroom at the sign-in area

5.B.16:
   a. The program serves meals and snacks at regularly established times.
   b. Meals and snacks are at least two hours apart but not more than three hours apart.

Classroom daily schedules provide for AM and PM snack and lunchtime at intervals consistent with this criteria.
## Sunflower Class Daily Schedule (3 Year Old Group)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>7:45-9:50</td>
<td>Morning Work Time &amp; Snack</td>
<td>Welcome children as they arrive; All centers open for free exploration; includes special activities related to topic</td>
</tr>
<tr>
<td>9:50-10:00</td>
<td>Transition</td>
<td>Clean up centers to go outside</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Outdoor Play</td>
<td>Free play with some planned activities for gross motor development</td>
</tr>
<tr>
<td></td>
<td>Small Group</td>
<td>Children come inside a few at a time to work with a teacher on language arts, math, science, or small motor skills</td>
</tr>
<tr>
<td>11:00-11:25</td>
<td>Large Group</td>
<td>Includes reading books, discussions, songs, and language games; transition to lunch</td>
</tr>
<tr>
<td>11:25-11:30</td>
<td>Transition</td>
<td>Wash Hands</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
<td>Teachers sit with children &amp; facilitate conversation, good table manners, and healthy eating habits</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Transition &amp; Outdoor Play</td>
<td>Half day children go home; lunch clean up; outside play while teachers prepare room for rest time</td>
</tr>
<tr>
<td>12:30-2:30</td>
<td>Quiet Time</td>
<td>Read books and nap; children who don't sleep have quiet play time at 2:00</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Transition &amp; Snacks</td>
<td>Clean &amp; put away rest equipment; Wash hands; Snack</td>
</tr>
<tr>
<td>3:00-3:45</td>
<td>Afternoon Work Time</td>
<td>Centers open for free exploration; may include special planned activities</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>Outdoor Play</td>
<td>Free play with mixed ages (Seashell 2 year old group)</td>
</tr>
<tr>
<td>3:45-4:30</td>
<td>Outdoor Play</td>
<td>Free play until parent pick-up</td>
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<tr>
<td>4:00-5:00</td>
<td>Afternoon Work Time</td>
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<tr>
<td>4:30-5:15</td>
<td>Indoor Play</td>
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</tr>
<tr>
<td>5:00-5:15</td>
<td>Clean-up/quiet activities</td>
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</table>
Description of evidence for criterion 5.B.16

This example of classroom schedule indicates meal and snack times consistent with this requirement.
evidence for criterion 5.B.16

N. E. Miles Early Childhood Development Center
Food Safety and Nutrition Plan
Introduction
At N.E. Miles ECDC, we aim to provide and model high quality nutrition and healthy living habits for young children and their families. Our program uses the National Health and Safety Performance Standards (3rd Edition) published by the National Resource Center for Health and Safety in Child Care and Early Education to guide our policies and practices. While ECDC does not participate in or receive federal food subsidies, we also adhere to the standards set for the Child and Adult Care Food Program (CACFP)

Goals
• For children at ECDC to be healthy, safe, and on a path to lifelong good nutritional habits.
• Work with our parents and families to encourage healthy eating habits.
• Use meal and snack times as opportunities for development of fine motor skills, language, and social skills
• Accommodate children with special health care and nutritional needs.

Food Services Provided
ECDC staff serve snack twice daily, and three times for children who attend the program longer than 8 hours per day. We prepare, serve, and store foods according to U.S. Department of Agriculture guidelines.

Children bring their own lunches from home and we require parents/guardians to use appropriate packaging for keeping food hot or cold. We encourage families to send healthy foods that comply with current recommendations for portion sizes and balanced nutrition. We also share resources that provide families with good information about healthy eating and food preparation tips, such as the Food newsletter.

Occasional special treats (for birthdays, holidays, etc.) are permitted and parents are encouraged to provide healthy treats, or if “sugary,” very small portions.

Snack Foods
The five-week ECDC master snack menu provides a monthly rotation of foods that comply with recommended nutritional density and variety and serving quantities. USDA recommends that each snack contain items from 2 of the four food groups, which are currently designated as:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>FV</td>
<td>Fruits &amp; Vegetables</td>
</tr>
<tr>
<td>BG</td>
<td>Breads &amp; Grains</td>
</tr>
<tr>
<td>D</td>
<td>Dairy</td>
</tr>
<tr>
<td>M</td>
<td>Meat Alternate</td>
</tr>
<tr>
<td>A</td>
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</tbody>
</table>

Fresh, dried, or canned fruits and vegetables
Whole grain products & derivatives such as flour, meal, cereals
Milk (1%) or milk products such as yogurt, cheeses
Protein-dense foods such as seeds, seed butters, beans or other legumes
Young children's eating habits and appetites are notoriously mercurial, as sometimes a child may want to eat the same food every day or become picky, refusing familiar or new foods and dawdling over meals. We work with families and children through these experiences, promoting not only good eating habits, but daily rigorous outside activity and exercise, rest periods, and plenty of water and fluids. These practices limit the child's risk of childhood obesity, and contribute to their overall health and well-being.

Baking activities are an important part of the curriculum at ECDC and are built into the snack menu weekly. Children look forward to baking and participate in preparations, which also give teachers the opportunity to teach safe and appropriate food handling and safety practices. We focus on gluten-free recipes that incorporate ingredients from multiple food groups. Baked snack items include for example, banana bread, pumpkin muffins, granola/fruit preserve bars and oatmeal/raisin cookies.

**Food Sensitivities & Preferences**

Children with allergies to foods or environmental substances notify ECDC of those conditions and depending on severity, may provide the program with a written plan for meeting their needs. We may ask parents to provide special foods if they are not those that would be easy to procure or typically part of our food inventories (such as soy milk in lieu of 1% cow's milk). Information about children with food sensitivities or allergies is provided to all staff and posted in food preparation areas. We take care when shopping for foods to note ingredients on packages that might be unsuitable for children with special dietary needs. In addition, our population is culturally diverse with many different kinds of food traditions. Some of our families favor a vegan or vegetarian lifestyle. Our menu is planned to respect those needs; it is peanut and tree-nut free, and limited in gluten, processed foods, sugars, and fats. It also includes some items that reflect our Low Country and regional food traditions.

**Liquids**

We encourage children to drink water all day. Each child is required to have his/her own water bottle. We do not typically use fruit juice for snack, as we prefer children to eat whole fruits with water. We provide 1% hormone-free milk from a local dairy source that is delivered weekly and stored in a temperature-controlled milk cooler. We understand the importance of hydration and teachers monitor children outside carefully, making sure they use their water bottles or the drinking fountain regularly. Our staff are all trained in Pediatric First Aid and CPR and know the signs of dehydration and the various heat-related conditions that can affect children who don’t drink enough water.

**Resources**

The College of Charleston Aramark Service has a registered dietician/nutritionist on staff that provides us with advice and guidance as needed or requested. This nutrition plan and menu is reviewed annually.
Meal & Snack-time Classroom Routines
We provide glasses, stainless eating utensils, and paper napkins for snacks and lunchtime. Teachers use gloves if needed to prepare or distribute food, but children are encouraged to use tongs, spoons, and other utensils to serve themselves. At lunchtime, teachers help children who need assistance with opening their lunchboxes and food storage containers.

Children in the Seashell and Sunflower classes (2-3 year olds) are seated at child-sized round tables and they all eat snack and lunch together, family style. In the Butterfly class (4K/5K), we encourage independence and socialization by setting up snack at one table and children choose when they will have snack with friends, during morning center time and after rest time in the PM. The teachers write instructions in rebus format on a whiteboard placed in the snack area so that children know what the serving size is, and provide appropriate serving dishes and utensils. Butterfly lunch seating is “restaurant” style, with children seated at the many small tables around the room that accommodate from 2-6 children. In all classrooms, teachers sit with the children and model conversation, good manners, and safe/proper eating habits.

Children participate in set-up and clean-up routines and the College provides a custodial staff member to help during the lunch period.

Nutritional Learning for Children and Families
Acquiring and practicing good health habits and knowledge about foods and nutrition are part of daily life at ECDC. Some of the things we do to promote learning include:

- Involving children and families in baking and cooking activities
- Discussing, collecting, and creating recipes and cookbooks
- Inviting families to share cultural and food traditions from home as part of the curriculum
- Maintaining an edible & sensory garden with herbs, vegetables and fruits.
- Teaching sustainable practices such as recycling, composting, and rain-water harvesting
- Incorporating experiences with foods that provide children opportunities to explore their taste, smell, textures, shapes, colors, and sizes.
- Providing families with resources about nutrition, foods, and activities they can do with their children
- Sharing healthy recipes children enjoy at school with families

References
Farm to School Initiative
http://www.fns.usda.gov/sites/default/files/f2s/FactSheet_Farm_to_Preschool.pdf:

ECDC SC DSS License #1766
NAEYC Accreditation Program ID#279292
### National Resource Center for Health and Safety in Child Care and Early Education

U.S. Department of Agriculture Food and Nutrition Service Child Nutrition Programs

<table>
<thead>
<tr>
<th>WK1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>Burned &amp;D</td>
<td>Cinnamon applesauce &amp; granola</td>
<td>Steamed rice &amp; field peas or red beans</td>
<td>Cucumber &amp; carrot slices with ranch dressing made with yogurt made with plain yogurt</td>
</tr>
<tr>
<td>PM</td>
<td>FV MA</td>
<td>Banana &amp; sunbutter</td>
<td>String cheese &amp; orange slices</td>
<td>Rice crackers &amp; fruit spread (berry)</td>
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<tr>
<th>WK2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>FV MA</td>
<td>Raw carrots, cucumbers &amp; Hummus</td>
<td>Yogurt &amp; peaches</td>
<td>Mini rice cakes &amp; melted cheese</td>
</tr>
<tr>
<td>PM</td>
<td>BG D</td>
<td>Whole grain crackers &amp; cheese cubes</td>
<td>White or Blue Corn Tortilla chips &amp; salsa</td>
<td>Chow mein noodles &amp; apples</td>
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<tr>
<th>WK3</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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</thead>
<tbody>
<tr>
<td>AM</td>
<td>FV MA</td>
<td>Pears &amp; sunflower seeds</td>
<td>French toast sticks or mini-pancakes &amp; syrup or fruit spread</td>
<td>Roasted sweet potatoes with butter &amp; cinnamon</td>
</tr>
<tr>
<td>PM</td>
<td>FV BG D</td>
<td>Raisin bread &amp; cream cheese (mixed with oatmeal)</td>
<td>Salad &amp; ranch dressing (made with plain yogurt)</td>
<td>Pretzels &amp; cheese sticks</td>
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<thead>
<tr>
<th>WK4</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>FV D</td>
<td>Cheese cubes &amp; apples</td>
<td>Pineapples &amp; Vanilla yogurt</td>
<td>Multi-grain Waffles with applesauce</td>
</tr>
<tr>
<td>PM</td>
<td>BG MA</td>
<td>Carrot sticks &amp; cucumber, Pita chips &amp; hummus</td>
<td>Oat Bran bread &amp; sunbutter</td>
<td>Rice crackers &amp; grape-cheese cube kabobs &amp; seasonal fruit</td>
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<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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</thead>
<tbody>
<tr>
<td>AM</td>
<td>MA D</td>
<td>Handboiled egg slices (or scrambled eggs) &amp; cheese</td>
<td>Blue or white corn Tortilla chips &amp; salsa</td>
<td>Sliced peaches &amp; GF granola</td>
</tr>
<tr>
<td>PM</td>
<td>FV BG</td>
<td>Whole grain pretzel Goldfish crackers &amp; apple slices</td>
<td>Mini-bagel &amp; cream cheese (mixed with ricotta cheese)</td>
<td>Fig bars &amp; milk</td>
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</tbody>
</table>

### D = Dairy
**FV = Fruit Veg**
**BG = Bread/Grain**
**MA = Meat Alternate-Protein**

<table>
<thead>
<tr>
<th>A Months</th>
<th>B Months</th>
<th>Blue</th>
<th>May contain gluten</th>
<th>Green</th>
<th>Pitted fruit</th>
<th>Yellow</th>
<th>Contains eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>October</td>
<td></td>
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<td>November</td>
<td>December</td>
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<tr>
<td>January</td>
<td>February</td>
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<tr>
<td>March</td>
<td>April</td>
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Description of evidence for criterion 5.B.16

The nutrition plan indicates serving frequencies for snack (twice daily and three times for children who attend the program longer than 8 hours) in addition to lunch.
5.C.: Maintaining a Healthful Environment

5.C.01:

a. The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table.

b. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.

The NAEYC Sanitation and Frequency Chart based on the CFOC3 standards was used to establish a custodial schedule that is reviewed at least annually with our university Physical Plant Custodial Supervisor.

Cleaning/sanitization schedule drafted from NAEYC and CFOC guidelines is posted in areas used by custodial staff and staff in kitchen preparation areas.
BLEACH SOLUTIONS

For Disinfecting & Sanitizing

*Measure water, add bleach; NEVER mix bleach & ammonia

CLEAN—APPLY—AIR DRY

General Disinfecting Solution

2500 parts per million

During the day – diapering surfaces & potty chairs

Nightly cleaning - bathroom & kitchen floors, tables, sinks & faucets, toilets, diaper pails, drinking fountains, door/cabinet handles

Sanitizing Solution

150 parts per million

During the day – Food preparation & eating areas, and any toys/pacifiers children put in mouth

Blood Borne Pathogens

Disinfecting Solution

5000 parts per million (ppm)

Use gloves, follow BBP guidelines

1 cup bleach per 3 qts water

½ cup per 3 pts water

¼ cup per 3 cups water

CLEANING

Physically removing dirt & contamination (typically with soap/water). Friction of cleaning removes most germs & exposes remaining germs to the effects of a sanitizer or disinfectant used afterwards

SANITIZING

Reduces germs on inanimate surfaces to levels considered safe by public health codes or regulations. Sanitizing can be achieved with unscented, household
grade solution of bleach & water.
Destroys or inactivates most germs on any inanimate object, but not bacterial spores. Disinfecting can be achieved with an unscented, household grade solution of bleach and water.
Description of evidence for criterion 5.C.01

Bleach solution complies with new regulations to use EPA registered product and adhere to manufacturer guidelines for sanitation, laundering, and disinfecting. (Our product is an 8.25% solution)
## ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time &amp; Crew (Ms. Sherri)</th>
<th>Required Task</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Day</td>
<td>Make new bleach <strong>SANITIZING</strong> solution for kitchen</td>
<td>Daily: Arrival – 11:11:15</td>
<td>Use recipe posted on inside of kitchen cleaning cupboard &amp; test strips (if needed to verify)</td>
</tr>
<tr>
<td></td>
<td>Wash snack prep &amp; serving dishes in dishwasher</td>
<td>Teachers are responsible for scraping, rinsing and/or soaking if needed &amp; stacking neatly – leaving sinks, drains, and adjacent counter workspace clear; follow instructions for dishwasher (fill/on; monitor temp before 1st load; start; when done, drain; off)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare cart w/glasses, milk &amp; spoons for 2/3’s</td>
<td>Use mobile cart &amp; tray for each class</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Small glasses for 2’s (12); Lg. Glasses for 3’s (15); Fill one glass pitcher w/milk for each class; Spoons for each class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Handle dishes/silverware/glasses without touching surfaces that will touch child’s mouth</em></td>
<td></td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Deliver milk &amp; to 2/3’s classrooms; Prepare cart for 4/5’s</td>
<td>Daily 11:15-11:30</td>
<td>Lg. Glasses (25) &amp; 2 glass pitchers for 4/5’s; spoons;</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Assigned to another campus building</td>
<td>Daily: 11:30-12:00</td>
<td>(Across the street)</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Deliver milk &amp; utensils to 4/5’s classrooms</td>
<td>Daily @ 12:15-12:30</td>
<td><strong>CLEAN &amp; SANITIZE</strong> tables before eating</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Clean-up classrooms after lunch</td>
<td>Daily: 2’s @ 12:00</td>
<td>Sweep floor area around tables; <strong>CLEAN &amp; SANITIZE</strong> table surfaces (use clean paper towel for each table top; may use classroom bleach bottles); Mop up any spills from floor in eating area;</td>
</tr>
</tbody>
</table>

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trash receptacles</td>
<td>3's @ 12:15</td>
<td>Classroom, child bathroom, &amp; kitchen receptacles: Empty, replace trashbags w/clean bag &amp; remove to designated outdoor trash –</td>
</tr>
<tr>
<td></td>
<td>4/5K: @ 1:10</td>
<td>Get glasses &amp; dishes &amp; return them to kitchen; teachers &amp; children clean up after themselves in 4/5K</td>
</tr>
<tr>
<td>Wash glasses, pitchers, spoons in dishwasher</td>
<td>1:15-1:30</td>
<td>Follow instructions for dishwasher cycle;</td>
</tr>
<tr>
<td>Prepare milk pitchers &amp; store for next day on designated refrigerator shelf</td>
<td>Daily 1:15-1:30</td>
<td>Replace dried glasses on storage shelf</td>
</tr>
<tr>
<td>Sweep kitchen floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen countertops, tabletop, refrigerator, milk dispenser, cabinet &amp; door handles</td>
<td>CLEAN &amp; SANITIZE*, using bleach solution &amp; paper towels.</td>
<td></td>
</tr>
<tr>
<td>Stove, Microwave &amp; refrigerator</td>
<td></td>
<td>Clean up spills, wipe down</td>
</tr>
<tr>
<td><strong>Mid-day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Refrigerator</strong></td>
<td>MONTHLY</td>
<td>Empty, defrost, CLEAN</td>
</tr>
</tbody>
</table>

| **Evening**                                                         |           |                                                                              |
| **Sweep & mop all tile floors**                                     | Daily     | Kitchen, hallways, bathrooms, classrooms, multi-purpose room                |
| **DISINFECT* BATHROOM FLOORS & FLOOR BY DIAPERING AREA**             |           |                                                                              |

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Evening</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacuum area rugs and carpeted spaces</td>
<td>Daily</td>
<td>Classrooms, office spaces, library, &amp; multi-purpose room</td>
<td></td>
</tr>
<tr>
<td>Shake outdoors area rugs too small to vacuum</td>
<td>Daily</td>
<td>If any, usually located in front of classroom sinks</td>
<td></td>
</tr>
<tr>
<td><strong>DISINFECT</strong> * Counters, tabletops, Desks, computer keyboards, &amp; phone receivers</td>
<td>Daily</td>
<td>Classrooms, office spaces; Use prepared bleach solution OR commercial disinfectants</td>
<td></td>
</tr>
<tr>
<td><strong>CLEAN &amp; SANITIZE</strong></td>
<td>Daily</td>
<td>Offices &amp; library; Use prepared bleach solution OR commercial cleaner/sanitizer (may use wipes)</td>
<td></td>
</tr>
<tr>
<td>Remove trash to designated outdoor disposal area &amp; replace trash bags in all receptacles</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, office and library, kitchen, playground sidewalk; make sure replacement bags fit receptacles</td>
<td></td>
</tr>
<tr>
<td><strong>DISINFECT</strong> * Diaper Pail</td>
<td>Daily</td>
<td>Remove trash bag insert; disinfect pail; put in new trash bag; Use prepared bleach solution OR commercial disinfectant</td>
<td></td>
</tr>
</tbody>
</table>

**Clean all glass entrance/exit doors in hallways & classrooms**

Daily/As needed & Summer: Do not remove decals (they need to be in place for safety purposes)

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Evening</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>* All door &amp; cabinet handles</td>
<td>Daily</td>
<td>Classrooms, hallway, office spaces, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>* Drinking fountains</td>
<td>Daily</td>
<td>Hallway &amp; playground between Seashell/Sunflower classroom; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>* all sinks, faucets</td>
<td>Daily</td>
<td>Classrooms, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>* &amp; refill soap dispensers</td>
<td>Daily</td>
<td>Liquid soap only; kitchen, adult &amp; child bathrooms, classrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN, DISINFECT</strong>* &amp; refill towel &amp; toilet paper dispensers</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, kitchen; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>* *Toilet bowls, seats, handles, other touchable surfaces</td>
<td>Daily</td>
<td>Child &amp; adult bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td>Sweep exterior entrance areas &amp; rugs</td>
<td>Daily</td>
<td>Classroom playground doors, Wentworth &amp; playground entrances</td>
</tr>
<tr>
<td>Evening</td>
<td>Wash, rinse, &amp; DISINFECT*** Mops &amp; cleaning rags after use</td>
<td>Daily</td>
<td>Store with mop end up in hallway mechanical closet; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; refill Hallway hand sanitizer dispensers</strong></td>
<td>Weekly or as needed</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Dust flat surfaces</td>
<td>As needed (Events with Teaching Space Use)</td>
<td>Classrooms, library, office spaces</td>
</tr>
</tbody>
</table>

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Evening</th>
<th>Wipe down classroom cabinet surfaces</th>
<th>As needed &amp; Summer</th>
<th>Remove scuff marks, paint smudges, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>Teacher office desks/keyboards</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Clean interior glass surfaces</td>
<td>As needed &amp; Summer</td>
<td>Classroom offices, main office, library, light wall in hallway</td>
</tr>
<tr>
<td>Evening</td>
<td>Dust Window blinds</td>
<td>As needed &amp; Summer</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Maintain/clean out laundry storage closet area</td>
<td>As needed &amp; Summer</td>
<td>Keep laundry room swept and neat. Store custodial supplies in organized manner. Launder any cleaning items as needed</td>
</tr>
<tr>
<td>Evening</td>
<td>Maintain/clean out hallway mechanical closet storage area</td>
<td>As needed &amp; Summer</td>
<td>Keep swept and clear of all materials except mops/buckets &amp; ladder. DHEC PROHIBITS STORAGE OF MISCELLANEOUS AND/OR FLAMMABLE ITEMS or anything that could block access to electrical panels</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean Hallway Cubbies</td>
<td>Monthly/as needed &amp; Summer</td>
<td>(Parents are supposed to empty each Friday)</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>&lt;br&gt; All classroom furniture &amp; shelves</td>
<td>Summer</td>
<td>Remove materials from shelves, clean, and put back; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean all interior &amp; exterior glass surfaces</td>
<td>Summer</td>
<td>Including glass panels at wall/ceiling area &amp; glass block windows in multi-purpose room</td>
</tr>
<tr>
<td>Evening</td>
<td>Cabinet doors</td>
<td>Summer</td>
<td>Remove tape/adhesive residue; wash down</td>
</tr>
</tbody>
</table>

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

<table>
<thead>
<tr>
<th>Floor</th>
<th>Classroom &amp; multi-purpose room area rugs</th>
<th>Quarterly: July, Fall Break, winter Break, Spring Break</th>
<th>Steam clean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor</td>
<td>Office &amp; library carpeting</td>
<td>Summer</td>
<td>Steam clean</td>
</tr>
<tr>
<td>Floor</td>
<td>All tile floors &amp; baseboards</td>
<td>Summer</td>
<td>Strip/wax</td>
</tr>
</tbody>
</table>

Seashell Teacher
- Before opening: Daily
  - Make up enough DISINFECTANT solution for the day for diapering area needs. (see posted directions)

Seashell staff
- CLEAN & DISINFECT Changing table: After each use
  - Use prepared bleach solution OR commercial cleaner/disinfectant
- CLEAN & DISINFECT Potty Chairs (if we are using): After each use
  - Use prepared bleach solution OR commercial cleaner/disinfectant

Seashell staff
- Any toys that go in child's mouth: After each use
  - Put in collection basket and run all toys in basket through dishwasher at end of day

Teachers
- Before opening: Daily
  - For all classroom areas (except diapering in Seashell Class) Make up enough new SANITIZING solution in spray bottle for the day (see posted directions)

Revised 9.30.15
**ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)**

**Source:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Frequency</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers:            CLEAN Rest mats</td>
<td>Weekly (Friday)</td>
<td>CLEAN - SANITIZING IS RECOMMENDED BUT NOT REQUIRED, AS OUR MATS ARE NOT USED BY MULTIPLE CHILDREN</td>
</tr>
<tr>
<td>Teachers:            CLEAN &amp; SANITIZE Table &amp; counter surfaces</td>
<td>Before &amp; after each use</td>
<td>Use prepared bleach solution OR commercial cleaner/disinfectant</td>
</tr>
<tr>
<td>Teachers:            Floors</td>
<td>As needed</td>
<td>Clean up spills/loose debris</td>
</tr>
<tr>
<td>Teachers:            Bathrooms</td>
<td>As needed</td>
<td>Make sure trash is placed in receptacles and no standing water on floors</td>
</tr>
<tr>
<td>Teachers:            Personal dishes</td>
<td>As needed</td>
<td>Clean up your own dishes</td>
</tr>
<tr>
<td>Teachers:            Classroom cooking activities</td>
<td>As needed</td>
<td>Scrape, rinse and/or soak dishes for mid-day helper</td>
</tr>
<tr>
<td>Teachers:            Center materials</td>
<td>Weekly</td>
<td>Clean</td>
</tr>
<tr>
<td>Teachers:            Dress-up clothes &amp; art smocks</td>
<td>At least weekly</td>
<td>Launder</td>
</tr>
<tr>
<td>Teachers:            Computer keyboards</td>
<td>After each use by child</td>
<td>N/A – we do not have children using keyboards except in dramatic play, which is also N/A;</td>
</tr>
<tr>
<td>Teachers:            Dress-up hats</td>
<td>Daily</td>
<td>CLEAN/SPRAY with disinfectant, if head lice are present, either don’t use hats, or CLEAN/SPRAY after each use</td>
</tr>
</tbody>
</table>

**Emergency clean ups:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any surface contaminated with body fluids (vomit, urine, stool, blood) e.g., toilet overflows, vomiting or</td>
<td>IMMEDIATELY CLEAN &amp; DISINFECT WITH BBP PROPORTIONS BLEACH/WATER &amp; USE UNIVERSAL PRECAUTIONS (i.e. gloves, mask, etc. as appropriate)</td>
</tr>
</tbody>
</table>

---

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

soiling rugs or floor, etc.

***SEE BLEACH SOLUTIONS CHART FOR MIXING OF SANITIZING/DISINFECTING SOLUTIONS

Revised 9.30.15
Description of evidence for criterion 5.C.01
Our master cleaning/sanitation schedule is used throughout the center.
Memo to: Tony Rose  
From: Candace Jaruszewicz, Director Miles ECDC  
Date: 10.1.15  
Re: Annual Review of Custodial Procedures

Our annual review included:
- Met with Mr. Rose to review changes to bleach/water guidelines; confirmed products the College is using to clean the center (we love that they are green 😊)
- Met with Sherri Gadsden (our mid-day person) to confirm times & duties for the mid-day routine at ECDC. We made a couple minor changes to reflect her split schedule between ECDC & the Jewish Studies Center. I realigned the mid-day routines listed on our master chart to align chronologically with what she does, when. I’ve attached the revised schedule to this memo.
- Met with Mr. Antone and Ms. Joyce to review cleaning/sanitation/disinfesting frequency schedule – no major changes to routines are indicated, but we confirmed the need to use a disinfectant wipe for our two drinking fountains and classroom/kitchen cupboard handles daily.

Bleach Products: New regulations on bleach/water solutions now require adhering to productspecific proportions and EPA registered products, because the % of chlorine per product is not necessarily the same from one product to another. ECDC will purchase & supply a single brand of bleach (Walmart Great Value) for everyone’s use. This will eliminate confusion or error and allow us to use a single recipe.

If you want to meet to confirm or discuss anything further, please let me know. Otherwise, can you sign & date below and then fax back to me (953-5608) so I have documentation for our accreditation folks (NAEYC) that we did an annual review of procedures?

Thanks again for the great cooperation and support we have from your department. We know our building presents challenges and we really appreciate everyone’s diligence – we couldn’t maintain the high standards our accreditation requires without it.

Candace Jaruszewicz, Director N.E. Miles ECDC  
Date

Tony Rose, CoFC Maintenance Supervisor  
Date
Description of evidence for criterion 5.C.01

Procedures are reviewed at least annually with supervisors and the custodial staff.

5.C.02: Procedures for standard precautions are used and include the following:
  a. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
  b. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and that reduce the spread of infectious disease.
  c. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
  d. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.
  e. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
  f. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

The program uses Universal Standard Precautions as outlined in our Blood Borne Pathogens Protection Plan and documents annual training of employees using a state-approved online training program.
Standard procedures are posted in classrooms.
BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

NAME OF FACILITY: N.E. Miles ECDC       DATE: 6.21.10

Purpose
The purposes of the exposure control plan are to (a) eliminate or minimize employee
occupational exposure to blood or certain other body fluids and (b) comply with the OSHA
Bloodborne Pathogens standard 1910.1030.

Exposure Determination
At this facility, employees have some occasional occupational exposure:

<table>
<thead>
<tr>
<th>JOB CLASSIFICATION</th>
<th>TASK/PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Emergency First Aid,</td>
</tr>
<tr>
<td>Assisting children with</td>
<td></td>
</tr>
<tr>
<td>toileting</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Teacher assistants</td>
<td>Assisting children with</td>
</tr>
<tr>
<td></td>
<td>toileting</td>
</tr>
</tbody>
</table>

Compliance Methods
Universal precautions will be observed at N.E. Miles ECDC in order to prevent contact with
blood or other potentially infectious materials. All blood or other potentially infectious material
will be considered infectious regardless of the perceived status of the source individual.

Work practice controls include hand-washing procedures and the use of latex gloves when
handling food or dealing with exposure to any injury or situation where contact with body fluids
is possible.

While antiseptic cleansers are available and use encouraged, they are not to be substituted for
regular hand-washing procedures or use of gloves.

Work Area Restrictions
If at all possible, when first aid is needed, injured child or staff member is to be removed from
classroom to adult restroom for clean-up.

Personal Protective Equipment
Personal protective equipment is limited to disposable hypoallergenic latex gloves, which are
used during diapering routines and as needed for universal protection. Any garments which are
penetrated by blood must be removed, placed in a plastic zip-loc bag for disposal or
laundering as soon as feasible.

Gloves will be worn where it is expected that employees will have hand contact with blood,
other potentially infectious materials, non-intact skin, and mucous membranes. Disposable
gloves used at this facility are not to be washed or decontaminated for re-use and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised.

**Housekeeping**
This facility is cleaned nightly, using procedures as outlined by South Carolina DSS Health and Sanitation regulations and according to the NAECY Cleaning and Sanitation Frequency Chart. Mid-day cleaning occurs for classroom clean-up of eating surfaces and kitchen clean-up of dishes. All contaminated work surfaces are decontaminated using materials such as bleach (solutions of 5.25% sodium hypochlorite diluted between 1:10 and 1:100 with water) or EPA registered germicides after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials, as well as at the end of the work shift if the surface may have become contaminated since the last cleaning. Protective coverings such as plastic wrap may be used to help keep surfaces free of contamination.

**Regulated Waste Disposal**
This facility does not handle regulated wastes.

**Laundry Procedures**
This facility has laundry facilities for convenience only.

**Hepatitis B Vaccine and Post-Exposure Evaluation and Follow Up**
Miles ECDC (College of Charleston) requires full immunization of all children and staff, including Hepatitis B prior to enrollment or hire.

**Labels and Signs**
N/A

**Information and Training**
Dr. Candace Jaruszewicz, Director will ensure that training is given at the time of initial assignment to tasks where occupational exposure may occur, and that it will be repeated within 12 months of the previous training. Training will be tailored to the education and language level of the employee, and given during the normal work shift. The training will be interactive and cover:

a.) a copy of the OSHA standard and an explanation of its contents;
b.) a discussion of the epidemiology and symptoms of bloodborne diseases;
c.) an explanation of the modes of transmission of bloodborne pathogens;
d.) an explanation of the Miles ECDC Blood Borne Pathogens Exposure Control Plan, and a method for obtaining a copy;
e.) the recognition of tasks that may involve exposure;
f.) an explanation of the use and limitations of methods to reduce exposure, for example engineering controls, work practices, and personal protective equipment (PPE);
g.) information on the types, use, location, removal, handling, decontamination, and disposal of PPE;
h.) an explanation of the basis of selection of PPE;
i.) information on the Hepatitis B vaccination, including efficacy, safety, method of administration, benefits, and that it will be given free of charge;
j.) information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;
k.) an explanation of the procedures to follow if an exposure incident occurs, including the method of reporting and medical follow-up;
l.) information on the evaluation and follow-up required after an employee exposure incident; and
m.) explanation of the signs, labels and color coding system used.

The person conducting the training must be knowledgeable in the subject matter. Employees who have received training in bloodborne pathogens in the 12 months before the effective date of this policy must only receive training in provisions that were not covered in the previous training.

Additional training will be provided to employees when there are changes of tasks or procedures affecting the employees’ occupational exposure.

Recordkeeping
Medical Records: this facility does not maintain medical records.

Training Records
Dr. Candace Jaruszewicz, Director is responsible for keeping the training records. These records will be kept in personnel file of employee. Training records must be kept for 3 years from the date of training and the following must be documented:
da.) The dates of the training;
b.) An outline describing the material presented;
c.) The names and qualifications of persons conducting the training; and
d.) The names and job titles of all persons attending the training sessions.

Availability: All employee records will be made available to the employee or his representative in accordance with OSHA standard 1910.1020. All employee records will be made available to OSHA and the National Institute for Occupational Safety and Health under 1910.1020.

Transfer of Records: If this facility is closed or there is no successor employer to receive and retain the records for the prescribed period, the Director of NIOSH will be contacted for final disposition.

Evaluation and Review
Dr. Candace Jaruszewicz, Director is responsible for annually reviewing this program, and its effectiveness, and for updating it as needed. The last previous review and update was on 6.21.10.
Description of evidence for criterion 5.C.02

Standards procedures are mandated by the state of SC to be included in the program's Emergency Plan and staff orientation/training materials.
Instructions for DSS Credit for Online Training Courses

1. Participants will mail the registration form with payment to Lifelong Learning to register for the class.

2. Upon registration, the participant will receive via email a **username and password** to login to Moodle as well as an “**enrollment key**” to access the online class. **NOTE:** Please allow 1 week to receive the email/access to the course due to registration within the District’s Education Technology System (ETS).

3. Participant will go to [https://moodle.greenville.k12.sc.us/login/index.php](https://moodle.greenville.k12.sc.us/login/index.php) and login to the site with your assigned username and password.

4. After logging into Moodle, scroll down through the list of courses located under **Lifelong Learning**. Click on the class title that you are registered to take. Enter the enrollment key password that you received via email and begin the class. The course is self-paced so you can log out and complete the class in sections or all at one time.

5. Upon completion of the online course, the final activity is completion of the post test required for DSS credit. You must complete the post test with 80% accuracy to receive credit. **Reminder:** ALL topics must be completed for a certificate of completion to be issued.

6. Upon successful completion, Lifelong Learning will email the participant a certificate of completion as well as the required “Online/Correspondence Coursework form” that must be submitted for DSS credit.

7. The participant will mail or fax the “Certificate of Completion” and the “Online/Correspondence Coursework form” to the Center for Child Care Career Development.

    **Center for Child Care Career Development**
    
    PO Box 5616
    
    Greenville, SC 29606
    
    (Fax) 864-250-8690

If you have questions, please email or call Melissa Starker at 355-6053 or mstarker@greenville.k12.sc.us.
Description of evidence for criterion 5.C.02

All staff participate annually in state-approved online Blood Borne Pathogens training for universal protection procedures.

5.C.03: A toy that a child has placed in his or her mouth or that is otherwise contaminated by body secretion or excretion is either to be (a) washed by hand using water and detergent, then rinsed, sanitized, and air dried or (b) washed and dried in a mechanical dishwasher before it can be used by another child.

This criterion is a SC DSS regulation and included in our Sanitation/Frequency procedures.

The "used toy" basket in 2's classroom is used for temporary placement of items before re-sanitizing, using the "3-sink" hand-washing method.
# ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time &amp; Crew (Ms. Sherri)</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Day</td>
<td>Make new bleach <strong>SANITIZING</strong> solution for kitchen</td>
<td>Daily: Arrival – 11:11:15</td>
<td>Use recipe posted on inside of kitchen cleaning cupboard &amp; test strips (if needed to verify)</td>
</tr>
<tr>
<td><strong>Wash snack prep &amp; serving dishes in dishwasher</strong></td>
<td>Teachers are responsible for scraping, rinsing and/or soaking if needed &amp; stacking neatly – leaving sinks, drains, and adjacent counter workspace clean; follow instructions for dishwasher (fill/on; monitor temp before 1st load; start; when done, drain; off)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prepare cart w/glasses, milk &amp; spoons for 2/3’s</strong></td>
<td>Use mobile cart &amp; tray for each class: Small glasses for 2’s (12); Lg. Glasses for 3’s (15); Fill one glass pitcher w/milk for each class; Spoons for each class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Day</strong></td>
<td>Deliver milk &amp; to 2/3’s classrooms; Prepare cart for 4/5’s</td>
<td>Daily 11:15-11:30</td>
<td>Lg. Glasses (25) &amp; 2 glass pitchers for 4/5’s; spoons;</td>
</tr>
<tr>
<td><strong>Mid-Day</strong></td>
<td>Assigned to another campus building</td>
<td>Daily: 11:30-12:00</td>
<td>(Across the street)</td>
</tr>
<tr>
<td><strong>Mid-Day</strong></td>
<td>Deliver milk &amp; utensils to 4/5’s classrooms</td>
<td>Daily @ 12:15-12:30</td>
<td><strong>CLEAN &amp; SANITIZE</strong>* tables before eating</td>
</tr>
<tr>
<td><strong>Mid-Day</strong></td>
<td>Clean-up classrooms after lunch</td>
<td>Daily: 2’s @ 12:00</td>
<td>Sweep floor area around tables; <strong>CLEAN &amp; SANITIZE</strong>* table surfaces (use clean paper towel for each table top; may use classroom bleach bottles); Mop up any spills from floor in eating area;</td>
</tr>
</tbody>
</table>

Revised 9.30.15
**ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)**

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>3's @ 12:15</td>
<td>Classroom, child bathroom, &amp; kitchen receptacles: Empty, replace trashbags w/clean bag &amp; remove to designated outdoor trash – 4/5K: @ 1:10 Get glasses &amp; dishes &amp; return them to kitchen; teachers &amp; children clean up after themselves in 4/5K</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Wash glasses, pitchers, spoons in dishwasher Follow instructions for dishwasher cycle;</td>
</tr>
<tr>
<td>Daily 1:15-1:30</td>
<td>Replace dried glasses on storage shelf</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Prepare milk pitchers &amp; store for next day on designated refrigerator shelf</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Sweep kitchen floor CLEAN &amp; SANITIZE*, using bleach solution &amp; paper towels.</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Stove, Microwave &amp; refrigerator Clean up spills, wipe down</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Refrigerator MONTHLY Empty, defrost, CLEAN</td>
</tr>
<tr>
<td>Evening</td>
<td>Sweep &amp; mop all tile floors Daily Kitchen, hallways, bathrooms, classrooms, multi-purpose room</td>
</tr>
<tr>
<td></td>
<td>DISINFECT* BATHROOM FLOORS &amp; FLOOR BY DIAPERING AREA</td>
</tr>
</tbody>
</table>

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Frequency</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>Vacuum area rugs and carpeted spaces</td>
<td>Daily</td>
<td>Classrooms, office spaces, library, &amp; multi-purpose room</td>
</tr>
<tr>
<td>Evening</td>
<td>Shake outdoors area rugs too small to vacuum</td>
<td>Daily</td>
<td>If any, usually located in front of classroom sinks</td>
</tr>
<tr>
<td>Evening</td>
<td>DISINFECT * Counters, tabletops,</td>
<td>Daily</td>
<td>Classrooms, office spaces; Use prepared bleach solution OR commercial disinfectants</td>
</tr>
<tr>
<td>Evening</td>
<td>CLEAN &amp; SANITIZE* Desks, keyboards, &amp; phone receivers</td>
<td>Daily</td>
<td>Offices &amp; library; Use prepared bleach solution OR commercial cleaner/sanitizer (may use wipes)</td>
</tr>
<tr>
<td>Evening</td>
<td>Remove trash to designated outdoor disposal area &amp; replace trash bags in all receptacles</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, office and library, kitchen, playground sidewalk; make sure replacement bags fit receptacles</td>
</tr>
<tr>
<td>Evening</td>
<td>DISINFECT* Diaper Pail</td>
<td>Daily</td>
<td>Remove trash bag insert; disinfect pail; put in new trash bag; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean all glass entrance/exit doors in hallways &amp; classrooms</td>
<td>Daily/As needed Summer</td>
<td>Do not remove decals (they need to be in place for safety purposes)</td>
</tr>
</tbody>
</table>

Revised 9.30.15
# ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>&lt;sup&gt;*&lt;/sup&gt; All door &amp; cabinet handles</td>
<td>Daily</td>
<td>Classrooms, hallway, office spaces, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>&lt;sup&gt;*&lt;/sup&gt; Drinking fountains</td>
<td>Daily</td>
<td>Hallway &amp; playground between Seashell/Sunflower classroom; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>&lt;sup&gt;*&lt;/sup&gt; all sinks, faucets</td>
<td>Daily</td>
<td>Classrooms, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>, &amp; refill soap dispensers</td>
<td>Daily</td>
<td>Liquid soap only; kitchen, adult &amp; child bathrooms, classrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN, DISINFECT</strong>&lt;sup&gt;*&lt;/sup&gt; &amp; refill towel &amp; toilet paper dispensers</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, kitchen; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong>&lt;sup&gt;*&lt;/sup&gt; *Toilet bowls, seats, handles, other touchable surfaces</td>
<td>Daily</td>
<td>Child &amp; adult bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td>Sweep exterior entrance areas &amp; rugs</td>
<td>Daily</td>
<td>Classroom playground doors, Wentworth &amp; playground entrances</td>
</tr>
<tr>
<td>Evening</td>
<td>Wash, rinse, &amp; DISINFECT Mops &amp; cleaning rags after use</td>
<td>Daily</td>
<td>store with mop end up in hallway mechanical closet; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; refill</strong> Hallway hand sanitizer dispensers</td>
<td>Weekly or as needed</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Dust flat surfaces</td>
<td>As needed</td>
<td>Classrooms, library, office spaces</td>
</tr>
</tbody>
</table>

Revised 9.30.15
# ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>Wipe down classroom cabinet surfaces</td>
<td>As needed &amp; Summer</td>
<td>Remove scuff marks, paint smudges, etc.</td>
</tr>
<tr>
<td>Evening</td>
<td>Teacher office desks/keyboard</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Clean interior glass surfaces</td>
<td>As needed &amp; Summer</td>
<td>Classroom offices, main office; library; light wall in hallway</td>
</tr>
<tr>
<td>Evening</td>
<td>Dust Window blinds</td>
<td>As needed &amp; Summer</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Maintain/clean out laundry storage closet area</td>
<td>As needed &amp; Summer</td>
<td>Keep laundry room swept and neat. Store custodial supplies in organized manner.</td>
</tr>
<tr>
<td>Evening</td>
<td>Maintain/clean out hallway mechanical closet storage area</td>
<td>As needed &amp; Summer</td>
<td>Keep swept and clear of all materials except mops/buckets &amp; ladder. DHEC PROHIBITS STORAGE OF MISCELLANEOUS AND/OR FLAMMABLE ITEMS or anything that could block access to electrical panels.</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean Hallway Cubbies</td>
<td>Monthly/as needed &amp; Summer</td>
<td>(Parents are supposed to empty each Friday)</td>
</tr>
</tbody>
</table>
| Evening   | **CLEAN & DISINFECT**  
All classroom furniture & shelves                       | Summer                     | Remove materials from shelves, clean, and put back; Use prepared bleach solution OR commercial disinfectant |
| Evening   | Clean all interior & exterior glass surfaces          | Summer                     | Including glass panels at wall/ceiling area & glass block windows in multi-purpose room |
| Evening   | Cabinet doors                                         | Summer                     | Remove tape/adhesive residue; wash down                                      |

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Cleaning Area</th>
<th>Frequency</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; multi-purpose</td>
<td>Steam clean</td>
<td>Quarterly: July, Fall Break, winter Break, Spring Break</td>
<td></td>
</tr>
<tr>
<td>room area rugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office &amp; library carpeting</td>
<td>Steam clean</td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>All tile floors &amp; baseboards</td>
<td>Strip/wax</td>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>

**Seashell Teacher**
- **Before opening**: Daily
- Make up enough **DISINFECTANT** solution for the day for diapering area needs. (see posted directions)

**Seashell staff**
- **CLEAN & DISINFECT** Changing table: After each use: Use prepared bleach solution OR commercial cleaner/disinfectant

**Seashell staff**
- **CLEAN & DISINFECT** Potty Chairs (if we are using): After each use: Use prepared bleach solution OR commercial cleaner/disinfectant

**Seashell staff**
- **Any toys that go in child's mouth**: After each use: Put in collection basket and run all toys in basket through dishwasher at end of day

**Teachers**
- **Before opening**: Daily
- For all classroom areas (except diapering in Seashell Class): Make up enough new **SANITIZING** solution in spray bottle for the day (see posted directions)

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Frequency</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>CLEAN Rest mats</td>
<td>Weekly (Friday)                                                                --------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teachers</td>
<td>CLEAN &amp; SANITIZE</td>
<td>Before &amp; after each use                                                                 ---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teachers</td>
<td>Table &amp; counter surfaces</td>
<td>Use prepared bleach solution OR commercial cleaner/disinfectant</td>
</tr>
<tr>
<td>Teachers</td>
<td>Floors</td>
<td>As needed                                                                                                                                      Clean up spills/loose debris</td>
</tr>
<tr>
<td>Teachers</td>
<td>Bathrooms</td>
<td>As needed                                                                                                                                      Make sure trash is placed in receptacles and no standing water on floors</td>
</tr>
<tr>
<td>Teachers</td>
<td>Personal dishes</td>
<td>As needed                                                                                                                                      Clean up your own dishes</td>
</tr>
<tr>
<td>Teachers</td>
<td>Classroom cooking activities</td>
<td>As needed                                                                                                                               Scrape, rinse and/or soak dishes for mid-day helper</td>
</tr>
<tr>
<td>Teachers</td>
<td>Center materials</td>
<td>Weekly                                                                                                                                          Clean</td>
</tr>
<tr>
<td>Teachers</td>
<td>Dress-up clothes &amp; art smocks</td>
<td>At least weekly                                                      Launder</td>
</tr>
<tr>
<td>Teachers</td>
<td>Computer keyboards</td>
<td>After each use by child                                                                                                                          N/A – we do not have children using keyboards except in dramatic play, which is also N/A;</td>
</tr>
<tr>
<td>Teachers</td>
<td>Dress-up hats</td>
<td>Daily                                                                                                                                            CLEAN/SPRAY with disinfectant; if head lice are present, either don’t use hats, or CLEAN/SPRAY after each use</td>
</tr>
<tr>
<td>Emergencies &amp; clean ups</td>
<td>Any surface contaminated with body fluids (vomit, urine, stool, blood) e.g., toilet overflows, vomiting or bleeding</td>
<td>Immediately                                                                                                                            CLEAN &amp; DISINFECT WITH BBP PROPORTIONS BLEACH/WATER &amp; USE UNIVERSAL PRECAUTIONS (i.e. gloves, mask, etc. as appropriate)</td>
</tr>
</tbody>
</table>

*Note: All tasks should be completed using appropriate cleaning and disinfecting protocols.*

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

soiling rugs or floor, etc.

***SEE BLEACH SOLUTIONS CHART FOR MIXING OF SANITIZING/DISINFECTING SOLUTIONS

Revised 9.30.15
Description of evidence for criterion 5.C.03
Cleaning/sanitation schedule includes this criteria.

5.C.04: Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals.

Our building was completely renovated in 2002 and we have HVAC systems and mechanical ventilation throughout. Filters are changed according to a regular schedule by the university HVAC technicians. We are a designated "peanut/nut free" program by choice. Notices of other needed environmental adaptations are posted as necessary.

Notices are posted as needed about environmental adaptations needed to protect children and staff with environmental allergies.
Description of evidence for criterion 5.C.04

The College maintains detailed floor plans that include mechanical/environmental systems schematics.
ECDC is a “Peanut-Free” Center

Dear Parents,

At ECDC we pay careful attention to the health/safety needs of all your children and when a potentially dangerous situation comes to our attention, we of course do what is necessary to address the hazard. In the past, and at this time, we have children with severe allergies to peanuts and other “tree” nuts.

To reduce the risk of exposure, and because of the frequency of interactions among all the classroom groups, we have declared the entire center Peanut-Free and we ask you not to send in any peanut or nut-containing products for your child to eat. If your child has eaten any peanut/nut products before coming to school, we also ask that you make sure his/her hands are washed prior to entering the building/classroom.

Given that many children’s favorite foods include peanut/nut products, especially “PB&J,” we do use some similar, but safe products that are now available in local stores to minimize the inconvenience to children who are allergy-free. One of these products, for example, is “Sunbutter,” made from sunflower seeds and very similar in taste/texture to peanut butter, but entirely safe for use with children who have this type of allergy.

We appreciate your support of these procedures. If you have any questions, please contact me at 953-5606. Thank you! We are looking forward to an exciting, safe, and healthy year.

Sincerely,

Dr. Candace Jaruszewicz, Director
Description of evidence for criterion 5.C.04

To eliminate one of the more common, but severe environmental hazards, our program is designated nut-free.
South Carolina Department of Social Services  
Child Care Regulatory Services  

GENERAL RECORD AND STATEMENT OF CHILD’S HEALTH FOR ADMISSION  
TO CHILD CARE FACILITY  

This form is to be completed for each child at the time of enrollment in the child care facility, updated annually thereafter, and maintained on file at the facility.  

GENERAL INFORMATION: (to be completed by Parent or Guardian)

<table>
<thead>
<tr>
<th>Name of Facility: N.E. Miles ECDC</th>
<th>County: Charleston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 91 Wentworth Street Charleston, SC 29401</td>
<td>Street Address – no Post Office Boxes</td>
</tr>
<tr>
<td>Child’s Name:</td>
<td>Last</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>Enrollment Date:</td>
</tr>
<tr>
<td>Child’s Current Home Address:</td>
<td>Street Address</td>
</tr>
<tr>
<td>Parent/Guardian’s Full Name:</td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td>Work Phone:</td>
</tr>
<tr>
<td>Parent/Guardian’s Full Name:</td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td>Work Phone:</td>
</tr>
</tbody>
</table>

You must have two individuals who have the authority to obtain emergency medical treatment for the child.  

1. Person responsible if parent/guardian unavailable for emergency medical services:

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Street Address</td>
</tr>
<tr>
<td>Telephone Number(s):</td>
<td>Family Code Word(s):</td>
</tr>
</tbody>
</table>

2. Person responsible if parent/guardian unavailable for emergency medical services:

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Street Address</td>
</tr>
<tr>
<td>Telephone Number(s):</td>
<td>Family Code Word(s):</td>
</tr>
</tbody>
</table>

Is Child currently enrolled in school? (5K up to 6 years old)  
☐ Yes  ☐ No

My Child will regularly attend this facility  
☐ Mon  ☐ Tue  ☐ Wed  ☐ Thurs  ☐ Fri  ☐ Sat  ☐ Sun

If Child is a drop-in, indicate hours of care:  
☐ Meals are not offered  ☐ Breakfast  ☐ Morning Snack  ☐ Lunch  
☐ Afternoon Snack  ☐ Dinner  ☐ Evening Snack

HEALTH INFORMATION: (to be completed by Parent or Guardian)

<table>
<thead>
<tr>
<th>Family Physician or Health Resource:</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>City, State, Zip</td>
</tr>
<tr>
<td>Emergency Care Provider:</td>
<td></td>
</tr>
<tr>
<td>Street Address</td>
<td>City, State, Zip</td>
</tr>
</tbody>
</table>

DSS Form 2900 (OCT 07) Edition of MAR 94 is obsolete.
Dental Care Provider: ____________________________ Name ____________________________

Street Address: ____________________________ City, State, Zip: ____________________________ Telephone: ____________________________

Health Insurance Provider: ____________________________

Certificate of Immunization:  □ Yes  □ No  □ N/A Please explain: ____________________________

My child has the following health conditions such as allergies, asthma, diabetes, epilepsy, etc., and/or takes the following medications on a regular basis:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Additional Comments: ____________________________

____________________________________________________________________

____________________________________________________________________

I certify that to the best of my knowledge ____________________________ Child’s Name ____________________________

is in good mental and physical health and able to participate in the child care program at  

N.E. Miles ECDC ____________________________ Name of Child Care Facility

Signature: ____________________________ Date: ____________________________ Parent or Guardian

Signature: ____________________________ Date: ____________________________ Director/Operator/Staff Designee

DSS Form 2900 (OCT 07) PAGE 2
Description of evidence for criterion 5.C.04

One of our state required intake forms requests this information.
6:Teachers
6.A.: Preparation, Knowledge, and Skills of Teaching Staff

6.A.01: All teaching staff know and use ethical guidelines in their conduct as members of the early childhood profession. (See NAEYC's Code of Ethical Conduct)

All staff sign the NAEYC Statement of Commitment at the time of hire. Our orientation materials and performance evaluation tools also address College policies relative to ethics and conduct.
Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual’s willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

Signature: ___________________________ Date: __________
Description of evidence for criterion 6.A.01

All staff sign this document at the time of hire.
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CoC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center

Eff. Date 8.24.10
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Eff. Date 8.24.10
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F. Playground Supervision Chart
G. South Carolina DHEC Exclusion Guidelines
H. Blood Borne Pathogens Exposure Control Plan
I. ECDC Emergency Evacuation Routes
J. ECDC Discipline Policy
K. South Carolina Mandatory Reporting Requirements Regarding Children
Preface:

Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:

- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC’s three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

Eff. Date 8.24.10
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:
- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinner.cofc.edu/~child/referrer=webcluster&](http://spinner.cofc.edu/~child/referrer=webcluster&)

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

1.2 Staff Position Descriptions
Program Director: This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:
- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHP, the College, and the early childhood community.

Administrative Assistant: The AA position is a 30 hour per week, temporary contract that is renewed annually.

Eff. Date 8.24.10
Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:
- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:
- Attending all program staff meetings and SOEHHP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

Eff. Date 8.24.10
Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:

- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SEHH/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:

- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

Eff. Date 8.24.10
- Monitoring of rest times and child behavior
- Assisting with completion of daily reports as needed
- Maintaining daily communication with the master teacher via the classroom log
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoF/SEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoF Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA; supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/ input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoF Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoF, SOEHHP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to: CoF Code of Conduct (Appendix B) and the CoF Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHP Teacher Dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by
• Master Teachers
• Program Director
• Administrative Assistant
• Authorized representatives of the state DSS licensing agency
• Authorized representative from the NAEYC accreditation team
• Health officials with specific authorization from parents
• The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAECY grades accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoF policies for record retention, destruction, and archiving.
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.
Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/yard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, and between staff and families.
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, ‘don’t’) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
• Inviting all staff to all program events
• Providing additional opportunities for hours whenever possible
• Acknowledging personal achievements and events of our staff, children, and families
• Finals week ‘survival kits’
• Staff photo display
• Program blog news items
• Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
• Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
• Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During relicensing we have announced inspections with the Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim announced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an announced inspection visit. At a minimum, each teacher or assistant:
• Knows and can state an accurate head count of children and teaching staff present
• Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
• Is following hygiene procedures for hand-washing and sanitation
• Can readily locate emergency evacuation diagrams and information
• Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
• Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements

Eff. Date 8.24.10
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:
In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

**6.3 Payroll procedures**

All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets. Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

**6.4 Leave, sick days, and breaks/planning time**: The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606
**Admin Assistant:** 843.953.5631
**2's/3's Office:** 843.953.5607
**4's/5's Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.coef.edu/~child/cdrc/curriculum.html](http://spinner.coef.edu/~child/cdrc/curriculum.html). Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security

The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the "P" parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. At no time is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified immediately in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of Children

Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). No child is to be left alone at any time!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child in sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications

ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

**Food preparation:**
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

**Serving:**
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

### 9.6 Emergency Plan

All employees are expected to be familiar with and be able to participate in implementation of the **ECDC Emergency Plan.** A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

### 10.0 Meeting Individual Needs of Children

#### 10.1 Developmentally appropriate practice

ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply ‘one size fits all’ rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

Eff. Date 8.24.10
10.2 Children with Special Needs
ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/IFSP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:
- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix I), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. **Violation of this policy is grounds for immediate dismissal.** If/when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 6.A.01

Section 2 of the Staff Orientation Handbook and training session addresses conduct.

6.A.03: Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including
   a. program philosophy, values, and goals;
   b. expectations for ethical conduct;
   c. health, safety, and emergency procedures;
   d. individual needs of children they will be teaching or caring for;
   e. accepted guidance and classroom management techniques;
   f. daily activities and routines of the program;
   g. program curriculum;
   h. child abuse and neglect reporting procedures;
   i. program policies and procedures;
   j. NAEYC Early Childhood Program Standards;
   k. regulatory requirements.

Follow-up training expands on the initial orientation.

Staff are issued the New Staff Orientation Handbook and receive orientation & training prior to their first day of work that covers all the material specified in this criterion.
evidence for criterion 6.A.03

New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CoC). As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center

Eff. Date 8.24.10
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K. South Carolina Mandatory Reporting Requirements Regarding Children
Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches: Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We utilize the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC’s three-part mission is to provide
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy
Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

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We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:
- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinner.cofc.edu/~child/?referrer=webcluster&](http://spinner.cofc.edu/~child/?referrer=webcluster&)

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

1.2 Staff Position Descriptions

*Program Director:* This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:
- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHHP, the College, and the early childhood community.

*Administrative Assistant:* The AA position is a 30 hour per week, temporary contract that is renewed annually.

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Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning, and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHMP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

Eff. Date 8.24.10
• Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:
• Assisting in planning and implementation of curriculum
• Assisting with classroom management and discipline
• Assist with routines and housekeeping duties
• Assisting with assessment of child progress and behavior
• Supervising inside and outside center/play
• Planning and conducting small group activities as directed by the master teacher
• Establishing and maintaining positive relationships with children and families
• Adhering to DSS regulations, NAEYC accreditation standards, and Co/Ge/OEHH/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:
• Assisting in implementation of curriculum
• Assisting with classroom management and discipline
• Assisting with routines and housekeeping duties

Eff. Date 8.24.10
- Monitoring of rest times and child behavior
- Assisting with completion of daily reports as needed
- Maintaining daily communication with the master teacher via the classroom log
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoF/EOHPP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHP</td>
<td>CoF Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/ input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoF Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoF, SOEHP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to: CoF Code of Conduct (Appendix B) and the CoF Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHP Teacher Dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of
the community visiting ECDC and doing observations, research, and practicum activities. During
these activities, strict family confidentiality is preserved. Children are identified to observers by first name only.
Individual child files and assessment portfolios may only be accessed by
- Master Teachers
- Program Director
- Administrative Assistant
- Authorized representatives of the state DSS licensing agency
- Authorized representative from the NAEYC accreditation team
- Health officials with specific authorization from parents
- The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family
members, many of whom are college staff or faculty, child files are not open to student employees
(Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for
planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-
know basis.

If practicum students working in a classroom need to document their work with photographs or work
samples, written permission is requested from parents before these items are released to the student for use,
with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports.
Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are
making increasing use of digital media to create visual documentation of children’s work and learning that
are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents
are given the opportunity annually to sign a release permitting the routine use of children’s photographs
and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or
public relations purposes to community media and compilation of NAECY accreditation classroom and
program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect
the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest,
informal and frequent communication among staff and parents. However convenient, hallways, classrooms,
or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or
the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular
conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others.
For both child and student employee records, ECDC complies with all federal confidentiality requirements
as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act
per the federal FERPA law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoFC policies for record retention, destruction, and archiving.  
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.
Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/lanyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
- Inviting all staff to all program events
- Providing additional opportunities for hours whenever possible
- Acknowledging personal achievements and events of our staff, children, and families
- Finals week 'survival kits'
- Staff photo display
- Program blog news items
- Use an 'on-call' system that encourages student employees to cover for one another for sick days or time-off requests
- Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
- Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at [http://www.naeyc.org/](http://www.naeyc.org/)

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at [http://childcare.sc.gov/main/general/programs/licensing/manual.aspx](http://childcare.sc.gov/main/general/programs/licensing/manual.aspx). New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During re-licensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:

- Knows and can state an accurate head count of children and teaching staff present
- Has all children in sight (2's, 3's, 4's) and/or sound (5K) proximity
- Is following hygiene procedures for hand-washing and sanitation
- Can readily locate emergency evacuation diagrams and information
- Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
- Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements

Eff. Date 8.24.10
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:
In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

6.3 Payroll procedures

All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets. Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

6.4 Leave, sick days, and breaks/planning time: The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 2:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios.

Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606  
**Admin Assistant:** 843.953.5631  
**2’s/3’s Office:** 843.953.5607  
**4’s/5’s Office:** 843.953.4968

Master teachers have (30) minutes for lunch and .5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.cofe.edu/~child/code/curriculum.html](http://spinner.cofe.edu/~child/code/curriculum.html). Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:

(a) Any unauthorized person attempts to remove a child from the premises.

(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.

(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix E and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child

- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100°F (99°F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

Food preparation:
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

Serving:
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply “one size fits all” rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

Eff. Date 8.24.10
10.2 Children with Special Needs
ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/ISFP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:
- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques
At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix J), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. Violation of this policy is grounds for immediate dismissal. If when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures
All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 6.A.03

The NSOHB describes in detail all the material that is covered in orientation. The handbook was written to conform to all initial training requirements for NAEYC, SC DSS, and the College of Charleston.
I ____________________________ have received and reviewed the

*N.E. Miles ECDC New Staff Orientation Handbook.*

_____________________________  __________________________
Signature                        Date

Initial staff orientation was completed on ______________________ (date)

Topics covered in initial orientation were:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Training was conducted by Candace Jaruszewicz

_____________________________
Signature of trainer
Description of evidence for criterion 6.A.03
Staff personnel file contains documentation of orientation and content.
# CERTIFIED TRAINING OUTLINE SCORE SHEET

(For CCCCD Staff Use Only)

**Title:** Gentle Discipline

**Hours:** 1.5  
**Topic Area:** Guidance

## Training Outline Categories

<table>
<thead>
<tr>
<th>Learning Objectives (4 Points) Written from the perspective of what the participant will be able to do as a result of the training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Are specific</td>
</tr>
<tr>
<td>☐ Are measurable in the training</td>
</tr>
<tr>
<td>☐ Are attainable</td>
</tr>
<tr>
<td>☐ Are relevant</td>
</tr>
</tbody>
</table>

### Points: 4

<table>
<thead>
<tr>
<th>Content and Instructional Plan (16 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Is appropriate for the indicated age group(s)</td>
</tr>
<tr>
<td>☐ Supports each objective with content</td>
</tr>
<tr>
<td>☐ Is consistent with sound theories and principles of child development</td>
</tr>
<tr>
<td>☐ Considers participants' previous knowledge and experience</td>
</tr>
<tr>
<td>☐ Connects theory and practical application</td>
</tr>
<tr>
<td>☐ Is clear how trainer will distinguish between practices if more than one age group is included</td>
</tr>
<tr>
<td>☐ Reflects a commitment to respect diversity among children and families</td>
</tr>
<tr>
<td>☐ Addresses adaptations for children with special needs</td>
</tr>
<tr>
<td>☐ Is consistent with core knowledge competencies, quality standards, and licensing regulations</td>
</tr>
<tr>
<td>☐ Is appropriate for amount of time indicated</td>
</tr>
<tr>
<td>☐ Includes opening/icebreaker activity</td>
</tr>
<tr>
<td>☐ Presents content in an easy to understand manner</td>
</tr>
<tr>
<td>☐ Shows a logical sequence of events</td>
</tr>
<tr>
<td>☐ Includes opportunities for active participation</td>
</tr>
<tr>
<td>☐ Provides opportunities for reflection, review and recall</td>
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<tr>
<td>☐ Includes closing activity</td>
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</table>

### Points: 6

<table>
<thead>
<tr>
<th>Materials (5 Points)</th>
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<tbody>
<tr>
<td>☐ Include copies of all handouts and transparencies/PowerPoint presentation</td>
</tr>
<tr>
<td>☐ Are related to training content</td>
</tr>
<tr>
<td>☐ Use correct grammar and spelling</td>
</tr>
<tr>
<td>☐ Include complete reference information on handouts and transparencies/PowerPoint</td>
</tr>
<tr>
<td>☐ Are professional in appearance</td>
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</table>

### Points: 5

<table>
<thead>
<tr>
<th>Training Resources &amp; References (2 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Training Development Resource List is included</td>
</tr>
<tr>
<td>☐ Resource List includes author, title, publisher/producer, and year</td>
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</tbody>
</table>

### Points: 2

<table>
<thead>
<tr>
<th>Method of Evaluation (2 Points)</th>
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<tbody>
<tr>
<td>☐ States what techniques the trainer will use to measure each learning objective (observation, group discussion, etc.)</td>
</tr>
<tr>
<td>☐ Provides opportunity for participants to evaluate effectiveness of training in meeting their needs</td>
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</table>

### Points: 2

<table>
<thead>
<tr>
<th>Evaluation/Follow-Up (1 Point)</th>
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</thead>
<tbody>
<tr>
<td>☐ Describe how training content will help participants in their daily work</td>
</tr>
</tbody>
</table>

### Points: 1

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**TOTAL:**  30

A total of 25 points must be earned to be certified (20 points if no handouts/transparencies/PowerPoint are used in training)
Gentle Discipline & Guidance

10 minutes  **Opening Activity**  
- Think about some of the stressors children you teach might experience
- Write each one on a sticky note
- Organize/categorize sticky notes to one of 3 categories you think each one best fits (to chart paper posted around the room)
  - attachment (positive/secure relationships)
  - resilience (ability to adapt to stress)
  - self-regulation (self-control)
- Discuss in broad context of how these might affect school readiness & success

5 minutes  **Introduction** (slides 1 -3, Key Terms handout)
- Workshop focus
- Key questions/workshop goals
- Key terms/vocabulary

15 minutes  **Behavior & Executive Functioning** – (slide 4) Discuss & share observed examples

10 minutes  **Sound approach to guidance** (slides 5-6) Discuss & share observed examples
- Behaviorist/Constructivist continuum
- Our approach – where do we fit?
- Priority strategies/goals

40 minutes  **Small group work: Strategies that Promote Self-Regulation & Healthy Social/Emotional Development** (slides 7-12 + 13) Provide example for each set of strategies; in small groups, discuss, brainstorm, &/or share additional observed examples for:
- Relationship building
- Focusing on self-regulation
- Using language to promote self-regulation
- Helping children separate feelings from actions
- Using broad guidelines and natural consequences
- Modeling problem-solving
- “Sarah & Becky solve a problem” (slide 13, separate short ppt. presentation) Discuss and analyze in context of recommended strategies for problem-solving

5 minutes  **Concluding discussion: To use or not to use “time out”** (slide 14)

5 minutes  **Review/reflect** (handout “Learning Reflection/Evaluation”)
Description of evidence for criterion 6.A.03

The program director is a certified trainer through the South Carolina Child Care Career Development Center. Part of the follow up to new staff orientation includes a state-approved 1.5 hour training on our approach to guidance/discipline.
# Certified Training Outline Score Sheet

**Title:** Learning Through Play

**Hours:** 1.5

**Topic Area:** Growth and Development

## Training Outline Categories

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**TOTAL:** 29

A total of 25 points must be earned to be certified (20 points if no handouts/transparencies/PsPoint presentation are used in training).
Learning Through Play Instructional Plan

5 minutes **Opening Activity** - Tour classrooms
- Go to classroom where currently assigned to work
- Choose one of the centers
- Play for 5 minutes
- Return to seminar room
- Introduce yourself & share what you chose to do and why

10 minutes **Introduction** (Slides 1-4)
- Key Questions
- Concept of Executive functioning

10 minutes **Small Group Activity with sticky notes & chart paper** (Slides 5-6)
- Why is play so important?
- Connecting ideas about play to personal experiences

10 minutes **Context of play** (slides 7-13) Discuss & share examples
- Classroom centers
- Block play
- Sand/water play
- Dramatic play
- Light table play
- Media/art materials

10 minutes **Stages of play** (slide 8 + handout “Immature vs. Mature Play”)
- Discuss,
- Share classroom examples & match with appropriate play type/level

40 minutes **Scaffolding** (slides 9-17 & What is it?)
- Zone of Proximal Development
- Mediators – go to chart & write
- Leading Activities & Developmental Accomplishments (by age)
- Effective Strategies
- Example: “Scaffolding: Help me do it myself”
- Demonstrations/role modeling using classroom centers & materials

5 minutes **Review/Summarize** (handout “Learning Reflection/Evaluation”)
Description of evidence for criterion 6.A.03

The program director is a certified trainer through the South Carolina Child Care Career Development Center. Part of the follow up to new staff orientation includes a state-approved 1.5 hour training on learning through play.

6.A.04: Substitutes, volunteers, and other adults are given a preliminary orientation that introduces them to fundamental aspects of program operation before they begin working with children. The orientation includes
   a. health, safety, and emergency procedures;
   b. accepted guidance and classroom management techniques;
   c. child abuse and neglect reporting procedures; and
   d. regulatory requirements.

   These adults work with children under the direct supervision of qualified teaching staff. Follow-up training expands on the initial orientation.

Substitutes, volunteers, and long-term practicum students or researchers all receive the same orientation as new staff. This is also a requirement of the SC DSS regulations.

ECDCPP_eff.7.1.15.docx

Section 6.3 of ECDC Policies requires initial orientation/training per this indicator.
I have received and reviewed the N.E. Miles ECDC New Staff Orientation Handbook.

________________________________________________________________________  ________________
Signature                                           Date

Initial staff orientation was completed on _______________________ (date)

Topics covered in initial orientation were:
  - Program philosophy, values, and goals
  - Specific job duties & responsibilities
  - Expectations for conduct
  - National Association for the Education of Young Children (NAEYC) Program Standards
  - South Carolina Department of Social Services (DSS) regulations
  - Initial and ongoing training/professional development
  - Program policies and procedures
  - Program curriculum & assessment system
  - Daily activities and routines
  - Health, safety, and emergency procedures
  - Meeting needs of individual children
  - Accepted guidance and classroom management techniques
  - Child abuse and neglect reporting procedures

Training was conducted by Candace Jaruszewicz

Signature of trainer ____________________________
Description of evidence for criterion 6.A.04
Volunteer files include documentation of orientation and content.

6.A.05: All teachers have a minimum of an associate's degree or equivalent. At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education, or early childhood special education, and this training encompasses child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development.

Our four master teachers all meet this criteria, with Master's degrees in Early Childhood Education.

6.A.06: Assistant teachers - teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and
   a. 50% of assistant teachers-teacher aides have at least a Child Development Associate credential (CDA) or equivalent.
   b. 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. College-level course work is from regionally accredited institutions of higher education and may include distance learning or online coursework. If there is only one assistant teacher-teacher aide, then either of the requirements can be met.

All of our assistants are either undergraduate or graduate students at the College of Charleston. More than 75% are enrolled in Early Childhood, Elementary, or Special Education programs. We only hire student assistants who are not education majors if our School of Education's block scheduling system does not allow for us to cover all needed staffing requirements. A hard copy of our candidacy materials for assistant teacher credentials is available for on-site review.

6.A.07: All teaching staff have specialized college-level course work and/or professional development training that prepares them to work with children and families of diverse races, cultures, and languages. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically. Teaching staff adapt their teaching in response to children's differences.

Our four lead teachers have Masters' Degrees in Early Childhood Education and are required to obtain 15 clock hours of additional training per year, which are documented through the South Carolina Child Care Career Development Center. They typically attend state or national early childhood conferences or university-sponsored institutes per goals established annually in their professional development plans. All of our assistant teachers are either undergraduate or graduate students at the College of Charleston. Almost all are education majors. Our School of Education, Health,
and Human Performance is CAEP/NCATE accredited so all programs meet the standards that broadly address NAEYC criteria 6.A.07, 6.A.08, 6.A.10, 6.A.11, and 6.A.12. NAEYC is the designated reviewer for Early Childhood teacher education programs. Specialized training for student assistant teachers in the program's curriculum approach, assessment system, and special circumstances relative to particular children with special needs is provided at the time of orientation, and with additional training as situationally required. As we are a demonstration/laboratory program, it is part of our master teachers' job responsibilities to mentor our student assistants in these areas. Our student staff rarely stay with us more than two or three semesters. If a student who is not an education major falls into this category, we evaluate the courses in their academic program, which often meet some of the Standard 6 criteria and if not, will send them to local workshops if needed.
Accredited Provider Details

The College of Charleston (http://ehhp.cofc.edu)
Charleston, SC
Initial Preparation (ITP),
Advanced Preparation (ADV)

Accreditation Status:

<table>
<thead>
<tr>
<th>Type</th>
<th>Term</th>
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<tbody>
<tr>
<td>Accredited (ITP)</td>
<td>Apr 2013 - Apr 2020</td>
</tr>
<tr>
<td>Accredited (ADV)</td>
<td>Apr 2013 - Apr 2020</td>
</tr>
</tbody>
</table>

List of Recognized Programs:

- Biology
  Baccalaureate

- Chemistry
  Baccalaureate

- Early Childhood Education
  Baccalaureate

- Early Childhood Education
  Master's

- Elementary Education
  Baccalaureate

- Elementary Education
evidence for criterion 6.A.07

Master's

- Emotional and Behavior Disorders
  Baccalaureate

- Emotional and Behavior Disorders
  Master's

- English/Language Arts
  Baccalaureate

- Foreign Language Education
  Baccalaureate

- Learning Disabilities
  Baccalaureate

- Learning Disabilities
  Master's

- Mathematics
  Baccalaureate

- Mental Retardation/Developmental Disabilities
  Baccalaureate

- Mental Retardation/Developmental Disabilities
  Master's

- Middle Grades Education
  Baccalaureate

- Physical Education
  Baccalaureate

- Physics
  Baccalaureate

- Social Studies
  Baccalaureate

Connect with Us
Sign up for our email list
Description of evidence for criterion 6.A.07

All the teacher education programs at the College of Charleston in the School of Education, Health, and Human Performance are CAEP(NCATE) nationally-recognized. They therefore meet CAEP Standards which include this criteria (InTASC std 2). All student staff therefore who are education majors take coursework that meets this criterion. NAEYC reviews Early Childhood programs and other SPA’s of record review Special Education and Elementary Education.
CAEP 2013 Accreditation Standards

Commission Rationale
This standard asserts the importance of a strong content background and foundation of pedagogical knowledge for all candidates. Teaching is complex and preparation must provide opportunities for candidates to acquire knowledge and skills that can move all P-12 students significantly forward—in their academic achievements, in articulating the purpose of education in their lives and in building independent competence for life-long learning. Such a background includes experiences that develop deep understanding of major concepts and principles within the candidate’s field, including college and career-ready expectations. Moving forward, college- and career-ready standards can be expected to include additional disciplines, underscoring the need to help students master a range of learner goals conveyed within and across disciplines. Content and pedagogical knowledge expected of candidates is articulated through the InTASC standards. These standards are:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Content knowledge describes the depth of understanding of critical concepts, theories, skills, processes, principles, and structures that connect and organize ideas within a field. Research
CAEP 2013 Accreditation Standards

indicates that students learn more when their teachers have a strong foundation of content knowledge.5
Teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.6

These essential links between instruction and content are especially clear in Darling-Hammond’s description of what the Common Core State Standards mean by “deeper learning”:
• An understanding of the meaning and relevance of ideas to concrete problems
• An ability to apply core concepts and modes of inquiry to complex real-world tasks
• A capacity to transfer knowledge and skills to new situations, to build on and use them
• Abilities to communicate ideas and to collaborate in problem solving
• An ongoing ability to learn to learn7

Pedagogical content knowledge in teaching includes:
core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; . . . deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.” It is crucial to “good teaching and student understanding.”

The development of pedagogical content knowledge involves a shift in teachers’ understanding from comprehension of subject matter for themselves, to advancing their students’ learning through presentation of subject matter in a variety of ways that are appropriate to different situations—reorganizing and partitioning it and developing activities, metaphors, exercises, examples and demonstrations—so that it can be grasped by students.10

Understanding of pedagogical content knowledge is complemented by knowledge of learners—where teaching begins. Teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Teachers’ professional knowledge includes the ways in which cognitive, linguistic, social, emotional, and physical development occurs.11 Neuroscience is influencing education, and future educators should be well-versed in findings from brain research, including how to facilitate learning for students with varying capacities, experiences, strengths and approaches to learning.

To be effective, teachers also must be prepared to collaborate with families to support student success.12 When teachers understand families and communicate and build relationships with them, students benefit. Many studies confirm that strong parent–teacher relationships relate to positive student outcomes for students, such as healthy social development, high student achievement and high rates of college enrollment.13 Thus, by giving teachers the support they need to work with families, educator preparation providers can have an even greater impact on student learning and development.

The Commission’s development of this standard and its components was influenced especially by the InTASC Model Core Teaching Standards, the Common Core State Standards Initiative,14 and the National Board for Professional Teaching Standards’ Five Core Propositions.15 Additionally the Commission used the work of the International Society for Technology in Education (ISTE)16 and the Harvard Family Research Project (HFRP).17
Description of evidence for criterion 6.A.07

CAEP Standard One focusing on Pedagogy and Content includes InTASC Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

6.A.08: All teaching staff have specialized course work or professional development training in the program's curriculum, and in communication and collaboration skills that prepare them to participate as a member of a team.

All master teachers hold graduate degrees in Early Childhood Education, with coursework in early childhood curriculum and professionalism. As our program is a laboratory/demonstration program, we do not use a commercial curriculum. Therefore, our curriculum approach as articulated represents ongoing curriculum dialogue among the master teaching staff facilitated by the program director, who holds a Ph.D. in Curriculum and Instruction. We often do this by choosing a book that will provide insights about our curriculum and doing a study/discussion group over several months (that we submit for state training credits). Lead teachers have been involved in publications focusing on curriculum communication and collaboration. They attend the NAEYC Annual conference at least every other year and document a minimum of 15 professional development hours per year, which includes 5 hours specific to curriculum. All assistant teachers are College of Charleston undergraduate or graduate students. Almost all are education majors. Our School of Education, Health, and Human Performance is CAEP/NCATE accredited, so they take substantial coursework relative to curriculum. All assistant teachers are introduced to the curriculum approach we use during with two post-orientation 1.5 hour workshops and on-going mentoring by the master teachers.
The Teachergarten: Creating an Environment Conducive to Meaningful Teacher Growth

Candace Jaruszewicz · Mary Johnston White

Abstract This editorial provides discussion of conditions and actions needed to create and sustain a context and environment that is nurturing and conducive to meaningful professional teacher growth. The authors are a program director and master (lead) teacher from a university demonstration/laboratory program that is both state licensed and accredited through the National Association for the Education of Young Children. They frame the dialogue to address issues of (a) commitment to professional development as a long-term investment in program quality, (b) intellectual safety and challenge, (c) creative use of available resources, (d) respect for all stakeholders in the program, and (e) intentional modeling.

Keywords Professional development · Early childhood education · Environment · Program administration

Much of the research on teacher professional development in early childhood education focuses on teacher qualifications as a major program quality indicator and the means by which pre-service teachers should be initially prepared (Saracho and Spodek 2006, 2007). The continuing problem of high quality teacher retention, however, is frequently linked to compensation, external accountability demands, isolation, perceived lack of support, and stress as factors that contribute to high turnover and burnout (Hale-Jinks et al. 2006; Whitebook and Sakai 2003, 2004). Structured professional development and in-service opportunities are too often limited to immediate district or program needs (e.g., implementation of policies, record-keeping, etc.), ignoring the holistic development of a workplace culture intended to foster the intrinsic factors and motivation that can nourish teachers in even the most challenging of circumstances (Martin and Kragler 1999).

A professional climate can emerge and exist in every early childhood program. Whether it sustains and nurtures or neglects and ignores the needs of those within it, however, is a variable entirely dependent on many factors. Some conditions are beyond the control of the teaching staff and program director; early childhood teaching professionals are dependent to some extent on others external to their settings (legislators, policy makers, etc.) to plod forward toward some kind of anticipated resolution of these very critical issues. But as the director and a master teacher in our university demonstration and laboratory preschool/kindergarten program, we realize that we can’t wait for that to happen. There are distinct actions and dispositions that can contribute to creation of a culture conducive to the intellectual and professional well-being of teachers. Program leaders and teachers need to take initiative to actively and intentionally create site-specific environments that support and nurture meaningful, satisfying, and intellectually challenging professional growth.

As the metaphor kindergarten, coined by Friedrich Froebel in the early nineteenth century, conveys the notion of a carefully tended classroom and learners, we propose the parallel term teachergarten for a professional environment where teacher reflection, ideas, and questions germinate, flourish, and are harvested to benefit the entire learning community. Regardless of program to program differences and challenges, we suggest growing conditions can be intentionally established through (a) commitment to professional development as a long-term investment in
program quality, (b) ensuring intellectual safety and challenge, (c) creative use of available resources, (d) respect for all stakeholders in the program, and (e) intentional modeling.

Commitment to Professional Development as a Long-Term Investment in Program Quality

It is easy to view planning and scheduling professional development opportunities for staff as a chore: paperwork, documentation, and auditing/monitoring processes can also seem overwhelming. While most states that require annual training provide some kind of mechanism or system to deliver workshops, it seems too often program leaders tacitly approve or even openly encourage hit-or-miss and random selection of training opportunities for convenience sake that may have little to do with an individual teacher’s real needs or interests. This situation, while meeting the letter of the law, does little to contribute to overall health and quality of the program. To use the garden metaphor, it’s impossible to grow prize-winning orchids from wildflower seeds. Program leaders must explicitly and enthusiastically commit to relevant and high quality professional development opportunities for teachers and themselves.

Our experience is that the intrinsic value of sending teachers to a highly regarded conference (national, if possible) as opposed to evening or weekend local workshops can’t be measured in immediate dollars. The real return on investment is teachers who feel professionally valued, supported, and satisfied, and who develop more serious and sustained commitment to the program. Further scaffolding occurs as teachers are encouraged (and expected) to share professional development experiences with one another in various ways. Teachers have both generally shared concerns and idiosyncratic questions about their practice and new understandings they wish to explore. Thus, individualized professional development plans are worth the effort they take to create. When teachers share ownership for their own growth and establish themselves as a community of learners, the energy produced by intellectual dialogue about their goals and aspirations infuses their work.

Ensuring Intellectual Safety and Challenge

In our program, teachers no longer begin a conversation with, “may I...” but are much more likely to say, “I’ve been thinking...”, or “what if we were to...?” If teachers believe their ideas are not being received or valued, after a while they just stop offering them. Obviously, no growth can occur if this happens; subsequently, skepticism, cynicism, defeatism, and a lack of self-confidence that is destructive to the long-term health and quality of program and curriculum development may creep in. Program leaders who understand that their teaching staff represents a continuum of intellectual strength and potential, must also realize the value of conversational time, considering each individual in context and in the spirit with which thoughts and ideas are being offered.

In the children’s book Muncha! Muncha! Muncha! (Fleming 2001), Mr. McGreely builds an ever stronger, higher, and deeper barricade to keep the rabbits out of his garden. We don’t want our teachers to become like Mr. McGreely, working behind an invisible fence, becoming defensive in an environment that discourages dialogue and collaboration. Without an open-door approach, staff may retreat to their separate domains, and enthusiasm atrophies. A wise director seeks out teachers’ ideas, actively listens, prompts with additional questions, and plans follow-up to demonstrate the value of their contributions as teachable moments. It is especially important that administrators be familiar with early childhood literature and share resources appropriate to teachers’ ability levels and interests.

Just as ineffective as a director who doesn’t listen, is the one who overwhelms teachers with information they either can’t understand or that insults their intelligence. Like garden plants that need individual attention, specialized nutrients, and protection from pests and diseases, teacher thinking needs to be affirmed, nourished, and challenged. As lethal as weed killer on roses is the director who thinks he or she is the fount of all wisdom and that nothing can be learned from classroom teachers. A healthy intellectual environment is one in which everyone understands and believes that (a) the collective wisdom of the group as a sum of its parts enriches all, (b) there is no such thing as a dumb question, and (c) everyone represented among a program staff has something of value to teach to the others.

Creative Use of Available Resources

Who do we ask about how to gain access to the college’s roof top planetarium? Is there a way that we can include art as in-class activity instead of a pull-out activity? Is there someone who can teach us how to work with clay, and where can we find a kiln to fire objects made with clay? Who can answer specific questions we have about local habitats? Over the last few years we have learned to be flexible in the way we think about all of the resources available to us as members of the college community and the neighborhood of which we are a part. We have been supported and encouraged by the response we have received by both communities. We have received visits from college experts and taken field trips to real science labs and art studios. We have explored parks and the bus
system and discovered we can get almost anywhere from our center. This has expanded the possibilities available to us and turned our whole community into an extension of the classroom. In the process, the children have benefited by seeing how we are connected to each other and have grown in their sense of themselves as valuable members of a larger community.

Program and curriculum resources are incredibly important and often, more scarce than we would like. But teachers need to believe they have the ability to take an idea for a topic or unit, develop, and carry it out to the fullest extent practical and feasible. This can be very exciting and intimidating at the same time, especially as online and other authentic real-world/real-time electronic resources become more accessible. Reggio Emilia educators have inspired us to think of the community as our first best resource (Edwards et al. 1998), for creating an atmosphere of discovery and intellectual adventure. Every program has potentially rich resources in its local neighborhood and especially among (a) families and friends, (b) local commercial, industrial, and cultural communities, (c) civic organizations and government, and (d) regional academic institutions. What we have learned over time is that locating valuable resources is more a matter of initiative than convenience. The pottery gallery and studio two doors down the street is completely useless to us unless someone makes the effort to visit, meet the owner, share what we are doing with our kids, and establish the beginnings of a working relationship. We find that most people are flattered to be asked and usually more than willing to work with our children, but that the familiarity established with prior face-to-face contact can facilitate making arrangements.

Similarly, when funding for training is scarce, creativity is called for. When our travel budget was cut, we agreed to pool our funds so that two of the four teachers could attend a national conference one year, and two the next. Teachers together pored over the program, making requests for workshops and sessions that we agreed collectively would benefit all. The teachers who attended took notes, collected handouts, and presented the material as “mini-workshops” when they returned.

**Respect for All Stakeholders in the Program**

On-going communication between parents and teachers supports teacher growth as they rethink their practices in response to parent concerns and questions. It was because of parent observations about their children that we studied and learned about Autism and Asperger’s Syndrome, American Sign Language, applied behavior analysis, and re-thought scheduling to meet the needs of more active children. Similarly, when parents and other care-giving adults are invited to share their talents and interests in classroom activities, teacher content knowledge expands and the curriculum becomes richer and more authentic. We learned about bones, identifying herbivores and carnivores, and how to hatch butterflies and chickens from several parent biologists. We just finished a year teaching children poetry with a parent-poet, and implemented writing workshops with assistance from a parent who trained at Columbia Teachers College with Lucy Calkins (1994).

Unfortunately in some programs and schools, teachers’ public pronouncements on the value of parental involvement and input are not always consistent with opinions they express privately, and it is somewhat discouraging to know that the real contributions families can make to support teachers and programs can be easily overlooked or viewed with less than deserved respect. It is thus important that program leaders implement policies, practices, and meaningful communications that include, value, and address the voices of parents as stakeholders in the program community.

Other stakeholders may not be so obvious, but may also have emotional and professional investment in the program and should be included in program dialogue. As part of a university, a whole host of individuals including other faculty, student observers, interns, researchers, physical plant and grounds crews, mail services, security, and custodial staff are present in our building regularly. They display genuine concern, pride, and affection for our teachers, parents, and children. They see the physical facility, our classroom environments, and curriculum documentation displays through a unique set of eyes. Their curiosity about activities and dedication as professionals in their own right often generate observations and questions that result in teaching initiatives, insights about children, or program improvements we may not have thought of otherwise.

**Intentional Modeling**

Finally, we assume and expect that individuals chosen for program leadership roles bring particular skills or dispositions drawn from their experiences and education that will benefit teachers, families, and children in both explicit and indirect ways. The administrator who imagines the reward for a leadership position as the power to tell everyone else what to do and how to do it is in for a rude surprise. Teachers and all program staff will look to the director or administrator as a role model, whether the leader wants them to do that or not. The challenge then becomes, not if you want to model behavior and dispositions, but how you will do so. Successful directors have a
do as I do, not as I say mindset and model appropriate and desired professional behaviors, attitudes, and skills.

For example, when we made a decision to integrate technologies with curriculum and communications, teachers expressed anxiety about the amount of time and effort it would take aside from their already jam-packed days. To launch the initiative, the director piloted use of a program blog on our website and various online social-networking, document-sharing, photo-storage, and other digital tools. To use the garden metaphor once again, an effective program leader needs to demonstrate willingness to go beyond just creating and taking credit for the plan (or blame others when it doesn’t work out) and actually help dig up the turf, get down in the dirt, plant seeds, and share weeding and watering responsibilities!

Program leaders who are good role models inspire teachers to transfer the qualities that sustain the teaching environment to the learning communities they are creating for children. If the program director demonstrates intellectual curiosity and risk taking, teachers feel safe and more willing to take risks. When they see an attitude of openness and respect for parents and other stakeholders in our program, they might think twice before speaking and be more inclined to try to look at a communication problem or issue from multiple perspectives. When they know what they say and think is valued, they will be more willing to seek supportive ways to engage with others and view inevitable disagreements as an opportunity for dialogue, rather than conflict. When the director seeks out their counsel and ideas for writing or research projects, they feel affirmed that their work contributes to the ongoing mission of the program.

Final Thoughts

We certainly don’t live and work in a perfect environment. But when we observe, for example, the progress of our 4 and 5 year old children’s garden this year, we can’t help but appreciate the parallels between what we have discussed here and what we see there. It did not grow from magic beans, but was a result of hard work, planning, collaborative effort, respect and understanding of individual differences, patience, and vision. Like an untended garden, without proper attention to teacher development, we believe an early childhood setting will be professionally inert, sowing seeds of dissatisfaction, dissent, and mediocrity rather than promoting healthy and robust growth and direction.

Nevertheless, sometimes despite our best efforts, we still lose good people or our plans go awry. We were reminded recently, when some of the fully grown plants in our children’s “sunflower house” blew down in a summer storm, that successful gardening of all kinds requires perseverance and flexibility above all. As the children investigated and considered what had happened, one of them said, “Well, let’s plant some new ones, and in the meantime, we have a window in our sunflower house we can look out of while we wait for them to grow!” Early childhood educators are challenged in many ways daily and their development can never be taken for granted or assumed. Commitment, intellectual safety and challenge, creative use of resources, respect for stakeholders, and intentional modeling are essential elements needed to create an environment conducive to sustained professional growth over time.

References


Description of evidence for criterion 6.A.08

The topic of this criterion was the subject of a 2009 joint publication co-authored by the program director and one of the master teachers.
Learning Through Play Instructional Plan

5 minutes Opening Activity
- Go to classroom where currently assigned to work
- Choose one of the centers
- Play for 5 minutes
- Return to seminar room
- Introduce yourself & share what you chose to do and why

10 minutes Introduction (Slides 1-4)
- Key Questions
- Concept of Executive functioning

10 minutes Small Group Activity with sticky notes & chart paper (Slides 5-6)
- Why is play so important?
- Connecting ideas about play to personal experiences

10 minutes Context of play (slides 7-13) Discuss & share examples
- Classroom centers
- Block play
- Sand/water play
- Dramatic play
- Light table play
- Media/art materials

10 minutes Stages of play (slide 8 + handout “Immature vs. Mature Play”)
- Discuss,
- Share classroom examples & match with appropriate play type/level

40 minutes Scaffolding (slides 9-17 & What is it?)
- Zone of Proximal Development
- Mediators
- Leading Activities & Developmental Accomplishments (by age)
- Effective Strategies
- Example: “Scaffolding: Help me do it myself”
- Demonstrations/role modeling using classroom centers & materials

5 minutes  Review/Summarize (handout “Learning Reflection/Evaluation”)
Description of evidence for criterion 6.A.08

This is the training outline that is approved for state training credits through the South Carolina Center for Child Care Career Development (CCCD) for one of several required 1.5 hour orientation workshops that focuses on the ECDC approach to learning through play.
# Certified Training Outline Score Sheet

**Title:** Planning, Play and Project Work

**Hours:** 4

**Topic Area:** Cu

## Training Outline Categories

### Learning Objectives (4 Points)
- Written from the perspective of what the participant will be able to do as a result of the training.
- [ ] Are specific
- [ ] Are measurable in the training
- [ ] Are attainable
- [ ] Are relevant

**Points:** 4

### Content and Instructional Plan (16 Points)
- [ ] Is appropriate for the indicated age group(s)
- [ ] Supports each objective with content
- [ ] Is consistent with sound theories and principles of child development
- [ ] Considers participants’ previous knowledge and experience
- [ ] Connects theory and practical application
- [ ] Is clear how trainer will distinguish between practices if more than one age group is included
- [ ] Reflects a commitment to respect diversity among children and families
- [ ] Addresses adaptations for children with special needs
- [ ] Is consistent with core knowledge competencies, quality standards, and licensing regulations
- [ ] Is appropriate for amount of time indicated
- [ ] Includes opening/icebreaker activity
- [ ] Presents content in an easy to understand manner
- [ ] Shows a logical sequence of events
- [ ] Includes opportunities for active participation
- [ ] Provides opportunities for reflection, review and recall
- [ ] Includes closing activity

**Points:** 15

### Materials (5 Points)
- [ ] Include copies of all handouts and transparencies/PPT presentation
- [ ] Are related to training content
- [ ] Use correct grammar and spelling
- [ ] Include complete reference information on handouts and transparencies/PPT
- [ ] Are professional in appearance

**Points:** 5

### Training Resources & References (2 Points)
- [ ] Training Development Resource List is included
- [ ] Resource List includes author, title, publisher/producer, and year

**Points:** 2

### Method of Evaluation (2 Points)
- [ ] States what techniques the trainer will use to measure each learning objective (observation, group discussion, etc.)
- [ ] Provides opportunity for participants to evaluate effectiveness of training in meeting their needs

**Points:** 2

### Evaluation/Follow-Up (1 Point)
- [ ] Describe how training content will help participants in their daily work

**Points:** 1

**TOTAL:** 29

A total of 25 points must be earned to be certified (20 points if no handouts/transparencies/PPT are used in training)
Description of evidence for criterion 6.A.08
State-approved in-house workshop for Planning Play & Project work
# CERTIFIED TRAINING OUTLINE SCORE SHEET

(For CCCCD Staff Use Only)

**Title:** Tools of the Mind Part I

**Hours:** 2  
**Topic Area:** Growth & Development

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<thead>
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<th>Points</th>
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<tr>
<td>- Are specific</td>
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<td>- Are attainable</td>
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<tr>
<td>- Are relevant</td>
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</table>

| **Content and Instructional Plan (16 Points)** |        |
| - Is appropriate for the indicated age group(s) |        |
| - Supports each objective with content |        |
| - Is consistent with sound theories and principles of child development |        |
| - Considers participants’ previous knowledge and experience |        |
| - Connects theory and practical application |        |
| - Is clear how trainer will distinguish between practices if more than one age group is included |        |
| - Reflects a commitment to respect diversity among children and families |        |
| - Addresses adaptations for children with special needs |        |
| - Is consistent with core knowledge competencies, quality standards, and licensing regulations |        |
| - Is appropriate for amount of time indicated |        |
| - Includes opening/icebreaker activity |        |
| - Presents content in an easy to understand manner |        |
| - Shows a logical sequence of events |        |
| - Includes opportunities for active participation |        |
| - Provides opportunities for reflection, review and recall |        |
| - Includes closing activity |        |

| **Materials (5 Points)** |        |
| - Include copies of all handouts and transparencies/PowerPoint presentation |        |
| - Are related to training content |        |
| - Use correct grammar and spelling |        |
| - Include complete reference information on handouts and transparencies/PowerPoint |        |
| - Are professional in appearance |        |

| **Training Resources & References (2 Points)** |        |
| - Training Development Resource List is included |        |
| - Resource List includes author, title, publisher/producer, and year |        |

| **Method of Evaluation (2 Points)** |        |
| - States what techniques the trainer will use to measure each learning objective (observation, group discussion, etc.) |        |
| - Provides opportunity for participants to evaluate effectiveness of training in meeting their needs |        |

| **Evaluation/Follow-Up (1 Point)** |        |
| - Describe how training content will help participants in their daily work |        |

---

A total of 25 points must be earned to be certified (20 points if no handouts/transparencies/PowerPoint are used in training)

Total: **30**
Description of evidence for criterion 6.A.08

One of the ways our Master Teachers meet this requirement to participate in on-going professional development relevant to our curriculum is state-approved credit for book study - this is the score sheet/training outline for part one of a study we did on Tools of the Mind (Bedrova & Leong, 2007) which is particularly relevant to our curriculum approach.
# CERTIFIED TRAINING OUTLINE SCORE SHEET

(For CCCCD Staff Use Only)

**Title:** From the Mind \_ Part 3

**Hours:** 3.0  **Topic Area:** Growth and Development

<table>
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**Total:** 32

A total of 25 points must be earned to be certified (20 points if no handouts/transparencies/PowerPoint are used in training)
Description of evidence for criterion 6.A.08
Same as above, part 2
### CERTIFIED TRAINING OUTLINE SCORE SHEET

(For CCCCD Staff Use Only)

**Title:** Tools of the Mind Part 2

**Hours:** 2

**Topic Area:** Growth & Dev

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**TOTAL:** 16

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Description of evidence for criterion 6.A.08
Same as above, part 3
CERTIFIED TRAINING OUTLINE SCORE SHEET
(For CCCCD Staff Use Only)

Title: Big ideas: Constructivism across the curriculum

Hours: 8

Topic Area: Curriculum

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TOTAL: 21

A total of 25 points must be earned to be certified (20 points if no handouts/transparencies/PowerPoint are used in training)
Big Ideas: Constructivism Across the Curriculum
Training Outline

Part 1: 60 minutes
Advance Reading Assignment:
Chapter 1 – Big Ideas: A Framework for Constructivist Curriculum
Chapter 2 – Light as an Introduction to Big Ideas

Each of the discussion questions below focuses on a section of the book text and will be introduced and discussed with respect to preschool children in general, and the children in each of the preschool classes at our school (2, 3, 4/5K) specifically.

Opening Discussion (5 minutes):
A. Ask teachers to share examples they have seen in preschool children of constructivist learning (Each teacher will share 3 images from classroom thought to be good examples of constructivist learning/activity).
B. Brainstorm list of project topics that they have implemented in the past year.

Focused Discussion & Analysis of Text: What is Constructivism (10 minutes)
A. How does it frame our understanding of young children’s cognitive development?
B. How does it influence curriculum planning?
C. How does Piaget’s theory of cognitive development evolve/change across the early childhood developmental spectrum?

Focused Discussion & Analysis of Text: What is a Big Idea? (30 minutes)
A. How are big ideas inspired?
B. How can a big idea unify curriculum?
C. What role does observation play in facilitating big idea exploration?
D. How is a curriculum approach inspired by big ideas different from one implemented with thematic units?
E. How does the Reggio Emilia approach inform understanding of big ideas?
F. How does the Project Approach inform understanding of big ideas?
G. How does the study of big ideas inform conceptual learning?
H. What is the difference between a “big” and an “ordinary” idea?

Focused Discussion & Analysis of Text: How does the study of light as described in Chapter 2 of Chaille’s book inform our understanding of curriculum driven by big ideas: (15 minutes)
A. For children of different ages?
B. For children’s differing interests?
C. For children with special needs?
D. For consideration of the ways in which teachers plan curriculum?
E. For consideration of the ways in which curricular areas can be integrated?
# CERTIFIED TRAINING OUTLINE SCORE SHEET

(For CCCCD Staff Use Only)

**Title:** Big ideas: Constructivism across the curriculum [P1-2]

**Hours:** 1  
**Topic Area:** Curriculum

## Training Outline Categories

### Learning Objectives (4 Points)
- [ ] Are specific
- [ ] Are measurable in the training
- [ ] Are attainable
- [ ] Are relevant

### Content and Instructional Plan (16 Points)
- [ ] Is appropriate for the indicated age group(s)
- [ ] Supports each objective with content
- [ ] Is consistent with sound theories and principles of child development
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### Materials (5 Points)
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### Training Resources & References (2 Points)
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### Method of Evaluation (2 Points)
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### Evaluation/Follow-Up (1 Point)
- [ ] Describe how training content will help participants in their daily work

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Big Ideas: Constructivism Across the Curriculum
Training Outline

Part 2: 60 Minutes
Advance Reading Assignment: Chapters 4-9 Each chapter is a description of a big idea and how it was implemented as curriculum with preschool children; each of the six participants will choose one of the chapters to summarize, share, and use as context for discussion questions.
Chapter 4 – Balancing Acts
Chapter 5 – Zooming In and Out
Chapter 6 – Playing with Sound
Chapter 7 – Upside down and inside out
Chapter 8 – Chain Reactions: One thing leads to another
Chapter 9 - Transformation

Opening Discussion: (10 minutes)
Each participant will briefly describe the big idea that was the focus of the chapter they read.

Focused Discussion and Analysis of Text (35 minutes): For each of the following questions, participants will use examples from their assigned reading to inform discussion.
A. What was the inspiration for the big idea?
B. What important concepts did teachers need to explore/research to be prepared to facilitate study of the big idea?
C. How would study and exploration of the big idea vary across different age groups?
D. How did teachers document project work over time?
E. How did exploration of the big idea integrate learning across curricular content areas?
F. How could teachers share project work in different classrooms with each other and with families?
G. How are activities described in each of the big idea studies similar/different from activities in participant classrooms?
### CERTIFIED TRAINING OUTLINE SCORE SHEET
(For CCCCD Staff Use Only)

Title: Big ideas: Constructivism across the curriculum

Hours: 1

Topic Area: Curriculum

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<th>Evaluation/Follow-Up (1 Point)</th>
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<tr>
<td>Describe how training content will help participants in their daily work</td>
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**TOTAL:** 21

A total of 25 points must be earned to be certified (20 points if no handouts/transparencies/PowerPoint are used in training)
Big Ideas: Constructivism Across the Curriculum
Training Outline

Part 3: 60 Minutes
Advance Reading Assignment: Chapter 3 and Epilogue
Chapter 3: The Constructivist Teacher: Issues in Implementation
Epilogue: This includes a discussion of resources, reflections, and developmental considerations

Advance Activity Assignment: Each participant will bring to session a suggestion for big idea that would be appropriate for exploration in this setting.

Opening Discussion: (10 minutes)
Participants will identify one or two challenges for the group to consider/discuss that would be relevant to implementation of a big idea approach in their setting.

Brainstorming: (20 minutes)
  A. Participants will share suggestions for selection of a big idea
  B. Each idea will be discussed in terms of potential for interpretation across age groups.
  C. One idea will be selected to pursue

Preliminary Planning Work: (30 minutes)
Participants will work together to construct a simple web that identifies possible
  A. Major concepts & areas of research for teachers
  B. Possible thematic variations on the big idea
  C. Exploratory activities (for each age group)
  D. Possible useful resources (print, media, field trips, etc.)
  E. Potential strategies for visual documentation of children’s work
Description of evidence for criterion 6.A.08

Another book we chose was Christine Chaille's Constructivist Curriculum: Big Ideas

6.A.09: All teaching staff who supervise or mentor other staff members have specialized college-level course work or professional development training and preparation in adult supervision, mentoring, and leadership development. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

One of our four master teachers holds a certificate in Supervision and Administration and the other three have 12 hours of required state training in the ADEPT system which is used throughout South Carolina for supervision of student interns and entry-level public school teachers. In addition, they complete a College of Charleston online workshop designed for those who supervise student workers.
South Carolina State Board of Education
Educator License

Jane C Hart
P O Box 663
Hollywood, SC 29449

License Number
097063

Social Security Number
*

Validity Period
07/01/2011 - 06/30/2016

Professional Certificate Class Experience

Areas of Licensure
01 - Elementary
71 - Elementary Principal
73 - Elementary Supervisor
85 - Early Childhood

Mick Zais
State Superintendent of Education

Date Printed
06/11/2014

This is an unofficial copy printed from the Office of Educator Licensure.

COPY - COPY - COPY
### Official Training Transcript

#### 2009

**Certified**

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**Total credit hours this year for Training Type:** 1.50

**Registered**

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**Total credit hours this year for Training Type:** 26.50

**Total credit-hours this year:** 28.00

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**Official Training Transcript**
### Official Training Transcript

**2009**

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**Total credit hours this year for Training Type:**

- **HEALTH & SAFETY:** 1.50
- **CHILD GROWTH & DEVELOPMENT:** 26.50
- **CURRICULUM:** 28.00
- **PROFESSIONAL DEVELOPMENT:** 26.50

**Total credit hours this year:** 28.00
### Evidence for Criterion 6.A.09

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- **Total credit hours this year for Training Type:** 16.00
- **Total credit hours this year:** 32.50

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**Official Training Transcript Page 2 of 5**
Description of evidence for criterion 6.A.09

Our 4 Master Teachers are required by the state to be certified in supervision or trained as supervising teachers in the SC "ADEPT" system so that they can accept practicum and student teachers (clinical interns). These documents provide evidence of 1 teacher with a graduate certificate in supervision, and 3 teachers who have the 12 required hours of "ADEPT" training. These 4 individuals are responsible for supervising all graduate assistants and undergraduate teaching assistant.
### 2014

#### Certified

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Total credit hours this year: 18.25

### 2013

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Official Training Transcript

STEPHANIE JOHNSTON

Page 2 of 8
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Total credit hours this year for Training Type: 12.25

Total credit hours this year: 15.25

2013 Certified

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Total credit hours this year for Training Type: 7.00

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Official Training Transcript: JANE HART
Certified

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**Total credit hours this year for Training Type:** 3.00

**Registered**

**Topic Area: CHILD GUIDANCE**

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<td>12/05/2014</td>
<td>ENERGY IS THE STUFF THAT GIVES YOU POWER!</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Topic Area: PROFESSIONAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/24/2014</td>
<td>PROHIBITION OF DISCRIMINATION AND HARASSMENT, INCLUDING SEXUAL HARASSMENT AND ABUSE</td>
<td>2.00</td>
</tr>
<tr>
<td>06/17/2014</td>
<td>GOOGLEFEST 2014</td>
<td>5.25</td>
</tr>
<tr>
<td>12/05/2014</td>
<td>TAPPING THE RICH LANGUAGE RESOURCES OF THREE AFRICAN-AMERICAN PRESCHOOL BOYS</td>
<td>1.00</td>
</tr>
<tr>
<td>12/05/2014</td>
<td>BUCKING THE TREND: CO-CONSTRUCTING IN-DEPTH INVESTIGATIONS WITH 3 TO 8 YEAR OLD CHILDREN AND DOCUMENT</td>
<td>1.00</td>
</tr>
<tr>
<td>12/05/2014</td>
<td>AND HOW ARE THE CHILDREN? WHEN CONSTRUCTIVISM MEETS CRITICAL THEORY</td>
<td>1.25</td>
</tr>
</tbody>
</table>

**Total credit hours this year for Training Type:** 17.50

2013

**Certified**

**Topic Area: CHILD GROWTH & DEVELOPMENT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/03/2013</td>
<td>TOOLS OF THE MIND-PART 1</td>
<td>2.00</td>
</tr>
<tr>
<td>10/17/2013</td>
<td>TOOLS OF THE MIND-PART 2</td>
<td>2.00</td>
</tr>
<tr>
<td>11/14/2013</td>
<td>TOOLS OF THE MIND-PART 3</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Total credit hours this year for Training Type:** 7.00

**Registered**

**Topic Area: CHILD GROWTH & DEVELOPMENT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/18/2013</td>
<td>55 YEARS OF PLAY &amp; PRIARY PROJECT</td>
<td>0.75</td>
</tr>
</tbody>
</table>

**Official Training Transcript**

**Phyllis Gates**

**Page 2 of 10**
### Evidence for Criterion 6.A.09

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/19/2014</td>
<td>EXPLORING CHILDREN'S THEORIES</td>
<td>1.25</td>
</tr>
<tr>
<td>06/19/2014</td>
<td>LET'S GET REAL</td>
<td>1.25</td>
</tr>
<tr>
<td>12/05/2014</td>
<td>LOOSE PARTS: IMAGINING OUTDOOR SPACES FROM A CONSTRUCTIVIST PERSPECTIVE</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### Professional Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/24/2014</td>
<td>PROHIBITION OF DISCRIMINATION AND HARASSMENT, INCLUDING SEXUAL HARASSMENT AND ABUSE</td>
<td>2.00</td>
</tr>
<tr>
<td>12/05/2014</td>
<td>AND HOW ARE THE CHILDREN? WHEN CONSTRUCTIVISM MEETS CRITICAL THEORY</td>
<td>1.25</td>
</tr>
<tr>
<td>12/05/2014</td>
<td>BUCKING THE TREND: CO-CONSTRUCTING IN-DEPTH INVESTIGATIONS WITH 3 TO 8 YEAR OLD CHILDREN AND DOCUMENTATION</td>
<td>1.00</td>
</tr>
<tr>
<td>12/05/2014</td>
<td>THE CYCLE OF INQUIRY SYSTEM: A TEACHER DEVELOPMENT SYSTEM FOR PLANNING &amp; IMPLEMENTATION OF EMERGENT CURRICULUM FOR TEACHERS</td>
<td>1.00</td>
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</table>

**Total credit hours this year for Training Type:** 9.75

### 2013 Certified

#### Child Growth & Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/03/2013</td>
<td>TOOLS OF THE MIND-PART 1</td>
<td>2.00</td>
</tr>
<tr>
<td>10/17/2013</td>
<td>TOOLS OF THE MIND-PART 2</td>
<td>2.00</td>
</tr>
<tr>
<td>11/14/2013</td>
<td>TOOLS OF THE MIND-PART 3</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Total credit hours this year for Training Type:** 7.00

### Registered

#### Child Growth & Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/18/2013</td>
<td>55 YEARS OF PLAY &amp; PRIARY PROJECT</td>
<td>0.75</td>
</tr>
<tr>
<td>02/19/2013</td>
<td>&quot;IS IT JUST PLAY OR SERIOUS BUSINESS?&quot;</td>
<td>1.25</td>
</tr>
<tr>
<td>02/19/2013</td>
<td>ACTIVE KIDS, ACTIVE BRAINS: EXAMINING THE LINKS BETWEEN DAILY PHYSICAL EDUCATION AND CLASSROOM BASED</td>
<td>0.75</td>
</tr>
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</table>

#### Curriculum

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/17/2013</td>
<td>THE ROLE OF PLAY IN WRITING DEVELOPMENT</td>
<td>0.75</td>
</tr>
<tr>
<td>02/17/2013</td>
<td>STICKS, STONES, AND BOXES- PLAY AND A CONNECTION TO STANDARDS</td>
<td>0.75</td>
</tr>
<tr>
<td>02/18/2013</td>
<td>PLAY FACILITATION: CHOICES THAT COUNT</td>
<td>0.75</td>
</tr>
<tr>
<td>02/18/2013</td>
<td>PHYSICAL ACTIVITY AND ACADEMIC SUCCESS: WHAT'S THE CONNECTION?</td>
<td>0.75</td>
</tr>
<tr>
<td>02/19/2013</td>
<td>PLAYING CHOREOGRAPHER: DISCOVERING ARTISTIC AUTONOMY IN A K-5 DANCE RESIDENCY</td>
<td>0.75</td>
</tr>
<tr>
<td>02/19/2013</td>
<td>THE PLAYFUL LEARNING LESSON PLAN EXCHANGE: MERGING CONTENT LEARNING AND PLAY</td>
<td>0.75</td>
</tr>
<tr>
<td>07/08/2013</td>
<td>PHYS ACT-ACTIVATING BRAIN POWER</td>
<td>1.25</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 6.A.09

On-going PD in this area can address a wide variety of skills/needs. The Master Teachers' most recent training was a 2 hour workshop for Supervisors on discrimination and harassment in the workplace.

6.A.10: All teachers and assistant teachers/teacher aides have specialized college-level course work or professional development training in knowledge and skills relevant to the specific age(s) or the special circumstances/specific needs of the children they teach. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

All master teachers and those assistants who are education majors have both core courses and certification-specific coursework that prepares them to work with children with diverse needs, i.e. EDEE 409: Meeting the Needs of Diverse Learners, or EDEE 606 Teaching Diverse Learners. Children in the program who have special needs are identified through the BabyNet and/or ChildFind processes via the local public schools. When this occurs, the Master Teachers and assistants work with assigned specialists to develop and implement the strategies needed to effectively address the child's needs.
### Teacher Education Worksheet: Early Childhood, Elementary, and Middle Grades

**College of Charleston**

#### Professional Program Semester 1: All Early Childhood (PK-3), Elementary (2-6), Middle Candidates (7-12)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFS 303</td>
<td>Human Growth and Educational Process</td>
</tr>
<tr>
<td>EDEE 323</td>
<td>Development of Mathematical Thinking</td>
</tr>
<tr>
<td>EDEE 325</td>
<td>Language and Literacy Development</td>
</tr>
<tr>
<td>EDFS 326</td>
<td>Introduction to Educational Technology</td>
</tr>
<tr>
<td>EDEE 327</td>
<td>Learner Development and the Context of Learning (field experience)</td>
</tr>
</tbody>
</table>

#### Professional Program Semester 2

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 365</td>
<td>EDEE 366: Teaching Mathematics 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 375</td>
<td>EDEE 377: Reading/Learning Strategies 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 367</td>
<td>EDEE 368: Teaching Science 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 371</td>
<td>EDEE 373: Teaching Social Studies 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 363</td>
<td>EDEE 374: Balancing Students and Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDEE 380: AP</td>
<td>EDEE 382: Application of Curriculum &amp; Instruction 2-6 (field experience)</td>
<td></td>
</tr>
<tr>
<td>PK-3</td>
<td>EDEE 515: Middle School Curriculum</td>
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</tr>
<tr>
<td></td>
<td>Concentration: Arts &amp;</td>
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</tr>
<tr>
<td></td>
<td>EDEE 384: Application 5-8 (field experience)</td>
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</tbody>
</table>

Candidates interested in dual certification (e.g., elementary and early childhood, elementary and middle) must major in one of the major concentrations. Semester II courses in the additional certification areas.

#### Professional Program Semester 3

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 403</td>
<td>EDEE 403: Visual &amp; Performing Art</td>
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</tr>
<tr>
<td>EDEE 409</td>
<td>EDEE 409: Meeting Needs of Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>EDEE 370</td>
<td>EDEE 370: Teaching Health &amp; P.E.</td>
<td></td>
</tr>
<tr>
<td>EDEE 407: CL</td>
<td>EDEE 407: Creating Learning Environments</td>
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</tr>
<tr>
<td>EDEE 415: CMI</td>
<td>EDEE 416: Curriculum, Instruction &amp; Assessment 2-6 (field experience)</td>
<td></td>
</tr>
<tr>
<td>PK-3 (field experience)</td>
<td>EDEE 417: Curriculum 5-8 (field experience)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 455</td>
<td>EDEE 457: Elementary Grades Clinical Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDEE 459: Middle Grades Clinical Practice</td>
<td></td>
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</tbody>
</table>

06/05/09
Master of Arts in Teaching Early Childhood Education Program of Study

Focus Area I: Development of the Learner and the Relationship to Content Learning Development (9 Hours)

Prerequisites: Prerequisites may be taken concurrently with graduate program courses, but must be completed within one calendar year of admission. Undergraduate prerequisites determined by transcript evaluation AND the following two graduate or equivalent undergraduate courses:

- EDFS 654 Human Growth and Development
- EDFS 667 Computer Education for Teachers (or an intermediate computer course) taken within the last three years
- EDEE 510* Introduction to Early Childhood Education, Field Experience I
- EDEE 517* Language, Literacy, and Literature for Early Childhood (3 hours)

*Must be taken concurrently

Focus Area II: Pedagogy and Content Knowledge (15 Hours)

- EDEE 513* Curriculum and Development in Early Childhood Education (3 hours)*
- EDEE 630 Mathematics and Science in Early Childhood Education (3 hours)
- EDEE 642 Social Studies and Humanities for Early Childhood and Elementary Teachers (3 hours)
- EDEE 653 Theories and Strategies for Developing Literacies (3 hours)
- EDEE 615* Assessment in Student Learning (3 hours)*
- EDEE 638* Field Experience II in Early Childhood Education (3 hours)*

*Must be taken concurrently

Focus Area III: Creating an Effective Climate for Learning (15 Hours)

- EDEE 606 Teaching Diverse Learners (3 hours)
- EDEE 655 Creativity and the Fine Arts (3 hours)
- EDEE 664 Health and Physical Education (3 hours)
- EDEE 690* Home, School, and Community Relationship (3 hours)*
- EDEE 692* Field Experience III in Early Childhood Education (3 hours)*

*Must be taken concurrently

Focus Area IV: Culminating Professional Experiences (9 Hours)

- EDEE 698 Clinical Practice in Early Childhood
Description of evidence for criterion 6.A.10

The Programs of Study for undergraduate and graduate education majors indicate core and specialized coursework that focus on the specialized age and developmental range of the intended certification.
Official Training Transcript

2015

Registered

<table>
<thead>
<tr>
<th>Topic Area: CHILD GROWTH &amp; DEVELOPMENT</th>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>02/20/2015</td>
<td>A TODDLER'S PRACTICAL LIFE</td>
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</table>

<table>
<thead>
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<th>Topic Area: CHILD GUIDANCE</th>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>02/20/2015</td>
<td>ADHD/ADD IN MONTESSORI ENVIRON</td>
<td>1.50</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Topic Area: CURRICULUM</th>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>02/20/2015</td>
<td>BACK TO THE BASICS</td>
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<tr>
<td></td>
<td>02/20/2015</td>
<td>SCHOOL-AGE: SEVEN WEEKS..SEVEN WONDERS</td>
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</tr>
<tr>
<td></td>
<td>02/21/2015</td>
<td>COOK AND TELL</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>02/21/2015</td>
<td>DISCOVERING FOOD LESSONS</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>02/21/2015</td>
<td>MAKE A JOYFUL SOUND</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>02/21/2015</td>
<td>SUMMER SCIENCE CAMP</td>
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</table>

<table>
<thead>
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<th>Topic Area: PROFESSIONAL DEVELOPMENT</th>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>02/20/2015</td>
<td>TAKING TIME IN</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>02/20/2015</td>
<td>KEYNOTE: EDUCATIONAL LESSONS</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>02/21/2015</td>
<td>KEYNOTE: TIES TO THE PAST</td>
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</tr>
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Total credit hours this year for Training Type: **13.50**

Total credit hours this year: **13.50**

2014

Certified

<table>
<thead>
<tr>
<th>Topic Area: CURRICULUM</th>
<th>Date</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/30/2014</td>
<td>BIG IDEAS: CONSTRUCTIVISM ACROSS THE CURRICULUM-PT 1</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>10/09/2014</td>
<td>BIG IDEAS: CONSTRUCTIVISM ACROSS THE CURRICULUM-PT 2</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>11/13/2014</td>
<td>BIG IDEAS: CONSTRUCTIVISM ACROSS THE CURRICULUM-PT 3</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 6.A.10

This example of an in-process annual on-going professional development training transcript documents workshops specific to the developmental levels and needs of the children for whom this teacher is responsible.

6.A.11: All teachers and assistant teachers/teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities. (This criterion is an Emerging Practice.)

The four Master teachers are responsible for development and implementation of our assessment system. Because our assistant staff are transient students who rarely stay with us for more than two or three semesters, their involvement in the delivery of the assessment system is limited. Student assistants are encouraged, however, to share their observations about child activities, interests, skills, and behaviors which provides data for the assessment process. Master teachers train them in the procedures for documenting child behaviors and maintenance of daily communications logs; graduate assistants are sometimes involved in conducting skills assessments.
### Professional Development/Training Week: NAEYC Re-Accreditation


<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before 10</strong></td>
<td>Assemble materials</td>
<td></td>
<td>Individual work/practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10-12</strong></td>
<td>Overview of the week</td>
<td>Assessment Plan:</td>
<td>Tech Training:</td>
<td>Tech Training:</td>
<td>Tech Training:</td>
</tr>
<tr>
<td></td>
<td>Orientation to new accreditation process &amp; timeline:</td>
<td>- Timeline template</td>
<td>- Google Pages (toolkit)</td>
<td>- voicethread.com</td>
<td>- Smartboard</td>
</tr>
<tr>
<td></td>
<td>- Standards:</td>
<td>- Tools &amp; instruments (formal &amp; informal)</td>
<td>- Google docs</td>
<td>- Blogger</td>
<td>- Document Camera</td>
</tr>
<tr>
<td></td>
<td>- 'tour' (physical CC environment)</td>
<td>- Documentation of evidence</td>
<td>- Google presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- classroom folios</td>
<td>- Storing evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- program folios</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- available resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Electronic format:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12-1</strong></td>
<td></td>
<td></td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1-3</strong></td>
<td>Perform NAEYC &quot;Classroom Tour&quot;</td>
<td>Assessment Plan:</td>
<td>Tech Training:</td>
<td>Classroom folios:</td>
<td>Wrap-up:</td>
</tr>
<tr>
<td></td>
<td>Document &amp; identify needed materials and/or repair work</td>
<td>Align NAEYC stds w/ECDC curriculum outcomes (SC GSGS Early Learning Stds)</td>
<td>photo management w/flickr.com</td>
<td>Create shared Word template that all will use to house evidence for folios</td>
<td>- tasks for 0809 school year pilot phase - follow-up next summer</td>
</tr>
<tr>
<td><strong>After 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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6/20/2008 CJ

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Min key

# Organizer handouts in order
Description of evidence for criterion 6.A.11

Development of our assessment system was a collaborative effort that included a week of professional development time. This system is revisited annually at in-service either at the end or before the beginning the new school year.
Teacher Education Worksheet: Early Childhood, Elementary, and Middle Grades
College of Charleston

Professional Program Semester 1: All Early Childhood (PK-3), Elementary(2-6), Middle Candidates

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFS 303</td>
<td>Human Growth and Educational Process</td>
</tr>
<tr>
<td>EDEE 323</td>
<td>Development of Mathematical Thinking</td>
</tr>
<tr>
<td>EDEE 325</td>
<td>Language and Literacy Development</td>
</tr>
<tr>
<td>EDFS 326</td>
<td>Introduction to Educational Technology</td>
</tr>
<tr>
<td>EDEE 327</td>
<td>Learner Development and the Context of Learning (field experience)</td>
</tr>
</tbody>
</table>

Professional Program Semester 2

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 365</td>
<td>Teaching Mathematics PK-3</td>
<td></td>
</tr>
<tr>
<td>EDEE 375</td>
<td>Reading/Learning Strategies PK-3</td>
<td></td>
</tr>
<tr>
<td>EDEE 386</td>
<td>Teaching Science PK-3</td>
<td></td>
</tr>
<tr>
<td>EDEE 377</td>
<td>Teaching Social Studies PK-3</td>
<td></td>
</tr>
<tr>
<td>EDEE 363</td>
<td>Intro to Early Childhood</td>
<td></td>
</tr>
<tr>
<td>EDEE 380</td>
<td>Application of Curriculum &amp; Instruction PK-3</td>
<td></td>
</tr>
<tr>
<td>EDEE 366</td>
<td>Teaching Mathematics 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 377</td>
<td>Reading/Learning Strategies 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 368</td>
<td>Teaching Science 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 378</td>
<td>Teaching Social Studies 2-8</td>
<td></td>
</tr>
<tr>
<td>EDEE 374</td>
<td>Balancing Students and Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDEE 382</td>
<td>Application of Curriculum &amp; Instruction 2-6 (field experience)</td>
<td></td>
</tr>
<tr>
<td>EDEE 367</td>
<td>Teaching Mathematics 5-8 (field experience)</td>
<td></td>
</tr>
</tbody>
</table>

Candidates interested in dual certification (e.g., elementary and early childhood, elementary and middle) must major in one of them.

Professional Program Semester 3

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 403</td>
<td>Visual &amp; Performing Art</td>
<td></td>
</tr>
<tr>
<td>EDEE 409</td>
<td>Meeting Needs of Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>EDEE 370</td>
<td>Teaching Health &amp; P.E.</td>
<td></td>
</tr>
<tr>
<td>EDEE 407</td>
<td>Creating Learning Environments</td>
<td></td>
</tr>
<tr>
<td>EDEE 415</td>
<td>Curriculum, Instruction &amp; Assessment PK-3 (field experience)</td>
<td></td>
</tr>
<tr>
<td>EDEE 408</td>
<td>Visual &amp; Performing Art</td>
<td></td>
</tr>
<tr>
<td>EDEE 409</td>
<td>Meeting Needs of Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>EDEE 370</td>
<td>Teaching Health &amp; P.E.</td>
<td></td>
</tr>
<tr>
<td>EDEE 407</td>
<td>Creating Learning Environments</td>
<td></td>
</tr>
<tr>
<td>EDEE 416</td>
<td>Curriculum, Instruction &amp; Assessment 2-6 (field experience)</td>
<td></td>
</tr>
<tr>
<td>EDEE 417</td>
<td>Concentration: Arts &amp;</td>
<td></td>
</tr>
</tbody>
</table>

Professional Program Semester 4

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 455</td>
<td>Early Childhood Clinical Practice</td>
<td></td>
</tr>
<tr>
<td>EDEE 457</td>
<td>Elementary Grades Clinical Practice</td>
<td></td>
</tr>
<tr>
<td>EDEE 459</td>
<td>Middle Grades Clinical Practice</td>
<td></td>
</tr>
</tbody>
</table>
Master of Arts in Teaching Early Childhood Education Program of Study

Focus Area I: Development of the Learner and the Relationship to Content Learning Development (9 Hours)

Prerequisites: Prerequisites may be taken concurrently with graduate program courses, but must be completed within one calendar year of admittance. Undergraduate prerequisites determined by transcript evaluation AND the following two graduate or equivalent undergraduate courses:

EDFS 654 Human Growth and Development
EDFS 667 Computer Education for Teachers (or an intermediate computer course) taken within the last three years.

EDDE 510* Introduction to Early Childhood Education, Field Experience I
EDDE 612* Language Literacy and Literature for Early Childhood (3 hours)

*Must be taken concurrently

Focus Area II: Pedagogy and Content Knowledge (15 Hours)

EDDE 513* Curriculum and Development in Early Childhood Education (3 hours)*
EDDE 638 Mathematics and Science in Early Childhood Education (3 hours)
EDDE 642 Social Studies and Humanities for Early Childhood and Elementary Teachers (3 hours)
EDDE 653 Theories and Strategies for Developing Literacies (3 hours)
EDDE 615* Assessment in Student Learning (3 hours)*
EDDE 638 Field Experience II in Early Childhood Education (3 hours)*

*Must be taken concurrently

Focus Area III: Creating an Effective Climate for Learning (15 Hours)

EDDE 606 Teaching Diverse Learners (3 hours)
EDDE 635 Creativity and the Fine Arts (3 hours)
EDDE 664 Health and Physical Education (3 hours)
EDDE 620* Home, School and Community Relationship (3 hours)*
EDDE 681* Field Experience III in Early Childhood Education (3 hours)*

*Must be taken concurrently

Focus Area IV: Culminating Professional Experiences (9 Hours)

EDDE 688 Clinical Practice in Early Childhood
Description of evidence for criterion 6.A.11

Programs of study for undergraduate and graduate education majors indicate core and specialized coursework that focuses on assessment (EDEE 409, 415, 615).
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide 2-3 places to practice speech sounds</td>
<td>Heart rate can be a little loud</td>
</tr>
<tr>
<td></td>
<td>Multi-targeted strategies - reading, writing, etc.</td>
</tr>
<tr>
<td></td>
<td>Illiterate</td>
</tr>
<tr>
<td></td>
<td>Self Help Skills</td>
</tr>
<tr>
<td></td>
<td>Group team/individual speech</td>
</tr>
<tr>
<td></td>
<td>Multiple opportunities - read, write, etc.</td>
</tr>
</tbody>
</table>

**Note:**
- The table contains strategies and goals for addressing specific needs, likely related to speech and language development.
- The entries suggest a focus on providing practice environments and addressing heart rate and literacy issues.
4-7-15

Today she did really well with stacking blocks and saying "blocks" as "my block" while stacking. She was able to say the whole word "Cow"! When working on shapes she said "Ku-Ku" "Ku-ku" for triangle. She recognized the circle as a ball. Good day! She even said "Hi" and bye."
Description of evidence for criterion 6.A.11

While our student Teacher Assistants are not responsible for implementation of assessment (due to temporary nature of their employment) we do train them in such things as accurate anecdotal record-keeping of activities that are part of a child's current goals. This is an example of a student TA record documenting work she did with one of our 3 year old children.

6.A.12: All teachers and assistant teachers/teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include core courses that cover these topics or courses addressing these topics specifically. The course work and training includes

- a. family-centered practice;
- b. a typical development and common health problems;
- c. IDEA and other applicable laws;
- d. children’s and families' rights under these laws;
- e. roles and responsibilities related to the IEP/IFSP;
- f. strategies for supporting inclusion;
- g. strategies for modifying and adapting curriculum, schedules, materials, and instruction to meet individual needs;
- h. the referral and assessment process; and
- i. community supports and resources.

All education majors (most of our student assistant staff) take at least one specialized course in working with children with special needs, either EDEE 409 Meeting Needs of Diverse Learners, or EDEE 606 Teaching Diverse Learners. All four Master teachers' individual transcripts document graduate course work that meets the criteria (see Candidacy materials). When we have a child with special needs, we also work directly with the professionals from our local public schools who administer IDEA mandated ChildFind and BabyNet programs which screen, identify, evaluate, diagnose, and deliver services. This may include specific on-site training. As part of the School of Education, Health, and Human Performance at CofC, we also have access to and collaborations with faculty who teach in the Special Education Program. They often work with or advise us.
### Teacher Education Worksheet: Early Childhood, Elementary, and Middle Grades
College of Charleston

#### Professional Program Semester 1: All Early Childhood (PK-3), Elementary (2-6), Middle Candidates

- EDFS 303: Human Growth and Educational Process
- EDES 323: Development of Mathematical Thinking
- EDES 325: Language and Literacy Development
- EDFS 326: Introduction to Educational Technology
- EDES 327: Learner Development and the Context of Learning (field experience)

#### Professional Program Semester 2

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 375: Reading/Learning Strategies PK-3</td>
<td>EDEE 377: Reading/Learning Strategies 2-8</td>
<td>EDEE 377: Reading/Learning Strategies 2-8</td>
</tr>
<tr>
<td>EDEE 367: Teaching Science PK-3</td>
<td>EDEE 368: Teaching Science 2-8</td>
<td>EDEE 368: Teaching Science 2-8</td>
</tr>
<tr>
<td>EDEE 371: Teaching Social Studies PK-3</td>
<td>EDEE 373: Teaching Social Studies 2-8</td>
<td>EDEE 373: Teaching Social Studies 2-8</td>
</tr>
<tr>
<td>EDEE 363: Intro to Early Childhood</td>
<td>EDEE 374: Balancing Students and Curriculum</td>
<td>EDEE 515: Middle School Curriculum</td>
</tr>
<tr>
<td>EDEE 380: Application of Curriculum &amp; Instruction PK-3</td>
<td>EDEE 382: Application of Curriculum &amp; Instruction 2-6 (field experience)</td>
<td>Concentration: Arts &amp; Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDEE 384: Application 3-8 (field experience)</td>
</tr>
</tbody>
</table>

Candidates interested in dual certification (e.g., elementary and early childhood, elementary and middle) must major in one area and complete an additional semester of courses in the additional certification area.

#### Professional Program Semester 3

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 409: Meeting Needs of Diverse Learners</td>
<td>EDEE 409: Meeting Needs of Diverse Learners</td>
<td>Concentration: Arts &amp; Mathematics</td>
</tr>
<tr>
<td>EDEE 415: Curriculum, Instruction &amp; Assessment PK-3 (field experience)</td>
<td>EDEE 416: Curriculum, Instruction &amp; Assessment 2-6 (field experience)</td>
<td>EDEE 417: Curriculum, Instruction &amp; Assessment 5-8 (field experience)</td>
</tr>
</tbody>
</table>

#### Professional Program Semester 4

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 455: Early Childhood Clinical Practice</td>
<td>EDEE 457: Elementary Grades Clinical Practice</td>
<td>EDEE 459: Middle Grades Clinical Practice</td>
</tr>
</tbody>
</table>

06/05/09
Master of Arts in Teaching Early Childhood Education Program of Study

Focus Area I: Development of the Learner and the Relationship to Content Learning Development (9 Hours)

Prerequisites: Prerequisites may be taken concurrently with graduate program courses, but must be completed within one calendar year of admission. Undergraduate prerequisites determined by transcript evaluation AND the following two graduate or equivalent undergraduate courses:

- EDFS 654  Human Growth and Development
- EDFS 667  Computer Education for Teachers (or an intermediate computer course) taken within the last three years
- EDEE 510  Introduction to Early Childhood Education, Field Experience I
- EDEE 517  Language, Literacy and Literature for Early Childhood (3 hours)

*Must be taken concurrently.

Focus Area II: Pedagogy and Content Knowledge (15 Hours)

- EDEE 512  Curriculum and Development in Early Childhood Education (3 hours)*
- EDEE 634  Mathematics and Science in Early Childhood Education (3 hours)
- EDEE 642  Social Studies and Humanities for Early Childhood and Elementary Teachers (3 hours)
- EDEE 653  Theories and Strategies for Developing Literacies (3 hours)
- EDEE 615  Assessment in Student Learning (3 hours)*
- EDEE 638  Field Experience II in Early Childhood Education (3 hours)*

*Must be taken concurrently.

Focus Area III: Creating an Effective Climate for Learning (15 Hours)

- EDEE 606  Teaching Diverse Learners (3 hours)
- EDEE 655  Creativity and the Fine Arts (3 hours)
- EDEE 664  Health and Physical Education (3 hours)
- EDEE 620  Home, School, and Community Relationship (3 hours)*
- EDEE 632  Field Experience III in Early Childhood Education (3 hours)*

*Must be taken concurrently.

Focus Area IV: Culminating Professional Experiences (9 Hours)

- EDEE 668  Clinical Practice in Early Childhood
Description of evidence for criterion 6.A.12

Examples of Programs of Study that include core coursework to prepare (non SPED majors) students to work with children with special needs.
6.B.: Teachers' Dispositions and Professional Commitment

6.B.01: All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.

All permanent staff (Director, Administrative Assistant, and Master Teachers) participate in the Employee Performance Management System (EPMS). It is an online process with several steps during the review window which is open for 90 days from January-March annually. This process includes goal-setting and on-going monitoring, reflective self-evaluation, identification of strengths and areas to work on. We have simpler forms that are customized for our teaching assistants who are either graduate assistants (20 hours per week) or hourly undergraduate students. In each case, our forms are intended to support the School of Education, Health and Human Performance dispositions and pre-service teacher candidate performance assessment systems. In addition, we conduct New Family Satisfaction Surveys and distribute NAEYC family surveys (alternating versions depending on our needs) each spring that the program analyzes, reports, and uses for professional development purposes.
N.E. Miles Graduate Assistant Evaluation

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Corresponding SOE/ADEPT/NAEYC Standards</th>
<th>Not Observed</th>
<th>Occasionally Observed</th>
<th>Observed Regularly</th>
<th>Observed on a Daily Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Program development and instructional competence</td>
<td>ADEPT # 1-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAEYC # 1-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. recognizes and makes provisions for individual needs</td>
<td>ADEPT #2, 4, 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAEYC #1, 2, 4a, 4b, 4c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Offers all children opportunities for success</td>
<td>ADEPT #1, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAEYC #1, 2, 4a, 4d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. plans developmentally appropriate activities</td>
<td>ADEPT #5, 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAEYC # 1, 4d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. incorporates a variety of media in instructional activities</td>
<td>ADEPT # 5, 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAEYC # 4d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. collaborates with lead teacher in short and long range planning</td>
<td>ADEPT # 1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAEYC # 1, 4c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. when appropriate, designs and conducts meaningful authentic assessment</td>
<td>ADEPT # 3, 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAEYC # 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

| II. Classroom management                                | ADEPT # 8-9                            |              |                       |                   |                          |
|                                                         | NAEYC 1, 2, 4                          |              |                       |                   |                          |
| a. helps to keep room reasonably neat and attractive   | ADEPT # 8                             |              |                       |                   |                          |
|                                                         | NAEYC # 1                             |              |                       |                   |                          |
| b. helps children accept responsibility for own behavior| ADEPT # 9                             |              |                       |                   |                          |
|                                                         | NAEYC #2, 4a, 4b                      |              |                       |                   |                          |
| c. encourages child participation                       | ADEPT # 8                             |              |                       |                   |                          |
|                                                         | NAEYC # 4b                            |              |                       |                   |                          |
| d. creates an environment of cooperation and constructive effort | ADEPT # 8, 9 |              |                       |                   |                          |
|                                                         | NAEYC #1, 2                           |              |                       |                   |                          |
| e. demonstrates flexibility                            | ADEPT # 8                             |              |                       |                   |                          |
|                                                         | NAEYC #2, 4b                          |              |                       |                   |                          |
| f. leads children towards self-control                  | ADEPT # 9                             |              |                       |                   |                          |
|                                                         | NAEYC #1, 4b                          |              |                       |                   |                          |

Comments:

Rev. 1/2/2012
## N.E. Miles Graduate Assistant Evaluation

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Corresponding SOE/ADEPT/NAEYC Standards</th>
<th>Not Observed</th>
<th>Observed occasionally</th>
<th>Observed regularly</th>
<th>Observed on a daily basis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III. Professionalism</strong></td>
<td>ADEPT #10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Takes initiative and assumes responsibility</td>
<td>SOE Dispositions 1-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Adheres to school policies and regulatory/licensing procedures</td>
<td>NAEYC #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Punctual and reliable in attendance</td>
<td>SOE Dispositions #8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Participates in all expected non-teaching related activities (paperwork, meetings, etc.)</td>
<td>ADEPT #10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Demonstrates interest in professional growth</td>
<td>NAEYC #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Cooperates with ECDC faculty, staff, and parents</td>
<td>SOE Dispositions #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Engages in constructive reflection on work</td>
<td>ADEPT #10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Demonstrates enthusiasm and positive interactions towards children, other staff, and families</td>
<td>NAEYC #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Demonstrates tolerance, sensitivity, and understanding of diversity among children, staff, and families</td>
<td>SOE Dispositions #2, 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Rev. 1/2/2012
N.E. Miles Graduate Assistant Evaluation

Name _______________________________ Class _______________________________
Date Completed ______________________ Reviewer __________________________

Graduate Assistant Signature: I have read and discussed this evaluation with the reviewer
_________________________________________ Date _______________________

Reviewer Signature: I have completed and discussed this evaluation with the Graduate Assistant
_________________________________________ Date _______________________

Rev. 1/2/2012
Description of evidence for criterion 6.B.01

The tool for Graduate Assistants reflects the responsibility level they assume and is coded to both the NAEYC, CAEP/NCATE standards and the SC ADEPT system that is used to evaluate public school entry level teachers.
Miles ECDC Teacher Aide Performance Evaluation

Name ___________________________ Date ________________

Evaluation period (check one) 1st semester review ___ Annual review ___ Class Assignment

Performance Rating Descriptors (the extent to which described criteria are observed):

<table>
<thead>
<tr>
<th>NA</th>
<th>Criteria not applicable during this evaluation period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rarely/never</td>
</tr>
<tr>
<td>2</td>
<td>Inconsistent (sometimes yes, sometimes no)</td>
</tr>
<tr>
<td>3</td>
<td>Usually</td>
</tr>
<tr>
<td>4</td>
<td>All of the time</td>
</tr>
</tbody>
</table>

Note: A rating of “1” in any category provides grounds for dismissal.
A rating of “2” in any category results in a written plan for improvement of performance and probationary status.

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adheres to regulations and program policies:</strong> is familiar with DSS regulations and NAEYC standards; knows and follows ECDC policies and routines</td>
<td>![Table cells filled with ratings]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance:</strong> punctual and reliable; provides advance notice of absence; attends required meetings</td>
<td>![Table cells filled with ratings]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration:</strong> cooperates with master teacher and director; takes direction and constructive criticism well; participates helpfully during inspections/accreditation visits</td>
<td>![Table cells filled with ratings]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom management:</strong> Helps keep room neat and orderly; helps children accept responsibility for their behavior; uses appropriate language and redirection strategies</td>
<td>![Table cells filled with ratings]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal skills:</strong> relates positively to children and adults; demonstrates tact, compassion, and empathy; respects confidentiality</td>
<td>![Table cells filled with ratings]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional growth &amp; dispositions:</strong> displays enthusiasm for work; uses feedback to develop skills; expresses interest about ECDC activities and curriculum</td>
<td>![Table cells filled with ratings]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Signatures: Teacher aides are required to sign this evaluation as verification that it was received, read, and understood. A signature does not imply or require agreement with ratings and/or comments.

__________________________ ___________________________
Director Signature Date

Revised 1/2/2012 cj
<table>
<thead>
<tr>
<th>Student Employee Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Rehire Recommendation:**

<table>
<thead>
<tr>
<th>N/A</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Revised 1/2/2012 cj
Description of evidence for criterion 6.B.01

The teacher aide tool reflects our priorities and is generalized to emphasize professionalism and dispositions.
ECDC New Family Satisfaction Survey

Child’s Classroom Group:  Seashells  Sunflowers  Butterflies
Date:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child’s teacher answered my questions and addressed any concerns I had at the time of our Home Visit.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>My child and family feel welcomed and accepted by all the staff in the program.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>So far, I believe my child’s needs are being met and that he/she is being well cared for.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>My child has made a good adjustment to ECDC and seems happy.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I understand the policies, procedures, and routines that are used in my child’s classroom.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I am comfortable with the extent to which my child is involved in classroom and curriculum activities at this point.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I am satisfied so far with the way(s) in which my child’s teachers communicate with me.</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Are there any other comments or questions you have at this time that you would like us to be aware of?

8.13.2010
evidence for criterion 6.B.01
Description of evidence for criterion 6.B.01

This survey is distributed approximately one month into the school year to new families; the information is analyzed and passed back/discussed with the master teachers.
<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoC Employee Performance Management System (EPMS) (includes Annual Goals)</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; Summary signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary signed by Director &amp; AA</td>
</tr>
</tbody>
</table>
Effective 2013-2014
Description of evidence for criterion 6.B.01

This is the performance evaluation timeline for the varying professional levels of staff at ECDC.
COLLEGE OF CHARLESTON
Article 4.04 EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM
(Revised and Effective 7/1/04)

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THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT
CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY. THIS DOCUMENT DOES
NOT CREATE ANY CONTRACTUAL RIGHTS OR ENTITLEMENTS. THE AGENCY
RESERVES THE RIGHT TO REVISE THE CONTENT OF THIS DOCUMENT, IN WHOLE OR
IN PART. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL, WHICH
ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS PARAGRAPH
CREATE ANY CONTRACT OF EMPLOYMENT.
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SCOPE

Pursuant to Section 19-715 of the State Human Resources Regulations, the following plan outlines the
format of the Employee Performance Management System (EPMS) for the College of Charleston.

This EPMS Program is designed to provide management and supervisory personnel with information and
guidelines for appraising employee job performance. EPMS is a formal, objective program that enables
employees to be appraised based upon their work characteristics and traits and to plan and develop goals
for the future. Specific instructions herein should be read in their entirety prior to appraising the
performance of subordinates. Any questions you might have should be addressed to your supervisor or to
Human Resources at the College of Charleston.

A primary responsibility of a manager/ supervisor is to accomplish work through other people. A
manager/supervisor must ensure that subordinates clearly understand their job assignments; appraise each
employee’s performance on a continuing basis; reinforce acceptable performance; encourage and plan for
each employee’s development; and correct performance that is substandard. It shall be mandatory for all
raters to be evaluated on the timely completion of each employee’s performance appraisal.

GENERAL INFORMATION

The provisions of this policy address the appraisal process of both probationary and covered employees.
Although not specifically mentioned in this policy, employees exempt from coverage under the State
Employee Grievance Procedures Act shall also be given annual performance appraisals.

All performance appraisals shall be made in writing by the employee’s supervisor who has first hand
experience and knowledge of the work being performed and reviewed by the next higher level supervisor
or Reviewing Officer, unless the appraiser is the President, prior to the appraisal being discussed with the
employee. The Reviewing Officer may attach additional comments to the appraisal and may take
exception to any of the appraising supervisor’s points; however the Reviewing Officer may not change
the final appraisal completed by the supervisor. The Reviewing Officer and the Rating Officer must come
to an agreement on the rating before the appraisal is presented to the employee. The appraisal must bear
the signature of the Reviewing Officer, the supervisor and the employee, if possible. If any party refuses
to sign the appraisal, a notation shall be made on the performance appraisal of this. If possible, a witness
should sign to acknowledge that the party refused to sign the appraisal.
Employees who become new supervisors of employees whose duties, performance characteristics and objectives have previously been set may modify decisions previously agreed upon in the planning stage. Should the new supervisor fail to make modifications it shall be understood that the previously agreed upon duties, performance characteristics and objectives shall remain valid for that performance review period.

All employee performance appraisals shall be filed and become a permanent part of the employee’s official personnel file as maintained in Human Resources. A copy of the appraisal should be retained in the departmental files and one should be given to the employee.

**TRAINING**

All new employees will be properly oriented in EPMS. All new supervisors will receive training on EPMS prior to appraising or beginning the planning stage with any subordinate.

**EPMS FORMS**

The Performance Evaluation form is to be used for all employees with the exception those employees specifically exempted by *(S.C. Code Ann. § 8-17-380)*. The form is divided into six sections:

- Traits/Characteristics for all employees
- Manager/Supervisor Traits/Characteristics
- Summary of Job Performance
- Development/Improvement Plan
- Summary of Strengths and Accomplishments
- Sign off section for Reviewer/Rater/Employee

**Five levels of performance will be used:**

- **Exceptional (E)** correlates to *Substantially Exceeds* in State System
- **Superior (S)** correlates to *Exceeds* in State System
- **Satisfactory (SA)** and **Needs Improvement (NI)** correlate to *Meets* in State System
- **Unsatisfactory (U)** correlates to *Below Meets* in the State System

**Definitions of the five levels of performance:**

- **Exceptional:** Performance that is characterized by exemplary accomplishments throughout the rating period; performance that is considerably and consistently above the criteria of the job duty or trait/characteristic.
- **Superior:** Performance that is above the criteria of the job duty or trait/characteristic throughout the rating period.
- **Satisfactory:** Performance that meets the criteria of the job duty or trait/characteristic.
- **Needs Improvement:** Performance that meets the criteria of the job duty or trait/characteristic but improvement is necessary.
- **Unsatisfactory:** Performance that fails to meet the criteria of the job duty or trait/characteristic.

**PLANNING STAGE**

Each employee shall have a planning stage conducted at the beginning of each rating period. The supervisor shall conduct a planning session for each employee by reviewing the position description and discussing their expectations with the employee. Employees will be given goals and development plans
as a part of the planning stage in the “Recommendations for Development/Improvement/Goals” section on the Performance Evaluation Form. The planning stage should include descriptive information specifying the expectations of the rater for the employee to meet performance requirements and should identify which performance characteristics will be rated. The rater and the employee should participate in drafting the planning stage document. In those instances where the rater and employee cannot agree upon the items to be included in the planning document, the rater’s decision shall be final.

**TRAITS AND CHARACTERISTICS STANDARDS**

Based upon the core values established by the College of Charleston, the traits and characteristics set forward in the evaluation form are crucial to the well-being of the College and must be satisfactorily performed by each employee in order to meet our desired outcomes. Managers/supervisors have the option of using N/A if a trait or characteristic does not apply to a particular employee’s job. Additional traits and characteristics may be established as appropriate to particular departments, divisions or positions. Traits and characteristics will be evaluated on a five level scale. It shall be mandatory for all managers and supervisors to be rated on the performance characteristics of “Promoting Equal Employment Opportunity” and “Evaluation.” Comments must accompany every trait and characteristic rating that is “Exceptional” or “Unsatisfactory.” This is required to ensure that appropriate and adequate feedback is given to the employee and that evaluation scores are documented appropriately. This section shall account for fifty percent (50%) of the total score.

**JOB SUMMARY**

The rater and the employee will determine the primary duties of a job by reviewing the employee’s job description. In those instances where the rater and the employee cannot agree upon the job functions, the rater’s decision shall be final. The statement outlining the job functions should include descriptive information about the performance expectations of the rater. This section shall account for fifty percent (50%) of the total evaluation score.

**GOALS FOR DEVELOPMENT/IMPROVEMENT FOR THE COMING YEAR**

Any limited duration non-recurring project assigned to the employee can be included on the evaluation form under this section. Such project or goal must be outlined fully describing the expectations and success criteria of the rater. Each goal noted shall be rated based on the five levels of performance.

**OVERALL PERFORMANCE RATING CALCULATION**

The rater shall count the Job Summary as 50% of the final score and the Traits/Characteristics as 50% of the overall final score.

**EVALUATION SCHEDULE**

The College of Charleston shall establish a universal evaluation date effective April 1, 2005. At that time all classified employees will be reviewed and evaluated. Until such time as this change goes into effect the College of Charleston will continue evaluating eligible employees on their individual EPMS review date. All employees, regardless of the date of their most recent evaluation, will be evaluated during the first quarter of 2005. The review date will remain April 1 for all employees from that point forward with the exception of probationary and trial employees. If an evaluation is not
completed prior to the performance review date, the employee shall receive a “Satisfactory” (Meets by Default) rating.

**ONGOING PERFORMANCE MANAGEMENT**

A rater should continue to provide performance feedback to employees throughout the review period. An unofficial mid-year review is encouraged to facilitate this communication between raters and employees. A rater may gather feedback to prepare the appraisal document and/or conduct unofficial appraisals more frequently than required in this policy.

**PROBATIONARY PERIOD**

Each new employee in probationary status shall be rated prior to the completion of a twelve-month probationary period. The performance review date marks the beginning of a new review period. If the employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain covered status as a State employee and permanent status in the class. The probationary period may not be extended. If an employee is not performing satisfactorily during the probationary period, the employee shall be terminated before becoming a covered employee. Until an employee has completed the probationary period and has a “Satisfactory” or higher overall rating on the employee’s evaluation, the employee has no grievance rights under the State Employee Grievance Procedure Act; therefore, the College of Charleston is not required to follow the “Substandard Performance Process” to terminate a probationary employee.

**ANNUAL PERFORMANCE REVIEWS**

All employees shall be given an annual appraisal no more than 90 calendar days prior to the employee's performance review date. The performance review date marks the beginning of a new review period. If an employee does not receive an appraisal prior to the performance review date, the employee shall receive a “Satisfactory” rating by default. A covered employee may not be issued an overall “Unsatisfactory” appraisal at any time during the annual review period without following the “Substandard Performance Process.”

**TRIAL PERIODS**

Each covered employee who has been demoted, promoted or reclassified shall be appraised prior to the completion of a six-month trial period in the position. The performance review date marks the beginning of a new review period. If an employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain permanent status in the new classification. Once an employee has completed a successful trial period and obtained permanent status in a class, the employee retains permanent status in the class throughout the employee’s continuous service. The six-month trial period may be extended up to 90 calendar days upon written notice to the employee prior to the end of the six-month trial period.

The “Substandard Performance Process” is not required to demote or reclassify downward an employee in trial status to the same class from which promoted, if the demotion or reclassification occurs within the trial period. The “Substandard Performance Process” is also not required to demote or reclassify downward an employee in trial status to a class in an equal or higher pay band from which promoted, if the demotion or reclassification occurs within the trial period. The employee in trial status may not grieve such demotion. The employee in trial status may not be terminated or demoted to a class in a lower pay
band than that from which promoted for performance reasons without following the “Substandard Performance Process.”

**SUBSTANDARD PERFORMANCE**

Employees whose performance is unsatisfactory shall be given sufficient notice along with the opportunity to improve such performance prior to the conclusion of the formal evaluation period. The warning notice may be issued at any time during the review period. Ordinarily the warning period may not extend beyond the employee’s review date. However, if the warning notice is issued less than 30 days before the employee’s review date, the review date will roll forward for a day for each day the warning notice is in effect. The following procedures shall be followed when substandard performance notice is going to be issued:

1. At least 30 calendar days and no more than 120 calendar days prior to an employee receiving an overall performance rating of “Unsatisfactory,” the supervisor shall provide the employee with a **Written Warning Notice of Unsatisfactory Performance**. The warning notice shall contain the proviso that a rating of “Unsatisfactory” shall result if performance is not brought up to standard within a specified period of time.
   - The warning notice must be in writing, addressed to the employee and labeled as a **Warning Notice of Unsatisfactory Performance**.
   - The notice must clearly list the job performance and/or trait and characteristic deficiencies, identify ways the deficiencies may be overcome, the time period the employee will be given to improve and the possible consequences if no improvement is noted (i.e., transfer, reassignment, demotion or termination).
   - The employee shall sign the notice and a copy shall be forwarded to Human Resources for placement in the employee’s official file. The employee shall be given a copy for future reference.
   - Should the employee refuse to sign the **Warning Notice of Unsatisfactory Performance** the supervisor shall make a note of the refusal, initial and send a copy to Human Resources.

2. The rater and employee should participate in drafting a work improvement plan. The work improvement plan should include a list of ways to improve the deficiencies and other appropriate performance recommendations. In these instances where the rater and employee cannot agree upon the content of the work improvement plan, the raters’ decision shall be final.

3. During the warning period the supervisor and the employee shall have regularly scheduled meetings (weekly meetings are recommended) during which they shall discuss the employee’s progress. These meetings shall be documented and a copy shall be given to the employee. A copy will be placed in the official personnel file and in the supervisor’s file for future reference in documenting job performance.

4. If the employee’s overall performance is rated “Satisfactory” or above at the end of the warning period, employment shall continue.

5. If the employee’s overall performance is rated as “Needs Improvement”, the evaluation will be accepted with a meets rating and a plan for improvement over the course of the next six months shall be developed and regular meetings will be scheduled between the supervisor and the employee (bi-weekly or monthly are recommended).

6. If performance does not improve and the employee’s overall performance is rated as “Unsatisfactory” the employee shall be removed immediately from the position through reassignment, demotion or termination. Human Resources shall be consulted.
at an early date should the employee not respond positively and improve unsatisfactory performance during the warning notice period.

7. The Unsatisfactory Performance process may be initiated any time the supervisor believes that the employee’s overall performance is “Unsatisfactory”.

8. Any employee whose performance requires more than two (2) substandard warning processes within 365 calendar days shall be terminated upon receipt of the third warning notice of Unsatisfactory Performance. This warning notice shall be labeled Notice of Termination and shall include attachments of the two previously written Warning Notices of Unsatisfactory Performance. Human Resources shall be consulted prior to the issuance of the Notice for Termination.
Description of evidence for criterion 6.B.01

All permanent staff (Director, Administrative Assistant, and Master Teachers) participate in the Employee Performance Management System (EPMS). It is an online process with several steps during the review window which is open for 90 days from January-March annually. The attached policy describes the system.

6.B.02: All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community or region, and beyond. Teaching staff participate in informal or formal ways in local, state, or regional public-awareness activities related to early care by joining groups, attending meetings, or sharing information with others both at and outside the program. (This criterion is an Emerging Practice.)

As a university sponsored demonstration and laboratory program, modeling child advocacy is one of the three elements of our program mission and we take it very seriously. All faculty and students on our campus commit to service learning, community volunteerism, and advocacy in support of their chosen professional programs, and our teaching staff members are involved in activities addressed in this criteria in very different ways. We have either program or individual memberships with NAEYC, SCAEYC, SECA, NAECTE, NCCC, and the US Play Coalition. Our program belongs to the National Coalition of Campus Child Development Centers (N4C). Our Director is a current member of the N4C governing board. She is also a tenured Associate Professor in the School of Education, Health, and Human Performance and has served on other local, state, and national early childhood professional association governing boards as well (SCAEYC, National Association of Early Childhood Teacher Educators, NAECTE). Specifically, our master teachers are expected to be members of NAEYC, attend NAEYC or state AEYC conferences, participate in research and grant activities, and document annual service activities within their local and personal communities. We keep a resource notebook of publications and selected professional presentations authored by members of our teaching staff. We designed our website as a community resource that includes many links to helpful resources and information for faculty, staff, students, families, and the general community. We host several research projects annually and post findings from those studies as they become available. We are part of a formal partnership that includes the SOEHHHP, the School of Languages, Cultures, and World Affairs, and our neighborhood public elementary school, "Memminger Global Studies Magnet School: A University partnership." We are currently involved in several initiatives with faculty and families from the school. We serve as a resource for our local public schools and have collaborated on grant-writing projects, many service learning and community awareness activities. This criterion, although Emerging, represents one of the strongest elements of our program.
Three Part Video/Discussion Series: “Play’s the Thing……”

January 21, 2015
“Play and Executive Functioning”
This discussion will stress the importance of imaginative and open-ended play to social and emotional development, language, and self-regulation.

April 15, 2015
“Re-connecting children with the natural world through play”
This final session will address children’s need for outdoor play and responsible risk-taking.

All events will be held 6:30-8:00 PM
@ School of Education, Health, and Human Performance
Alumni Center 86 Wentworth Street
Description of evidence for criterion 6.B.02

As part of the 40th Anniversary celebration for our program, we sponsored a three-part film/lecture/discussion series on the Value of Play in 2014-2015
a. Please provide a summary analysis of research and professional development productivity in your department or program, referring to the Supporting Data section as appropriate. What are your strengths and challenges?

The program director is an Associate Professor, actively teaching as an adjunct in the MAT Early Childhood graduate program, and our four Master Teachers (MT) acquire between 15 and 20 contact hours per year of professional development, primarily from conference attendance and/or presentations. The Director and two MT presented at the Association for Constructivist Teaching conference in December and then again at the CofC Early Childhood Summit in June; one teacher attended the MEPi (Montessori) conference; two teachers attended the U.S. Coalition on Play conference at Clemson, and the director presented a keynote and workshop session at the University of Wisconsin, also attending the NAEYC conference in Dallas. Five graduate assistants applied for and were awarded PD grants to attend the ACT conference. Two ECDC graduate assistants prepared curriculum documentation for an EDEE 613 course assignment that was used as the basis for one of these presentations.

One faculty member each from the Psychology Department and TEDU conducted research at ECDC during 2014-2015, with 4 graduate students acting as co-researchers.

The director had two entries accepted for publication in the Sage Encyclopedia of ECE and continued as a manuscript reviewer for the Early Education and Development peer-reviewed journal.

The director and a team of four faculty from EHHP and Psychology also conducted a three-part film/discussion series for the general community that was part of the 40th Anniversary year celebration.

We also wrote and received a $2500 grant from the Coastal Community Foundation for support of children with special needs enrolled in our program.

Our strengths in this area are a lead team committed to engaging in scholarship and collaboration with others. Our challenges are budgetary, but we feel we make good use of creative solutions to fund PD activities.

b. Please provide a summary of departmental or program service and outreach contributions to the school, College, community (of a professional nature), or profession. What are your strengths and challenges?

Our strengths in this area are a result of institutional credibility and the reputation of the EHHP and the ECDC. Many teachers and administrators from other programs visit ECDC to observe and/or consult with us on varying dimensions of early childhood education, sometimes resulting in longer-term collaborations. In 2014-2015 we assisted the First Steps organization with writing, securing, and
implementing a $1.3 million grant to expand Early Head Start classrooms in Charleston County. We also participated in the planning for the first Cradle to Career Summit. Dr. Jaruszewicz was elected to a three year term on the governing board of the National Coalition for Campus Children’s Centers, and chairs the Advocacy and Research Committee for that organization. We provided mentoring for teachers and program directors from the Green World School, Island School, and the Reggio Day School (Columbia), and a new early childhood community program being developed by two CofC graduates.

Because of our long-standing collaborations and interactions with the Office of Sustainability and the Grounds Departments, we are becoming known as a leader in the area of outdoor education and nature play. We are currently the only program in South Carolina that is certified through the NatureExplore program as an outdoor classroom. We worked with Memminger Elementary and four private early childhood programs this year to further their interest and efforts in this area. The OS secured a grant from Boeing through the Farm to Schools initiative that provided for a new ‘teaching’ garden at ECDC that will be used in 2015-2016 for professional development with area teachers and STEM/STEAM Institute participants.

The program director also serves on the planning committee for the annual CofC Early Childhood Summit.

c. Has your department or program conducted professional development opportunities for faculty? If yes, what are examples of those opportunities?

Yes, we sponsored a three-part film/discussion series on the Value of Play that was attended by faculty, graduate and undergraduate students, and members of the community.

Dr. Jaruszewicz is also a certified trainer for the Department of Social Services and conducted PD workshops and seminars for both the Master Teacher group and the student staff at ECDC.
Description of evidence for criterion 6.B.02

The Annual Report submitted to the University each year includes summarized information about our activities relative to our mission as a demonstration program with a strong commitment to community involvement and child advocacy.
2015-2016 ECDC Student Staff Community Service Activities

Charleston Miracle League
Pattison's Academy (special needs charter school)
Memminger Elementary School Tutor
Memminger Elementary Reading Partners
Unified Theatre (produces plays with adults who have special needs)
City of Charleston Therapeutic Recreation Program (Art & cooking class)
Best Buddies
Project Playground
SC SECA (South Carolina/Southern Early Childhood Association)
Alternative Break Program
Center Stage (Student Theater)
Rein & Shine
MUSC (Medical University) orthopedics & trauma volunteer
Charleston Hope
The Well
Description of evidence for criterion 6.B.02

We track activities our student staff are involved in and it represents an impressive commitment to families, children, and the community. This is a partial list of activities Fall 2015.
7: Families
7.A.: Knowing and Understanding the Program's Families

7.A.01: As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse families.

Master teachers seek continuing professional development opportunities or training that addresses this criterion. Student assistant teacher employees, most of whom are education majors, take coursework that focuses on working with diverse children and families. We look over transcripts for the occasional student employee who is not an education major for coursework that meets this criterion, and have developed a 1.5 hour training session we incorporate into their orientation that addresses this criterion.
New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CofC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
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Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC's three-part mission is to provide
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy
Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

Eff. Date 8.24.10
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinner.cofc.edu/~child/referrer=webcluster&](http://spinner.cofc.edu/~child/referrer=webcluster&)

### 1.0 ECDC Staff

#### 1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are part-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

#### 1.2 Staff Position Descriptions

**Program Director**: This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:

- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Staying current in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHP, the College, and the early childhood community.

**Administrative Assistant**: The AA position is a 30 hour per week, temporary contract that is renewed annually.
Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHHP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

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ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

**Graduate Assistant:** The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:
- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SOEHH/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

**Teaching Assistant:** The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:
- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

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• Monitoring of rest times and child behavior
• Assisting with completion of daily reports as needed
• Maintaining daily communication with the master teacher via the classroom log
• Establishing and maintaining positive relationships with children and families
• Adhering to DSS regulations, NAEYC accreditation standards, and CofC/SOEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CofC Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/ input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CofC Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CofC, SOEHHP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to: CofC Code of Conduct (Appendix B) and the CofC Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHP Teacher Dispositions:

• The belief that all students can learn.
• Value and respect for difference.
• Value of positive human interaction.
• Intellectual curiosity and willingness to learn new knowledge.

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• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by
• Master Teachers
• Program Director
• Administrative Assistant
• Authorized representatives of the state DSS licensing agency
• Authorized representative from the NAEYC accreditation team
• Health officials with specific authorization from parents
• The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAECY accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
Child and staff files are kept locked in the director's office after hours. ECDC also complies with the CoC policies for record retention, destruction, and archiving.  
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/lanyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don't) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside;” “I need you to use an inside voice;” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not 'extras' – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

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• Inviting all staff to all program events
• Providing additional opportunities for hours whenever possible
• Acknowledging personal achievements and events of our staff, children, and families
• Finals week ‘survival kits’
• Staff photo display
• Program blog/news items
• Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
• Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
• Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at [http://www.naeyc.org/](http://www.naeyc.org/)

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at [http://childcare.sc.gov/main/general/programs/licensing/manual.aspx](http://childcare.sc.gov/main/general/programs/licensing/manual.aspx). New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During relicensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:

• Knows and can state an accurate head count of children and teaching staff present
• Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
• Is following hygiene procedures for hand-washing and sanitation
• Can readily locate emergency evacuation diagrams and information
• Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
• Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maynester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

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In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

6.3 Payroll procedures
All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets. Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

6.4 Leave, sick days, and breaks/planning time: The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

Director: 843.953.5606
Admin Assistant: 843.953.5631
2’s/3’s Office: 843.953.5607
4’s/5’s Office: 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.coef.edu/~child/cedc/curriculum.html](http://spinner.coef.edu/~child/cedc/curriculum.html); Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

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9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:

(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/to toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8/24/10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

Food preparation:
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

Serving:
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply “one size fits all” rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

Eff. Date 8.24.10
10.2 Children with Special Needs
ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/IFSP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:
- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques
At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix J), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. **Violation of this policy is grounds for immediate dismissal.** If/when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures
All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.

Eff. Date 8.24.10
Description of evidence for criterion 7.A.01

Section 5 of our New Staff Orientation Handbook describes training.
Teacher Education Worksheet: Early Childhood, Elementary, and Middle Grades
College of Charleston

Professional Program Semester 1: All Early Childhood (PK-3), Elementary (2-6), Middle Candidates

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
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</thead>
<tbody>
<tr>
<td>EDEE 375: Reading/Learning Strategies PK-3</td>
<td>EDEE 377: Reading/Learning Strategies 2-8</td>
<td>EDEE 377: Reading/Learning Strategies 2-8</td>
</tr>
<tr>
<td>EDEE 376: Teaching Science PK-3</td>
<td>EDEE 368: Teaching Science 2-8</td>
<td>EDEE 368: Teaching Science 2-8</td>
</tr>
<tr>
<td>EDEE 377: Teaching Social Studies PK-3</td>
<td>EDEE 373: Teaching Social Studies 2-8</td>
<td>EDEE 373: Teaching Social Studies 2-8</td>
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<tr>
<td>EDEE 363: Intro to Early Childhood</td>
<td>EDEE 374: Balancing Students and Curriculum</td>
<td>EDEE 515: Middle School Curriculum</td>
</tr>
<tr>
<td>EDEE 380: Application of Curriculum &amp; Instruction PK-3</td>
<td>EDEE 382: Application of Curriculum &amp; Instruction 2-6 (field experience)</td>
<td>Concentration: Arts &amp; Performance</td>
</tr>
</tbody>
</table>

Candidates interested in dual certification (e.g., elementary and early childhood, elementary and middle) must major in one of the certification tracks.

Professional Program Semester 2

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
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</thead>
<tbody>
<tr>
<td>EDEE 409: Meeting Needs of Diverse Learners</td>
<td>EDEE 409: Meeting Needs of Diverse Learners</td>
<td>Concentration: Arts &amp; Performance</td>
</tr>
<tr>
<td>EDEE 415: Curriculum, Instruction &amp; Assessment PK-3 (field experience)</td>
<td>EDEE 416: Curriculum, Instruction &amp; Assessment 2-6 (field experience)</td>
<td>EDEE 417: Curriculum 5-8 (field experience)</td>
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</table>

Professional Program Semester 3

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle</th>
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</thead>
<tbody>
<tr>
<td>EDEE 455: Early Childhood Clinical Practice</td>
<td>EDEE 457: Elementary Grades Clinical Practice</td>
<td>EDEE 459: Middle Grades Clinical Practice</td>
</tr>
</tbody>
</table>
Master of Arts in Teaching Early Childhood Education Program of Study

Focus Area I: Development of the Learner and the Relationship to Content Learning Development (9 Hours)

Prerequisites: Prerequisites may be taken concurrently with graduate program courses, but must be completed within one calendar year of admission. Undergraduate prerequisites determined by transcript evaluation and the following two graduate or equivalent undergraduate courses:

EDFS 654 Human Growth and Development

EDFS 687 Computer Education for Teachers (or an intermediate computer course) taken within the last three years:

EDEE 510* Introduction to Early Childhood Education, Field Experience I

EDEE 517 Language Literacy and Literature for Early Childhood (3 hours)

*Must be taken concurrently

Focus Area II: Pedagogy and Content Knowledge (15 Hours)

EDEE 512* Curriculum and Development in Early Childhood Education (3 hours)*

EDEE 638 Mathematics and Science in Early Childhood Education (3 hours)

EDEE 642 Social Studies and Humanities for Early Childhood and Elementary Teachers (3 hours)

EDEE 655 Theories and Strategies for Developing Literacies (3 hours)

EDEE 615* Assessment in Student Learning (3 hours)*

EDEE 636 Field Experience II in Early Childhood Education (3 hours)*

*Must be taken concurrently

Focus Area III: Creating an Effective Climate for Learning (15 Hours)

EDEE 606 Teaching Diverse Learners (3 hours)

EDEE 655 Creativity and the Fine Arts (3 hours)

EDEE 664 Health and Physical Education (3 hours)

EDEE 620* Home, School, and Community Relationship (3 hours)*

EDEE 692 Field Experience III in Early Childhood Education (3 hours)*

*Must be taken concurrently

Focus Area IV: Culminating Professional Experiences (9 Hours)

EDEE 698 Clinical Practice in Early Childhood
Description of evidence for criterion 7.A.01

Program of Study for education majors includes coursework on working with families & diverse populations (EDEE 620; EDEE606; EDEE 409)
### Official Training Transcript

**2015**

**Certified**

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
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<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>ACCREDITATION: WHAT IS IT &amp; WHAT DOES IT MEAN</td>
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**Total credit hours this year for Training Type:** 2.00

**Registered**

<table>
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<tr>
<th>Topic Area</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHILD GROWTH &amp; DEVELOPMENT</td>
<td>GROWING THE PRESCHOOL MIND</td>
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<td></td>
<td>TEACHING CHILDREN OF POVERTY</td>
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</table>

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHILD GUIDANCE</td>
<td>COLLABORATIVE PROBLEM SOLVING</td>
<td>1.00</td>
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<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
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<td>CURRICULUM</td>
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</tr>
<tr>
<td></td>
<td>DOCUMENTING CHILDREN'S LEARNING</td>
<td>2.50</td>
</tr>
<tr>
<td></td>
<td>KEYNOTE: BUILDING THEIR BOUNCE</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>RAISING READERS</td>
<td>1.00</td>
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</table>

<table>
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<tr>
<th>Topic Area</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
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<td>HEALTH &amp; SAFETY</td>
<td>BLOODBORNE PATHOGENS - (LIFELONG)</td>
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<tr>
<th>Topic Area</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>INTERACTIVE LIT: CLASSROOM MGMT</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>GOOGLEFEST 2015</td>
<td>4.25</td>
</tr>
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</table>

**Total credit hours this year for Training Type:** 15.50

**Total credit hours this year:** 17.50

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**2014**

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**Official Training Transcript**

**PHYLLIS GATES**

**Page 1 of 10**
Description of evidence for criterion 7.A.01
This recent copy of a SC state training transcript provides an example of professional development secured by master teachers (10/2/15 - "Teaching Children of Poverty" from the SCAEYC conference) that meets this criterion.

7.A.02: Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.

Parents fill out a Home Information Form to gather this information. Teachers conduct a family visit each year prior to the first day of school. We also have family social events and invite parents into the classroom to share family and cultural traditions, languages, and professional expertise. Teachers talk informally each day with parents at drop off and pick up times and also have focused but informal conversations on many topics of importance to families.

In this photo, the program director sits with a family who are constructing puppets they will use to share a favorite story about their family as one of the activities planned for the spring family picnic.
Home Visits Report

Name __________________________ Classroom Group ___________________________ All children we
Please complete for all children in your group:

<table>
<thead>
<tr>
<th>Child Name</th>
<th>Date of Visit</th>
<th>Forms updated?</th>
<th>Notes/comments (observations, problems, surprises, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>14</td>
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</tbody>
</table>

8.16.2010
Home Visits Report
Description of evidence for criterion 7.A.02

The Home Visit Report provides a means for teachers to record insights from informal visits with families.

HIF.Rev.2013.pdf

The Home Information Form is designed for families to share the information in this criteria. It provides the basis for conversation at the home visit which takes place prior to the beginning of each school year.
Jaruszewicz, Candace L

From: Jaruszewicz, Candace L 
Sent: Tuesday, September 04, 2014 11:10 AM 
To: Jaruszewicz, Candace L 
Subject: Re: Today's curriculum

Thank you, Candace.

I appreciate your thoughtful response. And I appreciate ECDC's embrace of my "non traditional" family. Adoption, multi racial children, a white mom, and a man named "Step Dad" - indeed, we are not the norm. Yet, if as you say, my children feel loved, safe and secure, then all is well.

My reaction was mostly due to the introduction of language/concepts I've not yet exposed them to: Birth Mom and Real Mom, as well as concerns about other children's reactions.

did indeed pick up on the book. I will see how this plays out in the days to come.

In the meantime, as we discussed, I would like for the Butterfly teachers to listen for feedback about this or similar issues.

I'm grateful for your support.

---

From: <Jaruszewicz>, Candace L <JaruszewiczC@cofc.edu>
Date: Thursday, September 4, 2014 1:25 PM 
To: Jaruszewicz, Candace L 
Subject: RE: Today's curriculum

Hi ??
I did think maybe you might want to read how I was thinking about this before you called.

Hi ??

In general, I tend to assume the default position that I trust the teachers judgment and insights about what is appropriate for discussion purposes in their class; in this case, I do understand what they are doing, exploring the concept of families in a broad sense that includes many different kinds of structures, stressing in particular the special relationships children have with their family members. "Families" is a topic generally understood to be appropriate for young children because it is what they have more first-hand knowledge about than anything else and they feel they have lots they can contribute to conversations and projects. In hindsight, however, I think we would all be happier if they had previewed with you before introducing the book to the children (or choosing not to). Jane assumed that since she had shared a poem earlier with you about adoption that you liked and then read to the children, it would be ok to include this book in their study of families. She specifically chose it because she thought you would like it. It focuses on familiar things that loving mothers do and doesn't mention the word adoption; the term 'birth mother' is introduced briefly
when the child asks why she doesn’t look like her mother, but the focus of the story is how mothers care for and love their children.

Her email made it sound like there was a big discussion about the difference between birth mothers and adoptive mothers but there wasn’t (that was for parents’ benefit). They have been reading lots of books about different kinds of families. One of the children (not ____ ) asked if the little girl in the book was adopted and Jane said perhaps she was, and that was the extent of it. They talked much more about the different things mommies do with their children and how much the children love their moms. I did make sure they know you do not want any further intentional discussion about adoption.

We have several children in that class whose families are in transition and it is generally our position that school should be a place where they can express their ideas and questions, etc. in a safe way with no fear of judgment — the way they think about things is so concrete, it can be hard for them to deal with more abstract concepts — when they do ask question, the teachers want to reinforce the notion that parents’ love for children is unconditional regardless of what is going on around them. Clearly ____ are not dealing with anything like that as your family is intact and your children feel loved, safe, and secure always. I’m sure that is why they thought the choice of this book would be appropriate. But we’re not looking at it through your lens or dealing first-hand with the complexities of having those lifelong conversations with your children. ____

Let me know if you want to follow-up further.

Candace
Description of evidence for criterion 7.A.02

This email conversation documents attempts by both the program and parent to work through and understand a family's approach to discussing adoption.
Yes, this is helpful. Thank you, Candy. I read about children who often feel conflicted because they feel pressure to be excited about the new sibling while also feeling frustrated at having to share their parents attention with them.

> On Mar 24, 2015, at 11:49 AM, Jaruszewicz, Candace L <JaruszewiczC@cofc.edu> wrote:
> From experience with other similar scenarios, it also seems that even in children with good language at this age (and certainly fits that description), sometimes the "tantrum" effect comes with frustration at not having just the right words to express what the child is feeling, or actually not exactly knowing what they are feeling, since a new sibling can produce feelings/emotions a child may not have experienced before. So I would also suggest we can help her by offering words for her to use, even if we are just guessing as we might hit on the ones she needs. And I'd also encourage her to play with the baby dolls.
> Candy
> ----Original Message----
> From: [snip]
> Sent: Tuesday, March 24, 2015 11:39 AM
> To: Jaruszewicz, Candace L <JaruszewiczC@cofc.edu>, Williams, Maples-Hargrove (Student), Finney, Rachel (Student)
> Cc: [snip]
> Subject: [snip]
> I was planning to email Stephanie about this but given the document (thought I would send it to you all instead). It seems [snip] is having a tough time adjusting to life as a big sister. Thus far this has resulted in her being more emotional and having more tantrums at home, and in what seems like more aggressive play with friends at school (not to mention, her baby sister). Among other things, we have been talking to her about using her hands for helping and are trying to make sure she gets individual attention from each of us. Please keep us informed if you notice anything else at school or have any suggestions.
> Thank you.
Description of evidence for criterion 7.A.02

This informal email conversation documents dialogue about how a family is addressing sibling rivalry due to the birth of a new sibling.

7.A.03: Program staff actively use information about families to adapt
   a. the program environment,
   b. curriculum, and
   c. teaching methods

to the families they serve.

Teachers use the Home Information Form information and conversations with families to choose and order materials that represent our children's families and interests; the classroom environments are adapted accordingly. Teachers in the 2's and 3's class also use information about children's interests to plan activities and choose curriculum themes that are consistent with this information. In the 4/5K class, we primarily use an emergent approach to curriculum, which is largely driven by the idiosyncratic interests of the children in the group. We communicate with individual families to acquire information about cultural and language norms and customs so that teaching methods are respectful and culturally relevant for all our families. Activities at school from 2014-2015 included Chinese New Year, Mardi Gras, St. Patrick's Day (parade), Romanian Easter, and a visit from one of our children's 95-year-old great-grandmother from Spain.
Premise

A major theme throughout the NAEYC accreditation standards is celebrating diversity and establishing a culturally inclusive environment.

At ECDC, we look for many ways to demonstrate respect for our families and help children learn about the world by learning about each other.
Context

- We are fortunate to draw our population from campus and local community that is becoming increasingly diverse.

- In 2008-2009, languages represented included English, Spanish, Portuguese, Chinese, Japanese, French, Russian, Bulgarian, and:

- In the Sunflower class, some of the three-year old children were already seasoned international travelers and had relatives living in distant
Context

ECDC teachers regularly use information from families to include environmental elements and activities that affirm the diversity represented among the children.
Precipitants

Maps of all kinds and globes are some of the more popular and well-used materials at our center.
They had also worked collaboratively to make maps of the classroom and the playground that amazed us with the amount of detail, proportion, and accurate representation of relative distances.
Precipitants

Previously, Ellyse’s mom had spent many “French Fridays” mornings with these children when they were in the French class. Beatrice taught them many finger plays and songs in French and it was one of the children’s favorite activities.

Rebecca’s mom had come in earlier in the year and taught the children fruit-filled Russian blin (blintzes) with them, explaining that they were made during holidays. The children loved helping Sophia and eating a special treat that was entirely new to them.

We had also asked parents (in another class) to record their favorite stories in their first language that the children could share in the listening center, which were very popular and prompted many questions.
Project Theme

We invited our parents to help us conduct a long-term study of family cultural traditions.

Concurrently, we would revisit and expand exploration of maps to include globes and activities that would support development of spatial concepts.

We would also be able to incorporate rich literacy experiences of many kinds.
Beginning

We began the study with Lilly’s mom, Emily – she shared many seashells and stories about growing up and beachcombing in Florida.

She also helped each of the children start a personal book about their own family traditions, which they would complete to work on many weeks later.
Adam brought a photo album from his trip to visit his grandparents in Japan last summer – they went to a children’s museum and Disneyland!

This was a good opportunity to begin using the world map to flag places represented by our children’s families.

As time went on, we used the compare distances and discuss travel to each place might be accomplished.
Parents are teachers

Many parents volunteered, offering ideas for activities sharing their time experiences with children.

It is important to note that many of the foods and shared or guided activities were specifically chosen because of their special significance to the Sunflower children and their families.
Italy (Sicily)

The children already knew Luke’s mom, as Tara had helped them sew a quilt earlier in the year. For this project, Luke’s dad came in and told them about Italy.

Children helpedprepare ingredients, assemble a really lasagna, and Luke’s parents served for their lunch.
Bluegrass Music (Kentucky)

Stella’s dad, Stan, brought a friend and they showed the children how to build a banjo.

They enjoyed many songs, including “You Are My Sunshine” by Jimmie Davis, “Uncle Pen” by Bill Monroe, “Irish Medley” by Jean Carnigan.
More bluegrass

We also danced (a LOT!)
The Kentucky Derby

We learned more about Kentucky when Sarah’s mom came in and read a story about a special horse and the Kentucky Derby.

Children picked numbers for racing silks. Julie brought lots of pictures for them to color.
Kai’s mom and dad are from the bayou country in Louisiana.

Carmen shared a special alphabet book with a Louisiana theme, Cajun beans & rice, and ZYD which the children love much as bluegrass!
St. Patrick’s Day

We celebrated St. Patrick’s Day with our Grad Assistant Becca’s mom who is from Ireland. The children made shamrocks, cookies, Irish flags, and found where she lived in Ireland on the map. Everything was very green!
Japanese Arts

When Adam’s mother visited, she brought books and an alphabet writing game.

Asako helped the children make origami boxes and birds.
Japanese food

Then, Asako guided the making of rice balls. Adam’s favorite was placing a ‘tree’ of finely chopped vegetables in the center of a ball of seasoned rice. Yum!
Bulgaria

Mila’s mom brought books written in her home language, reading and translating them for the children, AND Irena brought homemade *medenki* (honey) cookies to share.

She also helped the children make martenitsa – little dolls made of yarn to celebrate the beginning of spring. People in Bulgaria hang them in the trees till they see the first signs of spring.
Greece

Since Ms. Phyllis’s family is from Greece, she shared several things that are favorites with her children. She also helped the children make *komolokai*, “worry” beads that are a popular item in Greece and her home!

She showed photos from her trip to Greece and made cookies called *koulourakia* – butter cookies.
Greece

- Αδάμ  
  Adam
- Ευν  
  Evy
- Ξόλια  
  Julia
- Λιλλυ  
  Lilly
- Στελλα  
  Stella
- Εμμεττ  
  Emmett
- Μικαελα  
  Mikaela
- Ρεβεψα  
  Rebecca
- Και  
  Kai
- Σαραη Ξ.  
  Sarah J.
- Μιλα  
  Mila
- Λθκε  
  Luke
- Ελλυσε  
  Ellyse
- Λινδυ  
  Lindy
- Σοπηα  
  Sophia
- Σαραη Σ.  
  Sarah S.

Something the children liked a lot was when Ms. Phyllis let them type out the letters in their names on her laptop, and they print out their names with Greek letters on cards to take home.
Reflecting

This project ended as the children finished their books, bound them, and took them home. We had learned new words and many things about each other.

We learned to use a world map and globe to locate places. We compared distances and made observations and inferences in several ways; for example – places marked in the United States are closer to one another to places in other countries; Japan is farthest from Charleston of all the places they learned about.

The children dictated and illustrated thank you notes to our visitors, sharing their favorite things about the visit, learning about the conventions of good manners, and to treat guests respectfully.
Description of evidence for criterion 7.A.03

Example of documentation of a semester long culture study based on the families of children in the class. Parents were invited to participate to help the teacher plan activities, visit the classroom and share information and activities.
### School Specialty - SCHOOL SPECIALTY

**PO BOX 1579**  
Greenville, WI 54912-1579

**Phone:** 1-888-388-3224  
**Fax:** 1-888-388-6344  
**Email:** onlinelhelp@schoolspecialty.com  
**Website:** www.schoolspecialty.com

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#### Purchase Order Number

Reference: 1712625

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8/20/2010 4:55 PM

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708
Description of evidence for criterion 7.A.03

Teachers use information from the Home Information Form to make sure their environment includes materials that represent the cultures and abilities of children in the class.
Good Morning Roy,

We have a parent who is going to come here and perform some music on a traditional Chinese instrument. It is very modest in sound and we want to make sure the children can hear (it would be in out multi-purpose room). Can I put in an IDT for a microphone and speaker? I believe the date is going to be Feb. 19th or possibly the 20th.

Also, how much would it cost?

Thank you for your time!

Catherine Merrow
Administrative Assistant
N. E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424-0001
p. 843.953.5631
f. 843.953.5608
Description of evidence for criterion 7.A.03

We actively encourage parents and families to share home culture with us as part of the curriculum. This email documents preparations for one of these activities.
9/3
Today...

- The Orange Butterflies read the book *You’re Not My Real Mother!* By Molly Friedman and illustrated by Christy Hale. The term "birth mother" is explained and together the mother and child discuss what real mothers, the mother who watches the child grow, do for their children: provide what the child needs—guidance, comfort, love and laughter.

- The blue butterflies have been looking at the children’s photo pages from the family photo album. Each day I child shares their page with the class and answers questions asked by their peers. We also read *This is the Way We Eat Our Lunch: A Book About Children Around the World* by Edith Baer and talked about the foods we like to eat.

We are planning a Sharing Time for Friday during Morning Meeting. Mary and I have decided to assign the topic of "Something Important to Your Family". The Orange Butterflies discussed several different ideas this morning: a photo of the Disney Cruise, a story about the recent family reunion and special spices used in cooking at home (Yes, this was Dante-the family with a restaurant). I plan to bring a small painting of my husband’s to share tomorrow. Mary is thinking about a family artifact-family silver. As you help your child to decide what to share please talk with him/her about the significant to your family. We are looking forward to this first share experience.

9/4
Today we

- Talked about our share category for this week.
  - Miss Mary brought rice and told the story about the importance of rice to her great-grandfather, her grandfather, and her father. We also had rice for snack.
  - Miss Jane shared a watch that belonged to her husband’s grandmother and a painting done by her husband.
- We finally got a new light bulb for the overhead projector and added that to our center choices.
- We moved our golden orb spider to a larger cage so it could build a bigger web.

We need to remind everyone that children can bring books and a small soft rest toy. They may NOT bring any other toys or dress-up clothes as this presents problems during center time and meeting times.

**REMINDER:** Share tomorrow is about SOMETHING IMPORTANT TO YOUR FAMILY. Please talk about the item with your child so your child can explain its importance to your family.

9/5
Today we

- have read *Shades of People* to our classes.
-Began to mix paint to match our skin color to make our self-portraits. It will take all week for everyone to begin this process.
- Miss Mary has read *Camille and the Sunflowers* (about Vincent Van Gogh), *Picasso and the Girl with the Ponytail*, *Yesterday I Had the Blues*, and *Eggs are Quiet* this week. The books about artists show the children some of the ways that artists have done portraits/self-portraits. *Yesterday I Had the Blues* is about feelings. *Eggs are Quiet* is about all kinds of eggs.
• We started labeling places of interest on our map by placing ECDC on it. During center time Owen added his house to the map. We will be adding each child's house to the map using the pictures they are bringing for share this Friday.
• Miss Jane is rereading A Chair for My Mother to the pre-K groups and having the children retell the story. This is in preparation for puppet work.
• We enjoyed the apples Cooper brought from the mountains yesterday for snack.

9/12
Today we

• Shared pictures of our houses. These houses are going to be placed on our map of the Charleston area. The blue butterflies observed that 4 children lived on James Island, 4 children lived in Mt. Pleasant, 3 lived downtown, 3 lived in West Ashley, 1 on Daniel Island and 1 in Moncks Corner.
• Pre-K small groups used the brand new multi-cultural puppets to act out A Chair for My Mother. We talked about being a puppeteer and what a puppeteer does.
• Pronoun usage — we had an amazing conversation at lunch. First they decided who was a girl/boy and who was a grown girl. Then they went around the table and identified "he" and "she." One child, with great aplomb announced "I can't be at you; I can only be at you" to another little girl.
• Kindergarten butterflies worked on using tens boards with manipulatives to solve word problems.

9/15
The focus for this week will be completing the children's self-portraits.

Today

• The kindergarten butterflies learned how to play "Going to Boston." This is an addition math game.
• The blue butterflies looked at a map in The Map Book and then drew their own bedrooms and labeled them. We are gradually moving to a discussion of our community.
• The orange butterflies are focusing on topics related to their families at journal time.
• Miss Jane is attending a lecture on recent research on children with down's syndrome this afternoon.

For Friday's Share: The children should bring a reward, trophy, or medal they have received. They should be able to explain what they did to get the reward, etc. Ex. might include soccer trophy, karate belts, reading medals, or rewards earned at home.

9/16 Today

• A group of 5 children made an incredible train track that had 4 connecting loops in it.
• Nela is teaching the children a cat and mouse game she learned in Spain.
• The children are adding details to their self-portraits. This is a wonderful opportunity to have individual conversations with each child as they work. What fun!
• Both of us are teaching the children games that can be used to teach multiple skills. Miss Jane is using BINGO for initial consonant sounds. I am using go fish for consonants.

Peter and the Wolf — The last day for chaperones to pay their $6.00 is tomorrow. In order to avoid going through the foundation the money needs to be cash only. I am not looking for a specific number of chaperones. Any parent who would like to go is welcome.

9/18
Description of evidence for criterion 7.A.03
This copy of daily bulletins from classroom teachers describes numerous ways the teachers seek information about
childrens' families including "share-time" theme, scrapbooks, literature, mapping locations of childrens' homes,
Thank you, Candace.

I appreciate your thoughtful response. And I appreciate ECDC's embrace of my "non traditional" family. Adoption, multi racial children, a white mom, and a man named "dad" - indeed, we are not the norm. Yet, if as you say, my children feel loved, safe and secure, then all is well.

My reaction was mostly due to the introduction of language/concepts I've not yet exposed them to: Birth Mom and Real Mom, as well as concerns about other children's reactions.

...did indeed pick up on the book. I will see how this plays out in the days to come.

In the meantime, as we discussed, I would like for the Butterfly teachers to listen for feedback about this or similar issues.

I'm grateful for your support.
when the child asks why she doesn’t look like her mother, but the focus of the story is how mothers care for and love their children.

Her email made it sound like there was a big discussion about the difference between birth mothers and adoptive mothers but there wasn’t (that was for parents’ benefit). They have been reading lots of books about different kinds of families. One of the children (not [redacted]) asked if the little girl in the book was adopted and Jane said perhaps she was, and that was the extent of it. They talked much more about the different things mommies do with their children and how much the children love their moms. I did make sure they know you do not want any further intentional discussion about adoption.

We have several children in that class whose families are in transition and it is generally our position that school should be a place where they can express their ideas and questions, etc. in a safe way with no fear of judgment—the way they think about things is so concrete, it can be hard for them to deal with more abstract concepts—when they do ask question, the teachers want to reinforce the notion that parents’ love for children is unconditional regardless of what is going on around them. Clearly [redacted] are not dealing with anything like that as your family is intact and your children feel loved, safe, and secure always. I’m sure that is why they thought the choice of this book would be appropriate. But we’re not looking at it through your lens or dealing first-hand with the complexities of having those life-long conversations with your children. [redacted]

Let me know if you want to follow-up further.

Candace
Description of evidence for criterion 7.A.03

This email conversation between the program and a parent focuses on how to use literature in the classroom about family structures.

7.A.04: To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals), participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families. (This criterion is an Emerging Practice.)

We often plan special activities with parents that reflect cultural interests and traditions representative of our families (7.A.03) Our campus is located in the historic district of Charleston and we have access to many cultural venues and community events and frequently take field trips to participate in these opportunities. These include programs sponsored by our public library, on-campus plays, art exhibits, and musical performances, and community festivals including the well-known MOJA and Spoleto/Piccolo.

This photo shows our children participating in African drumming at the MOJA festival, one of many cultural event/field trips to which we have easy access.
This image shows a family sharing a favorite family story with puppets they made at the spring family picnic.
• When you come in check out the hall. Most of the self-portraits are hanging up for you to see. We still have 6 more to finish.
• Wow! Oil pastels are tons of fun! We are using oil pastels to add the details to the portraits. Everyone is developing their own technique with this new medium. We had a long discussion about the word "smear" as it applies to oil pastels.
• And we might make the deadline and finish the self-portraits by the end of day tomorrow.

• The kindergarten butterflies are working on one of the following:
  o Sight words
  o Letter recognition and letter/sound connection
  o A mini castle study
• The blue butterflies are writing a book during journal time. It is based on The Best Part of Me by Wendy Ewald. Today each child chose a favorite part and answer the question "Why?"

9/19

• Miss Jane says each of these self portraits required a minimum of four distinct work sessions per child. Miss Jane says, "Miss Mary and I have done our job. It is your job to place very large orders." :) 
• It was so pleasant to observe the children on the playground today in their fluid play groups. This means this group is coming together as a community.
• During center time I was interested to observe kindergarteners and young fours using the same materials (links) productively but in entirely different ways. Each group was helping the other groups.
  o "Here are the yellow links."
  o "I can count ten for you."
  o "It hooks like this."
  o It was wonderful example of community.
• Share was wonderful today. Every child was able to share at least one example of working hard to do something even if they didn't bring anything with them. Thanks for your work with this.

SHARE: Free Share — children can choose an item to share with the class.

9/22
Today

• We began intentional planning for center time. The children used their journal to draw or write about what they intended to do in centers.
• MOJA Festival starts next week. We would like to attend the programs at the library on Tuesday and Thursday. The descriptions of the programs are below. We will send an official permission form later this week.
• We will leave EDCIC at 8:30 and ride the trolley bus to the library and return at about 11:00. If you can join us as a chaperone please e-mail us and let us know.

TUESDAY: SEPTEMBER 30: What happens when storytellers, singers, musicians and visual artists join forces? STORY SQUAD! This band of performers creates a theatrical feast for the ears and eyes that will have the entire family rocking. Utilizing children's literature, songs, Harlem Renaissance era poetry, street rhymes and funky rhythms to educate, entertain and inspire families. Programmed by the Charleston County Library staff, this series provides offerings suitable for children ages 4-11 years old.
THURSDAY: OCTOBER 2: Wona Womalan brings an appreciation of West Africa's vibrant and beautiful musical arts to audiences of all ages. The ensemble dives into a breathtaking explosion of high energy and visually spectacular drumming, singing and dance. Programmed by the Charleston County Library staff, this series provides offerings suitable for children ages 4-11 years old.

9/23
Today...

- Miss Mary is out for the day.
- We had another very productive day with our "intentional planning". The Orange Butterflies wrote and or dictated their plan for Center Time. At Story Stew they were very involved with "drawing/writing" about their work. There were also many interesting shared discussions.
- The Scholastic order form is in your child's cubbie. Please return to me in a week by Sept 30th. Send a check made out to Scholastic Book Club. I have included the Pre-K, Kindergarten and Elementary level flyers so you will have a good many reading levels to select from. We are always able to get additional resources for the class with our teacher points!

9/24
Today

- During center time Miss Mary has been forbidden to enter the orange room by the children. They are very busy in the art center doing something.
- Kindergarteners looked very carefully at the hissing cockroaches. They observed their legs and noticed that they had "spikes" on them. We did an experiment with hex bugs and made some observations. Ask your child why insects have "spikes" on their legs. The hex bugs will be around several days for exploration.
- The orange butterflies read Apartment Three by Ezra Jack Keats and discussed what it meant to be blind.
- Pre-K small group is making snakes out of play dough and measuring them with the 1" squares.

9/25
Today

- The kindergarteners divided into groups to try out the 2 hex bugs (with spikes and without) each group ran the bugs across hardware cloth and measured the distance the bugs went. We graphed the results and then compared the final results. The graph is in the blue butterfly room. Take a look and talk about it with your child.
- The orange butterflies are continuing to read Ezra Jack Keat's books. They read Peter's Chair in honor of the births of James' and Eva Cate's new siblings.
- 4K small groups will work on presentation to the kindergarteners on "How to be a Puppeteer."
- Reminder: Share Day is Tomorrow – It is a FREE share. Bring What You Want!

9/29
Today

- Miss Jane set up the water table with consonant fishing.
- There are new things at some of the light tables.
Description of evidence for criterion 7.A.04

This copy of a series of "daily bulletins" includes evidence of planning for incorporating a series of field trips to the MOJO festival (including a description of the event)

7.A.05: Program staff provide support and information to family members legally responsible for the care and well-being of a child.

Intake forms request this information. We also require a copy of any legal agreement describing custody/visitation arrangements or orders.
EVIDENCE FOR CRITERION 7.A.05

ECDC is open to the public, but prioritizes meeting the needs of full-time staff, faculty, and students at the College of Charleston. Siblings of currently enrolled children are given first priority. We structure class groups to support appropriate diversity, gender distribution, and accommodation for children with special needs. A child may be placed on the waiting list at birth, and children are placed on the waiting list by date of application.

**Please return to the ECDC office with check or money order (NO CASH) for $10.00 payable to the College of Charleston. (Application fee is waived for current CoC students). This form will not be activated without receipt of application fee. Enrollment offers are made each spring for the beginning of the fall academic term. September 1 is the cut-off birth date for class age groups (2’s, 3’s, 4’s, Kdg)**

Rev. 8/9/2010
Description of evidence for criterion 7.A.05

The Waiting List Application indicates parent/guardian.
N.E. Miles Early Childhood Development Center
Enrollment Registration Form **Academic Year 2010-2011**
Tuesday, 8/24/10 – TBA
* Please fill out one form for each child

### Child Information:

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_____ My child **WILL** be enrolling at ECDC for 2010-2011
_____ My child will **NOT** be enrolling at ECDC for 2010-2011

**Desired Schedule (Check one):**

- Full-time M-F ($450.00 per month)
- 1/2 Day M-F ($350.00 per month, 7:45-Noon)
- Full Day MWF ($350.00 per month)
- 1/2 Day MWF ($300.00 per month, 7:45-Noon)
- Full Day TTh ($300.00 per month)

**Probable Drop Off & Pick-Up Times:**

- Monday:
- Tuesday:
- Wednesday:
- Thursday:
- Friday:

### Family Information:

**Primary Contact Parent:**

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**Siblings Enrolling @ ECDC Fall 2010:**

**Siblings on Waiting List @ ECDC:**

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*To reserve space, return to Catherine Merrow along with a **NON-REFUNDABLE** registration fee of $100 (for new enrollments) or $75 (for returning enrollments) by **FRIDAY, MARCH 5, 2010**.*
Description of evidence for criterion 7.A.05

The Registration Form indicates primary & secondary caregivers.
South Carolina Department of Social Services  
Child Care Regulatory Services  

GENERAL RECORD AND STATEMENT OF CHILD’S HEALTH FOR ADMISSION  
TO CHILD CARE FACILITY

This form is to be completed for each child at the time of enrollment in the child care facility, updated as needed when changes occur, and maintained on file at the facility.

GENERAL INFORMATION: (to be completed by Parent or Guardian)

Name of Facility: ____________________________ County: ____________________________
Address: ____________________________ Street Address – no Post Office Boxes City, State, Zip

Child’s Name: ____________________________ Last First Middle Initial Nick Name

Date of Birth: ____________________________ Enrollment Date: ____________________________

Child’s Current Home Address: ____________________________ Street Address City, State, Zip

Parent/Guardian’s Full Name: ____________________________

Home Phone: ____________________________ Work Phone: ____________________________ Other Phone: ____________________________

Parent/Guardian’s Full Name: ____________________________

Home Phone: ____________________________ Work Phone: ____________________________ Other Phone: ____________________________

You must have two individuals who have the authority to obtain emergency medical treatment for the child.

1. Person responsible if parent/guardian unavailable for emergency medical services:

   Full Name ____________________________ Relationship ____________________________
   Address: ____________________________ Street Address City, State, Zip
   Telephone Number(s): ____________________________ Family Code Word(s): ____________________________

2. Person responsible if parent/guardian unavailable for emergency medical services:

   Full Name ____________________________ Relationship ____________________________
   Address: ____________________________ Street Address City, State, Zip
   Telephone Number(s): ____________________________ Family Code Word(s): ____________________________

Is Child currently enrolled in school? (5K up to 6 years old)  □ Yes  □ No

My Child will regularly attend this facility  FROM __________ am/pm TO __________ am/pm

If Child is a drop-in, indicate hours of care:  FROM __________ am/pm TO __________ am/pm

Check all days Child will regularly attend this facility:  □ Mon  □ Tue  □ Wed  □ Thurs  □ Fri  □ Sat  □ Sun

Check all meals Child will receive daily:  □ Meals are not offered  □ Breakfast  □ Morning Snack  □ Lunch  
□ Afternoon Snack  □ Dinner  □ Evening Snack

HEALTH INFORMATION: (to be completed by Parent or Guardian)

Family Physician or Health Resource: ____________________________ Name ____________________________

__________________________ Street Address City, State, Zip Telephone ____________________________
Emergency Care Provider: ____________________________ Emergency Facility Name ____________________________

__________________________ Street Address City, State, Zip Telephone ____________________________

DSS Form 2900 (MAR 10) Edition of OCT 07 is obsolete.
Dental Care Provider: ____________________________ Name ___________________

Street Address ____________________________ City, State, Zip ____________________________ Telephone ____________________________

Health Insurance Provider: ____________________

Certificate of immunization: ☐ Yes ☐ No ☐ N/A Please explain: ____________________________

My child has the following health conditions such as allergies, asthma, diabetes, epilepsy, etc., and/or takes the following medications on a regular basis:

____________________________________________________________________________________

____________________________________________________________________________________

Additional Comments: ____________________________

____________________________________________________________________________________

I certify that to the best of my knowledge ____________________________ Child’s Name ____________________________
is in good mental and physical health and able to participate in the child care program at ____________________________

Name of Child Care Facility ____________________________

Signature: ____________________________ Date: ____________________________

Parent or Guardian

Signature: ____________________________ Date: ____________________________

Director/Operator/Staff Designee
Description of evidence for criterion 7.A.05

All state forms request parent/guardian identification.

7.A.06: Program staff establish intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.

Program staff interact in many ways with families both prior to enrollment and during the entire time a child is enrolled. The director meets with families when enrollment is offered, new families are invited to our spring family PTO picnic to meet teachers and other families and children, they are asked to attend a summer orientation for new families, and teachers conduct family visits before the beginning of each school year. We have many means of two-way communication and conduct two parent-teacher conferences each year. We have an open-door policy and unrestricted access to observation booths for families.

Our PTO and teachers coordinate an annual themed event with activities and a family picnic in the late spring (Play Day). By this time we have confirmed our enrollments for the next academic year, so we always invite families who will be new to the program to this event so they can begin to meet other families, teachers, and children in a welcoming and friendly atmosphere.

Section 1.1 of ECDC Policies establishes the importance of reciprocal relationships and describes specific things the program does to promote early, effective, and ongoing contacts.
AGENDA:

1. Social & Bag Pick-ups 6:30-7:00
   - Name tags
   - Parking decals
   - Front door swipe cards
   - T-shirt/tote bags
   - Outstanding paperwork reminder

2. Welcome, Introductions 7:00-7:10

3. What does it mean to be an ECDC Parent/Family? 7:10-7:30
   - Mission
   - Quality – this is accreditation year
   - Challenges
   - Responsibilities
   - Updates (ReachAlert, Marketplace)

4. PTO 7:30-7:45

5. Q & A 7:45-8:00
Description of evidence for criterion 7.A.06

Before the first day of school, new parents are invited to an orientation; by this time their enrollment packet forms are complete and they often have additional questions about routines and procedures. We also talk about curriculum, assessment, and building relationships.
### Child’s Classroom Group: Seashells  Sunflowers  Butterflies

#### Date:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child’s teacher answered my questions and addressed any concerns I had at the time of our Home Visit.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>My child and family feel welcomed and accepted by all the staff in the program.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>So far, I believe my child’s needs are being met and that he/she is being well cared for.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>My child has made a good adjustment to ECDC and seems happy.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I understand the policies, procedures, and routines that are used in my child’s classroom.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I am comfortable with the extent to which my child is involved in classroom and curriculum activities at this point.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I am satisfied so far with the way(s) in which my child’s teachers communicate with me.</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Are there any other comments or questions you have at this time that you would like us to be aware of?

8.13.2010
evidence for criterion 7.A.06
Description of evidence for criterion 7.A.06

We also survey parents for input about their transition to our program about a month after school starts. Staff discuss the results of these surveys and use the information parents provide as comments to continue to work on relationship-building.
Here are some highlights from our day:

- This morning we had FaceTime with Steven! We told us he celebrated Halloween last weekend, too, and was a soldier. We read Pete The Cat with him (Steven’s favorite) and sang the ABC song (the class’ favorite). His mother also told us that he mailed everyone a postcard so be on the lookout for them!
- We finished playing the chocolate chip counting game today.
- We made chocolate chip cookies for snack. The children are becoming quite the experts with measuring and mixing. We took turns using the electric mixer. The cookies were yummy!
- At circle time we read, *The Doorbell Rang*, a book about sharing a plateful of cookies with friends. We also read, *The Cookie Store Cat*, a book brought in by Mallie about a cat that lives in a bakery.
- We are learning more songs and rhymes about cookies that I will share on Monday.

Have a great weekend!

Phyllis Gates
N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
P: 843-953-5607
F: 843-953-5608
Description of evidence for criterion 7.A.06

We sometimes have children who miss a semester or more when their parent(s) go on sabbatical. Social media makes it possible for us to maintain reciprocal relationships during this time. This daily bulletin documents one of the regular "facetime" sessions with a child and his family in China for the fall semester. We are also currently maintaining regular communications with another child/family who will be living in Spain for the whole year.

7.A.07: Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider each family’s interests and skills and the needs of program staff.

No parent need ever feel excluded from any program sponsored activity or event. All parents and extended family members are always invited and encouraged to participate in school events and classroom activities. We especially encourage bi-cultural families to share home languages and culture in classroom activities like guest reading, cooking, arts, etc. We confirm fall enrollments in early spring and invite all incoming families to attend social events so they can meet other families and teachers informally and become familiar with opportunities for involvement. Parents are encouraged to volunteer in any capacity they feel comfortable with and our PTO is organized with that in mind.

Families are encouraged to share their interests, talents, and ideas in many ways. Because we have a globally diverse family population, one of the things most important to us is providing parents with opportunities to share cultural knowledge. In this photo example, one of our parents planned many activities relative to Chinese language in conjunction with a celebration at Chinese New Year.
N.E. Miles ECDC
2015-2016 Parent-Teacher Organization

Our PTO contributes in many ways to the well-being of our ECDC program and spirit of community. All families and the ECDC staff are automatically members of PTO. We want each member of our community involved, but we don’t want anyone to feel overwhelmed or disproportionately burdened with responsibilities. Therefore, our PTO is organized to function as a series of working committees, rather than the traditional officer board/meeting structure.

We ask each family and staff member to sign up for ONE committee/activity that takes place during the year (you can of course, sign up for more than one if you wish). There are many options, so there should be something for each family that suits their availability and interests. All activities that bring family members to school are included, so you may very well already be doing several things listed. With 100% participation, no single activity will require a major time or resources commitment for any individual. But that will also ensure the activities we do sponsor are ones that are enthusiastically supported by and appropriate for our community.

In this way, the many talents and interests among our families and staff are put to best use. Carmen [name] will work with Dr. J in 2014-2015 to coordinate getting committees together at the appropriate time to organize and plan events or activities. Crystal [name] will coordinate handling of funds and reimbursements as needed. We will need two additional individuals to work with them (as “apprentices”) who would be interested in taking leadership roles in 2015-2016, so please consider if you might be interested in doing that!

Please read the description and estimated time commitment for each of the possible choices. Add your name to the volunteer list. We will then create a master list of committees and volunteers and build the PTO event calendar for the year. If we have an event or activity that has no volunteers, it will remain on the master list of events/activities, but will not be put on the 2015-2016 calendar. We will publish the calendar and convene each group as needed with enough lead time to plan.

Best regards,

Candace Jaruszewicz, Director
Carmen [name], PTO
Crystal [name], PTO

jarszewicz@cofc.edu
ACTIVITY: New Parent Orientation

CATEGORY: Parent Support

DESCRIPTION: This is a 2 hour evening adults-only event, co-hosted by program staff members and PTO representatives that focuses on welcoming new families and providing them with information that will help them make the transition to ECDC and understand the unique features of our program.

VOLUNTEER RESPONSIBILITIES:

- Coordinate agenda and date with Candace
- Coordinate purchase of light refreshments with PTO Treasurer
- Set up and take down chairs.

TIMING: August 13, 2014

TIME COMMITMENT: 2-3 hours

# VOLUNTEERS NEEDED: 3 (one for each classroom group)

SIGN UP:
<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTO Leader</td>
<td>on going</td>
<td>Carmen</td>
</tr>
<tr>
<td>PTO Treasurer</td>
<td>on going</td>
<td>Crystal</td>
</tr>
<tr>
<td>Teacher Care Fund</td>
<td>on going</td>
<td>Lauren</td>
</tr>
<tr>
<td>Teacher Birthdays</td>
<td>on going</td>
<td>Elizabeth</td>
</tr>
<tr>
<td>Parent Advisory Committee</td>
<td>on going</td>
<td>Lauren</td>
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<tr>
<td></td>
<td></td>
<td>Calvin</td>
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<tr>
<td></td>
<td></td>
<td>Katie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bob</td>
</tr>
<tr>
<td>Brainstorming Group</td>
<td>on going</td>
<td>Olga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deb</td>
</tr>
<tr>
<td>Facilities</td>
<td>on going</td>
<td>Jennifer</td>
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<td></td>
<td></td>
<td>Jarod</td>
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<tr>
<td>Room Parent</td>
<td>on going</td>
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<td></td>
<td></td>
<td>Kathleen</td>
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<tr>
<td></td>
<td></td>
<td>John</td>
</tr>
<tr>
<td>Community Service Project</td>
<td>As desired</td>
<td>Katie</td>
</tr>
<tr>
<td>Grocery Store Rebate/Box</td>
<td>on going</td>
<td></td>
</tr>
<tr>
<td>Tops for Education</td>
<td>on going</td>
<td>Kathleen</td>
</tr>
<tr>
<td>Phase-in Day Greeters</td>
<td></td>
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<tr>
<td>Parent Open House Night</td>
<td>Wednesday, Sept. 10th</td>
<td>6:30pm-8pm</td>
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<tr>
<td>Back to School Family Picnic</td>
<td>Friday, Aug. 22nd 5:30pm-7pm</td>
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<tr>
<td>Celebrate Creativity!</td>
<td>September</td>
<td></td>
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<tr>
<td>School Transitions Panel</td>
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<tr>
<td></td>
<td></td>
<td>Merissa</td>
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<tr>
<td></td>
<td></td>
<td>Chen-Hue</td>
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<tr>
<td>Costume Parade</td>
<td>Friday, Oct. 31st 9:30am-10:30am</td>
<td>Kathleen</td>
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<td></td>
<td></td>
<td>Mike</td>
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<td></td>
<td></td>
<td>Curt</td>
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<td></td>
<td></td>
<td>Deb</td>
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<td></td>
<td></td>
<td>Tammy</td>
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<td></td>
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<td>Debbie</td>
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<td></td>
<td></td>
<td>John</td>
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<tr>
<td></td>
<td></td>
<td>Merissa</td>
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<tr>
<td>Fall Parent Information Night</td>
<td></td>
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<tr>
<td>Thanksgiving Feast</td>
<td>Tuesday, Nov., 25th 11am-1pm</td>
<td>Deb</td>
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<tr>
<td></td>
<td></td>
<td>Tammy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debbie</td>
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<tr>
<td></td>
<td></td>
<td>Chris</td>
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</tbody>
</table>
Description of evidence for criterion 7.A.07

This material includes a letter to parents describing the way our parent volunteer program (via PTO) is organized, a sample sign-up sheet for one activity, and a list of volunteers who signed up for a recent year’s series of events. It indicates a wide variety of opportunities, and high level of parent interest in sharing expertise.
Dear Candace,

Here are the paragraphs you requested. Please feel free to edit and condense as you see fit. Let me know if you need a photograph. I'll be around on Thursday night. See you tomorrow. — Sarah

Meet our new language volunteer, Sarah [redacted]

Sarah has a Ph.D in Spanish and fifteen years of experience teaching Spanish language at all levels. She has taught Spanish in Spain, Argentina, Mexico and here in the U.S. Her daughter, Minna, is in the Seashells class, and her son, Henry, is in Butterflies. Sarah’s husband, William, teaches Computer Science here at the College of Charleston.

Sarah will be visiting all three groups on Monday and Thursday mornings. Look for her in the Seashells class (approximately) from 8:15-9 am, Sunflowers 9:15-10 am, and Butterflies 10-11:45 am. Sarah will be using elements from the Communicative Approach to language teaching and the Total Physical Response Method in her work with our students. These methods emphasize allowing the language learner to communicate things that are personally meaningful and the grounding of language in things and people immediately present in the learner’s reality. What this means in practice is that she will primarily be interacting with the children in Spanish during unstructured play time, using their interests and level of interest as a guide. As the year progresses, she will gently infuse play with curricular elements such as colors, numbers, vocabulary and songs and will encourage the children to use Spanish to describe and to interact with their world. Let us know what new words they come home speaking!

Your children may ask you about Miss Sarah and why they can’t always understand her. Please reassure them that this is OK, and that they may be surprised that they understand more and more as the year progresses, in the same way that they are getting better at doing so many things as they grow.
Description of evidence for criterion 7.A.07

This email provides evidence that we also work with parents who want to use specific expertise for long-term volunteer work - in this case, Spanish language.

7.A.08: Program staff engage with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning.

This process begins before the first day of attendance at the orientation meeting between director and family, and either a teacher home visit or family visit to school. Teachers continue the conversation and collaboration with daily informal conversation, parent-teacher conferences twice a year, and multiple means of written communications to voice ideas, celebrations, and concerns.
Seashell Pre-Conference Form

In order to make the best use of our conference time, I would like to know any areas or issues you would be interested in focusing on with respect to your child’s development. Please describe below any questions or topics you would like to address. In addition to your interests, I will be discussing your child’s self-help skills, social/emotional development and language development thus far.

Please return this form to the folder posted on the bulletin board above our sign-in sheet by Tuesday, November 24th.
Description of evidence for criterion 7.A.08

Teachers seek information from families in a variety of ways.

HIF.Rev.2013.pdf

Our Home Information Form, completed by parents prior to enrollment and updated annually thereafter, is a major source of information for teachers who use the data from this form in many ways, including planning.
<table>
<thead>
<tr>
<th>Child's Name:</th>
<th>DOB</th>
<th>Academic Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Current Class:**
- Seashell (2)
- Sunflower (3)
- Butterfly (4K)
- Butterfly (5K)

---

Notes for teachers:
1. At home visit. If returning children revisit goals from previous year spring conference and transfer or revise as needed for fall. For new children, establish initial goals.
2. Also Notes block to record info not in anecdote.
3. DRITZ all entries

Revised 10.19.11
<table>
<thead>
<tr>
<th>Goal</th>
<th>Home Visit</th>
<th>Fall Conference</th>
<th>Spring Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date:</td>
<td>M</td>
<td>I</td>
</tr>
<tr>
<td>Goal #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Goal #2</td>
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<td></td>
<td></td>
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<tr>
<td>Strategy</td>
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<td>Goal #3</td>
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<tr>
<td>Strategy</td>
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<tr>
<td>Notes</td>
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</tbody>
</table>

Notes for teachers:
1. At home visit, for returning children revisit goals from previous year's spring conference and transfer or revise as needed for fall. For new children, establish initial goal(s).
2. Also Note block to record info not in anecdote.
3. DATE all entries

Revised 10.19.11
Description of evidence for criterion 7.A.08

Parents work together with the child's teacher to establish goals for their child at the family visit prior to the beginning of the school year; these goals are revisited at least twice more during the year.

7.A.09: Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. Staff use a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year.

We seek input and share information about our curriculum in many ways. Our website contains comprehensive information about the program, all major documents, and examples of daily activities (blog) and long term curriculum work (project documentations. Our Facebook page also has regular postings about events, curriculum, and links to resources for parents. Teachers send daily news "bulletins" and our graduate assistants are responsible for newsletters. We meet with parents individually and in groups to discuss curriculum, and we also distribute an interest survey that we use to plan evening information/discussion sessions with parents on topics they request.
Curriculum Framework

The College's support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009) and reflective of current research literature on early childhood education. We facilitate and conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages responsible eclecticism (Jaruszewicz, 2005) and supports our teachers' roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in ongoing dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children's individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

Curriculum Influences

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing (Reggio Emilia; Montessori; Waldorf).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child's independence and sense of responsibility (High Scope; Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions (Creative Curriculum; High Scope).
- Topical investigations are selected, planned, and guided by children's individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; Project Approach).
- Arts are infused into the curriculum in many ways (Waldorf).
- Curriculum activities extend learning to the out of doors (Waldkindergarten).
- Our teachers conduct meaningful, integrated literacy activities that include a focus on Writing and Reading Workshops (Lucy Calkins, Columbia University). We work closely with EHHIP literacy professors (Drs. Mary Blake, Margaret Haggard, and Emily Skinner) and Carol Ann Davis, English Department.
- Block-building is a highly valued activity as a foundation for building science and mathematical thinking (Bank Street).

Curriculum Goals

- Provide children opportunities to explore and extend their interests and abilities
- Help children acquire skills and dispositions they will need to become life-long, self-directed learners
- Teach children to understand and practice tolerance and respect for others
as unique and interesting human beings

Standards & Objectives

ECDC uses the South Carolina Early Learning Standards (pdf) (2008) for children 3-5 and has adapted the current draft of the SC Guidelines for Infants and Toddlers (pdf) as our program objectives for curriculum and assessment of growth and development. These standards address Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics.

Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

Ecological Responsibility: As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

Social Studies: Children's awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

Language Arts & Emergent Literacy: Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas. Short media presentation of literacy approach (pdf).

Physical Development: Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.

Creative Arts: Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the "hundred languages of children." (Edwards, Gandini & Forman, 1993; 1998).

Math: Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing-solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

Science: Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial- and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

Social/Emotional Competence: The learning environment should encourage development of children's positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as
evidence for criterion 7.A.09

the learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others' feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.
Description of evidence for criterion 7.A.09

Information about our curriculum is distributed in numerous ways, including this example from our program website.
Back to School Night (Adults Only) !!!

Thursday Sept. 9
6:00-6:30 Seashell & Sunflower Classroom Meeting w/ teachers

6:30-7:00 Short PTO Meeting

7:00-7:30 Butterfly Classroom Meeting w/teachers

For this first meeting, NO baby-sitting is provided; for all subsequent meetings, CofC students will be available for on-site babysitting.
Description of evidence for criterion 7.A.09

Another means used to meet this criteria are parent/teacher meetings at the beginning of the school year. Teachers use this time to introduce families to elements of the curriculum, classroom routines, materials, classroom organization, etc. Parents have the opportunity to ask questions and discuss.
Dear Parents,

Please answer the following questions with your child. The answers will help decide our learning topics for the school year. **Return ASAP.** Thank you!

1. What are your favorite things to play with?

2. What do you like to do/play?

3. What places do you like to go?

4. What are your favorite books, CDs, DVDs?
5. Are there any other interests?
Description of evidence for criterion 7.A.09

Teachers seek family input that will be helpful for curricular planning in a variety of ways.
Dear [Name]

I am attaching links to give you overviews of the state requirements for kindergarten. The first document reviews how we develop curriculum at ECDC. I am also attaching the standards check list and links to the standards on the state website. I draw from several resources for curriculum development as I plan and implement what we do throughout the year. Phonics is influenced by Zoophonics and Words Their Way by Donald Bear, et al. I use Teaching Reading by Lucy Calkins (Columbia University) as a teacher resource for reading and writing workshop is loosely based on the Primary Writing Workshop also by Lucy Calkins. The math curriculum is completely drawn from Learning and Teaching Early Math: The Learning Trajectories Approach by Douglas Clements and Julie Sarama. Additionally, there are social studies and science standards that we meet in the course of our project work throughout the year. I should mention that SC standards are in transition and new standards may post before the school year starts. However, I don’t expect that they will be substantially different.

http://ecdc.cofc.edu/curriculum/index.php

https://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf pages 11-33


I hope this answers your questions. Let me know if you have any other questions.

Mary

Mary J. White
Master Teacher
N.E. Miles Early Childhood Development Center
College of Charleston
Charleston, SC 29424
843-953-4968

~Not Without Joy~
Description of evidence for criterion 7.A.09

Sometimes parents ask specific questions about curriculum. This email provides an example of how the teacher provides information about a particular question.

7.A.11: Families may visit any area of the facility at any time during the program’s regular hours of operation as specified by the procedures of the facility.

We have an open-door policy for parents and one-way observation booths for each classroom.

ECDCPP_eff.7.1.15.docx

ECDC Policy 7.3 describes our open-door policy.
Parent Observation

**Child:**
How long did you observe?

**Observer:**

**Date:**

What was your child doing while you observed?

What did you notice about your child’s social interactions with other children?

What did you notice about your child’s interactions with the teacher(s)?

Do you have questions or comments about your child based
Parent Observation

on what you observed?

Please leave this form with your child’s teacher or in the “Parent Observations” envelope at the office.
Description of evidence for criterion 7.A.11
We also invite parents to share their observations and insights as often as they would like.

7.A.12: The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.

We achieve this criterion with a combination of classroom events that intentionally encourage family participation and an active PTO.

In this photo, a parent and teacher chat informally at the buffet tables during our annual spring picnic/"Play Day" event. Teachers and parent volunteers collaboratively decide on a theme, plan activities, and coordinate a picnic for new and current families.
Families are invited to attend all of our celebrations and festivals. Because most of our children have at least one parent working on campus, we often have many parents helping and visiting at things like our Thanksgiving Feast, pictured here.

These two fathers are helping install a sculpture made by the children on the ceiling of the multi-purpose room as part of an art exhibit.
We plan many activities during the year that provide parents opportunities to interact and form friendships. In this picture, two fathers are helping their children construct puppets to share a family story.
N.E. Miles ECDC
2015-2016 Parent-Teacher Organization

Our PTO contributes in many ways to the well-being of our ECDC program and spirit of community. All families and the ECDC staff are automatically members of PTO. We want each member of our community involved, but we don't want anyone to feel overwhelmed or disproportionately burdened with responsibilities. Therefore, our PTO is organized to function as a series of working committees, rather than the traditional officer board/meeting structure.

We ask each family and staff member to sign up for ONE committee/activity that takes place during the year (you can of course, sign up for more than one if you wish). There are many options, so there should be something for each family that suits their availability and interests. All activities that bring family members to school are included, so you may very well already be doing several things listed. With 100% participation, no single activity will require a major time or resources commitment for any individual. But that will also ensure the activities we do sponsor are ones that are enthusiastically supported by and appropriate for our community.

In this way, the many talents and interests among our families and staff are put to best use. Carmen will work with Dr. J in 2014-2015 to coordinate getting committees together at the appropriate time to organize and plan events or activities. Crystal will coordinate handling of funds and reimbursements as needed. We will need two additional individuals to work with them (as "apprentices") who would be interested in taking leadership roles in 2015-2016, so please consider if you might be interested in doing that!

Please read the description and estimated time commitment for each of the possible choices. Add your name to the volunteer list. We will then create a master list of committees and volunteers and build the PTO event calendar for the year. If we have an event or activity that has no volunteers, it will remain on the master list of events/activities, but will not be put on the 2015-2016 calendar. We will publish the calendar and convene each group as needed with enough lead time to plan.

Best regards,

Candace Jaruszewicz, Director
Carmen, PTO
Crystal, PTO

jarszewicz@cofc.edu;
ACTIVITY: New Parent Orientation

CATEGORY: Parent Support

DESCRIPTION: This is a 2 hour evening adults-only event, co-hosted by program staff members and PTO representatives that focuses on welcoming new families and providing them with information that will help them make the transition to ECDC and understand the unique features of our program.

VOLUNTEER RESPONSIBILITIES:

- Coordinate agenda and date with Candace
- Coordinate purchase of light refreshments with PTO Treasurer
- Set up and take down chairs.

TIMING: August 13, 2014

TIME COMMITMENT: 2-3 hours

# VOLUNTEERS NEEDED: 3 (one for each classroom group)

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Description of evidence for criterion 7.A.12

Our PTO was re-organized since our last re-accreditation to focus on collaboration, mentoring, and participation. This evidence includes a letter explaining the approach, a sample sign-up sheet, and a list of volunteers that clearly shows that many parents will be working together with others on behalf of the program.

7.A.13: The program's governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles.

We have an active PTO that provides multi-dimensional support for our program and parent leadership opportunities. We also have a Parent Advisory Committee that functions as a mediation group if needed and advisory board for policy matters and long-term strategic planning. Each classroom also has one or more parents who serve as 'room parents'
N.E. Miles ECDC
2015-2016 Parent-Teacher Organization

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Description of evidence for criterion 7.A.13

This information about our PTO provides evidence of a collaborative, active approach
Parent Information

Waiting List | Enrollment | Tuition (#link3) | Scholarships | Calendar & Snack Menu
| PTO
| Volunteering | Advisories | Hot Topics | Evening Info Sessions

This page is dedicated to information for prospective and current parents and families. Detailed information for enrolled families is found in the Family Handbook (FHB.2015.2016.docx) and the ECDC Policies & Procedures (ECDCPP eff.7.1.15.docx).

Waiting List

ECDC is open to the public, but prioritizes meeting the needs of full-time staff, faculty, and students at the College of Charleston. Siblings of currently enrolled children are given first priority. We structure class groups to support appropriate diversity, gender distribution, and accommodation for children with special needs. A child may be placed on the waiting list at birth, and children are placed on the waiting list by date of application.

- Waiting List Application (#/documents/waitinglistapplication.pdf) (pdf)

Enrollment

Children are placed in class groups according to age as of September 1. ECDC follows the CofC academic calendar and children stay with their age group the entire year. The enrollment process for the next fall begins in February. Families on the waiting list are contacted for available spaces and a non-refundable registration fee ($100 for new children, $75 for returning children) is collected to hold a child's
place through the summer.

Registration for the Maymester and Summer I sessions is done separately and open to currently enrolled children. Families may request a different schedule for these sessions than the one they have during the academic year.

Tuition

Tuition may be paid annually, per semester, or in eight equal monthly payments, September through April. Tuition and registration fees are collected separately for each of the two summer sessions. Monthly tuition payments are due on the first of each month.

- ECDC Current Tuition Rates (2015.2016 Tuition Rates.docx)

Scholarships

A limited number of need-based tuition scholarships are available annually through the Nathan E. Miles Endowment fund. Applications should be submitted at the time of registration for the fall term. Announcements of awards are made late summer/early fall.

- ECDC Scholarship Application (.pdf)
- ECDC Scholarship Application (.doc)

Calendar & Snack Menu

ECDC generally follows the CofC Academic Calendar (http://registrar.cofc.edu/calendars/index.php). There are two additional days each year when children do not attend so that we can conduct parent-teacher conferences and we occasionally close for teacher professional development days.

- ECDC 2015-2016 Attendance/Events Calendar (2015_2016 School Calendar CJ FINAL.doc)
- ECDC October 2015 Snack Menu (October Snack Menu.docx)
- ECDC November 2015 Snack Menu (November Snack Menu.docx)

PTO
ECDC has an active Parent-Teacher Organization that provides support for our program in many ways. Our PTO conducts fund-raisers, social events, and teacher care activities. Each classroom has at least one identified room parent to assist with classroom special events. All parents are automatically members of PTO and every family is encouraged and expected to volunteer to assist with at least one PTO committee and/or event. PTO’s organizational structure since 2012-2013 primarily functions “by committee” work rather than monthly at-large meetings. PTO leaders for 2015-2016 are:

Coordinators: Laurie Lattimore-Volkmann
lattimorevolkmannla@cofc.edu
(mailto:lattimorevolkmannla@cofc.edu); and Kelley Mayer White
whitekm@cofc.edu (mailto:whitekm@cofc.edu);


Parent Advisory Committee

Parents are also represented by a Parent Advisory Committee, composed of one or more parent representatives for each age group/class. These parents volunteer or are appointed by the director to act as spokespersons on behalf of their class as needed for mediation of any problems that may arise and for strategic planning purposes. PAC group for 2014-2015 includes:

* Rob Podolsky - podolskyr@cofc.edu (mailto:podolskyr@cofc.edu)
* Calvin Blackwell - blackwellc@cofc.edu (mailto:blackwellc@cofc.edu)
* Lauren Hunt - laurenhunt@hotmail.com (mailto:laurenhunt@hotmail.com)
* Katie Houser - Katherine_houser@charleston.sc.us
  (mailto:Katherine_houser@charleston.sc.us)
* Deborah Mihal - mihaldf@cofc.edu (mailto:mihaldf@cofc.edu)

Volunteering
We see our parents as our first and best resource and we encourage family members to share their cultural traditions, talents, interests, and enthusiasm with us. Parents accompany us on field trips, participate as guest readers, and are often willing to provide professional expertise on long-term project investigation topics. Please talk with your child’s teacher if you are interested/willing to volunteer in the classroom.

Advisories

As part of the College of Charleston, we follow university emergency procedures (http://emergency.cofc.edu/) and have a program Emergency Plan (.pdf) (pdf). If the college closes for an emergency, ECDC will close as well. When warranted, ECDC issues advisories to parents about illnesses or other conditions that will help keep our center as healthy as possible.

Current Advisory: There are no current official advisories.

Continuing Advisories:

- Head Lice (http://www.headlice.org/)
- CoFC Flu information & services (http://studenthealth.cofc.edu/cold-flu-allergy/index.php)

Hot Topics

We try to provide our parents with up-to-date helpful information and resources on frequently requested topics, including:

General Information for Families

- NAEYC for Families (http://families.naeyc.org/)

Developmental issues

- Biting (http://ceep.crc.uiuc.edu/poptopics/biting.html)
- Importance of play (http://ecrp.uiuc.edu/v4n1/bergen.html) (Bergen, 2002)
Health and safety

- DHEC Child Care Exclusion List (http://www.scdhec.gov/Health/ChildTeenHealth/ChildcareExclusion/) (information about illnesses)
- Caring For Our Children National Health and Safety Performance Standards (http://cfoc.nrckids.org/) (3rd Ed.) (COFC3)

Nutrition

ECDC has a recently drafted Nutrition Plan that outlines how we promote healthy eating and well-being among our children and families. It is based on the COFC3 standards (see link above)

- ECDC Nutrition Plan (ECDC.Nutrition.Plan.9.10.15.docx)
- Child and Adult Care Food Program (CACFP) (http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program)

Community and cultural events of interest

- Children’s Museum of the Lowcountry (http://www.explorecml.org/)
- Gibbes Museum (http://www.gibbesmuseum.org/)
- Charleston Aquarium (http://scaquarium.org/)
- Charleston County Parks and Recreation (http://www.ccprc.com/)

Alternate opportunities for child care when ECDC is not in session (emailed to parents as needed)

- Local elementary schools (../additional-resources/index.php)

Evening Info Sessions

We offer evening informational sessions several times each year and also maintain an on-site library of relevant books and other print information for parents. Included in this schedule is an annual panel presentation by ECDC alumni parents and representatives from local schools to provide parents with helpful information for making the transition from ECDC to elementary school.
Description of evidence for criterion 7.A.13

One of the pages on our website is for parents; it includes information about advisory groups, active participation, and leadership roles for parents.

7.A.14: Program staff and families work together to plan events. Families’ schedules and availability are considered as part of this planning.

Because we are located on a university campus and 85% of our children have at least one parent who works or studies here, many of our parents have easier access to our center during working hours than most typical centers. We therefore can have lots of co-planned activities that can occur during the day at the convenience of parents. We also work on this through our PTO which plans many activities yearly in collaboration with our staff. These include but are not limited to Teacher Appreciation Week, Play Day (with Remida Day as theme), evening information sessions on topics of interest to parents, Thanksgiving feast, and fundraising. Our student staff provide babysitting as needed. We sometimes schedule an event to start late afternoon and extend past closing time to accommodate parent work schedules & commutes. Our teachers at the winter holidays also sponsor and voluntarily staff an evening PJ/movie night for the children so parents can have a night out. Parents are also invited to participate in field trips - it isn't unusual for the destination to be the office or workplace of a program parent!

Ongoing information about PTO events, sign-up sheets, volunteer opportunities, etc. is posted on a readily accessible bulletin board
Many of our parents are professors or other professionals at our university, and they have access to many interesting activities that enhance our curriculum. In this photo, the children are exploring marine animals native to our local eco-system in a touch tank brought to school by the Marine Lab (the director is one of our dads). This kind of thing is convenient for our faculty parents, as they can work around their class schedules and we are right on campus.
In this picture, one of our parents has come over during the day in-between his scheduled classes to talk with the children about Jewish holiday customs.

One of our families' favorite ECDC activities is an annual tradition - each family makes a model of their own house with a shoebox - the children cover it at school with graham crackers and then the entire (and sometimes extended) family comes in to school to help the child decorate with icing and candy - it is a true extravagance for us as we tend to be sustainable in all other areas, but for this we make an exception since our families love it so much. The houses are displayed at "movie night" when the children come back to school in the evening for cookies, hot chocolate and a movie while their parents have a couple hours out downtown to themselves just before winter holiday break. This whole project is done at the family's convenience - at home and by extending hours on decorating day so that they can come during the day if on campus, or after school if not.
N.E. Miles ECDC
2015-2016 Parent-Teacher Organization

Our PTO contributes in many ways to the well-being of our ECDC program and spirit of community. All families and the ECDC staff are automatically members of PTO. We want each member of our community involved, but we don’t want anyone to feel overwhelmed or disproportionately burdened with responsibilities. Therefore, our PTO is organized to function as a series of working committees, rather than the traditional officer board/meeting structure.

We ask each family and staff member to sign up for ONE committee/activity that takes place during the year (you can of course, sign up for more than one if you wish). There are many options, so there should be something for each family that suits their availability and interests. All activities that bring family members to school are included, so you may very well already be doing several things listed. With 100% participation, no single activity will require a major time or resources commitment for any individual. But that will also ensure the activities we do sponsor are ones that are enthusiastically supported by and appropriate for our community.

In this way, the many talents and interests among our families and staff are put to best use. Carmen [redacted] will work with Dr. J in 2014-2015 to coordinate getting committees together at the appropriate time to organize and plan events or activities. Crystal [redacted] will coordinate handling of funds and reimbursements as needed. We will need two additional individuals to work with them (as “apprentices”) who would be interested in taking leadership roles in 2015-2016, so please consider if you might be interested in doing that!

Please read the description and estimated time commitment for each of the possible choices. Add your name to the volunteer list. We will then create a master list of committees and volunteers and build the PTO event calendar for the year. If we have an event or activity that has no volunteers, it will remain on the master list of events/activities, but will not be put on the 2015-2016 calendar. We will publish the calendar and convene each group as needed with enough lead time to plan.

Best regards,

[signature]

Candace Jaruszewicz, Director  jaruszewicz@columbia.edu
Carmen [redacted], PTO
Crystal [redacted], PTO
ACTIVITY: New Parent Orientation

CATEGORY: Parent Support

DESCRIPTION: This is a 2 hour evening adults-only event, co-hosted by program staff members and PTO representatives that focuses on welcoming new families and providing them with information that will help them make the transition to ECDC and understand the unique features of our program.

VOLUNTEER RESPONSIBILITIES:
- Coordinate agenda and date with Candace
- Coordinate purchase of light refreshments with PTO Treasurer
- Set up and take down chairs.

TIMING: August 13, 2014

TIME COMMITMENT: 2-3 hours

# VOLUNTEERS NEEDED: 3 (one for each classroom group)

SIGN UP:
<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTO Leader</td>
<td>on going</td>
<td>Carmen</td>
</tr>
<tr>
<td>PTO Treasurer</td>
<td>on going</td>
<td>Crystal</td>
</tr>
<tr>
<td>Teacher Care Fund</td>
<td>on going</td>
<td>Lauren</td>
</tr>
<tr>
<td>Teacher Birthdays</td>
<td>on going</td>
<td>Lauren</td>
</tr>
<tr>
<td>Parent Advisory Committee</td>
<td>on going</td>
<td>Elizabeth</td>
</tr>
<tr>
<td>Brainstorming Group</td>
<td>on going</td>
<td>Calvin</td>
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<td></td>
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<td>Katie</td>
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<td></td>
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<td>Bob</td>
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<tr>
<td>Facilities</td>
<td>on going</td>
<td>Olga</td>
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<td></td>
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<td>Deb</td>
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<tr>
<td>Room Parent</td>
<td>on going</td>
<td>Jennifer</td>
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<td></td>
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<td>Jarod</td>
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<tr>
<td>Community Service Project</td>
<td>As desired</td>
<td>Kathleen</td>
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<td></td>
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<td>John</td>
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<tr>
<td>Grocery Store Rebate/Box</td>
<td></td>
<td>Katie</td>
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<tr>
<td>Tops for Education</td>
<td>on going</td>
<td>Kathleen</td>
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<tr>
<td>Phase-in Day Greeters</td>
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<tr>
<td>Parent Open House Night</td>
<td>Wednesday, Sept. 10th</td>
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<td></td>
<td>6:30pm-8pm</td>
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<tr>
<td>Back to School Family Picnic</td>
<td>Friday, Aug. 22nd 5:30pm-7pm</td>
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<tr>
<td>Celebrate Creativity!</td>
<td>September</td>
<td>Carmine</td>
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<tr>
<td>School Transitions Panel</td>
<td></td>
<td>Merissa</td>
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<tr>
<td></td>
<td></td>
<td>Chen-Hue</td>
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<tr>
<td>Costume Parade</td>
<td>Friday, Oct. 31st 9:30am-10:30am</td>
<td>Kathleen</td>
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<tr>
<td></td>
<td></td>
<td>Mike</td>
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<td>Curt White</td>
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<td>John</td>
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<td></td>
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<td>Merissa</td>
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<tr>
<td>Fall Parent Information Night</td>
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<tr>
<td>Thanksgiving Feast</td>
<td>Tuesday, Nov., 25th 11am-1pm</td>
<td>Deb</td>
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<td>Tammy</td>
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<td>Debbie</td>
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<td>Chris</td>
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</tbody>
</table>
Description of evidence for criterion 7.A.14

This material documents communications about PTO organization and the variety of activities our parents can participate in, with a stated focus on what works best for each of them -
7.B.: Sharing Information Between Staff and Families

7.B.01: Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.

Teachers conduct at school and/or home visits with families annually in late summer; parent-teacher conferences are held twice per year and more often if needed or requested; offer of translation services as needed through our School of Languages, Cultures, and World Affairs is indicated on all major forms and in Policies/Procedures.
Home Visits Report

Name ___________________________ Classroom Group ___________________________ All children we
Please complete for **all children** in your group:

<table>
<thead>
<tr>
<th>Child Name</th>
<th>Date of Visit</th>
<th>Forms updated?</th>
<th>Notes/comments (observations, problems, surprises, etc.)</th>
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</thead>
<tbody>
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</tbody>
</table>

8.16.2010
Description of evidence for criterion 7.B.01

This is the Home/Family Visit report that teachers complete once all visits have occurred.
### Notes for teachers:

1. At home visit, for returning children revisit goals from previous year spring conference and transfer or revise as needed for fall. For new children, establish initial goals.
2. Also Notes block to record info not in anecdote.
3. DRAPE all entries

**Revised 10/19/11**

<table>
<thead>
<tr>
<th>Current Class:</th>
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<tbody>
<tr>
<td>Seashell (2)</td>
<td>Sunflower (3)</td>
<td>Butterfly (4K)</td>
<td>Butterfly (SK)</td>
</tr>
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**Child’s Name:** __________________________  **DOB** __________________________  **Academic Year:** __________
<table>
<thead>
<tr>
<th>Home Visit</th>
<th>M</th>
<th>I</th>
<th>P</th>
<th>Fall Conference</th>
<th>M</th>
<th>I</th>
<th>P</th>
<th>Spring Conference</th>
<th>M</th>
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<tbody>
<tr>
<td><strong>Goal #1</strong></td>
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</table>

**Notes for teachers:**
1. At home visit, for returning children revisit goals from previous year spring conference and transfer or revise as needed for fall. For new children, establish initial goal(s).
2. Also enter block or record info not in anecdote.
3. DATE all entries

*Revised 10.19.11*
Description of evidence for criterion 7.B.01

The goals form provides a means for collaborative ongoing discussion between parents and teacher.
### 2015-2016 Calendar

**July 2016**

<table>
<thead>
<tr>
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</table>

- **19 New Family Orientation (ADULTS ONLY)**
- **20-21 School Visits**
- **24 Student Employee Orientation & Meeting (All employees attend)**
- **25 Phase-in Day I: Student Employee Work Schedule begins**
- **26 Phase-in Day II**
- **27 All Children Attend**
- **28 Back to School Picnic**

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7  **First Day Spring '16**
18  **M.L. King Day** — **ECDC CLOSED**
24  **Last Day Summer I**
27  **JUNE-AUGUST Summer Break** — **ECDC CLOSED**
12  **2nd Saturday in the Park**
17  **ECDC Movie Night**
18  **Last Day Fall Semester**
21-31  **Christmas Break** — **ECDC CLOSED**
30  **2nd Saturday in the Park**
26  **Last Day Maymester**
27  **Teacher Work Day (SU I)** — **ECDC CLOSED**
30  **Memorial Day** — **ECDC CLOSED**
31  **ECDC SU I starts**
24  **Thanksgiving Feast**
25-27  **Thanksgiving Break** — **ECDC CLOSED**

9  **2nd Saturday in the Park**
22  **Reading Day—Conferences** (babysitting for conference time only)
28  **ECDC Graduation/Potluck**
29  **Last Day Spring Semester**

*Riverdogs Event TBA*
10  **2nd Saturday in the Park**
19-20  **Fall Break** — **ECDC Closed**
30  **Halloween Festival/Parade**
12  **2nd Saturday in the Park**

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**NE MILES ECDC | 2015-2016 CALENDAR**  *Revised 8/5/15*
Description of evidence for criterion 7.B.01

The Annual calendar includes dates for parent-teacher conferences.
ECDC Family Visit Notification

Family Visits will be conducted at ECDC
Thursday, August 20th & Friday, August 21st, 2015

The teachers will contact you later in the summer to schedule your ECDC visit.

We hope you have a great summer!
Description of evidence for criterion 7.B.01

All families (new & returning) schedule a visit to school before the beginning of the fall term to meet with the teacher in the classroom. Teachers also typically schedule a home visit if possible with all families new to the program.

HIF.Rev.2013.pdf

The Home Information Form provides a focus for conversation at the time of the Home/school visits.

7.B.02: The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures.

All of our current families have at least one parent fluent in English, but we usually have 15-20% families whose home language is other than English. Typically we have 5-8 languages represented among our population. Translation services are provided if needed or requested through our School of Languages, Cultures, and World Affairs.

ECDC_Policies___Procedures.8.24.10..pdf

ECDC Policy 1.1 states, "All program documents and information will be translated upon request into a home language other than English via assistance from the School of Languages, Cultures, and World Affairs. If an interpreter is needed to complete a home visit, conduct conferences, or mediations, one will be provided."
### 2015-2016 ECDC Program Demographics

**Children and Families**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # children enrolled</td>
<td>55</td>
</tr>
<tr>
<td>Total # Families</td>
<td>48</td>
</tr>
<tr>
<td>New Families</td>
<td>15 (27.2%)</td>
</tr>
<tr>
<td>Minority</td>
<td>23.6%</td>
</tr>
<tr>
<td>Dual Language Learner</td>
<td>16.4% (Spanish, French, Romanian, Mandarin, Greek, Twi)</td>
</tr>
<tr>
<td>Special Needs</td>
<td>10.9% (Down Syndrome, Speech, Autism Spectrum, Health Needs)</td>
</tr>
</tbody>
</table>

**Staff Fall 2015**

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>2</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>24</td>
</tr>
<tr>
<td>Men</td>
<td>8.6% (3)</td>
</tr>
<tr>
<td>Minority</td>
<td>5.7% (2)</td>
</tr>
</tbody>
</table>

**Anticipated Staff Spring 2016**

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>2</td>
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<tr>
<td>Master Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>@24</td>
</tr>
<tr>
<td>Men</td>
<td>14.2% (5)</td>
</tr>
<tr>
<td>Minority</td>
<td>17.1% (6)</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 7.B.02

Our current demographic data indicate languages represented among our families comprise 16.4% first language other than English.

7.B.03: Program staff inform families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and ways the program will use the information.

This information is provided to parents in multiple formats and also discussed at enrollment and annually at registration. It is also posted on our website, and in the classroom information book that is in each observation booth.
they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others' feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Assessment

Our assessment system is grounded in the concept of developmentally appropriate authentic assessment (pdf) (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

Purposes:
- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child's development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for extended diagnostic evaluation
- Identify children's interests and needs
- Make appropriate instructional decisions and adaptations for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child's early childhood education

Procedures:
Primary methods include
- Observation
- Anecdotal records
- Skills checklists
- Developmental screening (Ages & Stages Questionnaire)
- Family Surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal & written communication
- Developmental Narratives

When warranted, additional formal and/or informal methods that may be used include:
- Running records
- Behavior checklists
- Time/event Sampling
- Video/audio recording
- Standardized testing

Timelines:
Assessment begins prior to the child's initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Master Teachers conduct formal parent/teacher conferences once each semester and maintain close, informal contact with families throughout the year. Assessment Timeline Chart (pdf).

Confidentiality:
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only.

ECDC complies with all federal confidentiality requirements as outlined by the
evidence for criterion 7.B.03

The university's policies for compliance with the Family Educational Rights and Privacy Act.

Children with special needs:
Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECDC program, (b) the child's behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child's individual needs.

In South Carolina, public schools provide early intervention services through the Babynet (birth-3) and the Child Find (3-5) processes, delivered through the Office of Exceptional Children and Youth in the Charleston County School District. If an enrolling child has already been identified with special needs, ECDC staff meet with the family and external professional resource staff to review the IFSP or IEP. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation, parents are encouraged to initiate the Child Find process.

Communicating Assessment Information:
Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed.


The N.E. Miles Early Childhood Development Center is a part of the School of Education, Health and Human Performance at the College of Charleston. Questions or Problems with the site should be referred to Candace Januszczyk or Mendy Benmou.
Description of evidence for criterion 7.B.03

Information about our assessment system is posted to the website.
Registration/Enrollment Forms Check-List
April 27, 2010, "Paper Day"

** Please check each item on the list below as they are completed.

Child's Name__________________________________________ Class Group 2010/2011________

A. Pick Up & Take with you:
   ___ 2010-2011 calendar (some dates are marked TENTATIVE)
   ___ DHEC Illness Exclusion Brochure
   ___ CoC Parking Memo
   ___ ECDC Peanut-Free Letter
   ___ ECDC Assessment System Plan/Timeline

B. Sign up:
   ___ Home Visit Day Contact Information (leave in folder)
   ___ Request Phase-in Day (check off on master sheet)

C. Please review/complete or update/sign the following for your Child's File:

   * Please note that all forms need to be initialed and dated even if no changes are made to the form.
   ___ DHEC SC Immunization Record
   ___ DSS 2900 (Emergency contact, health, and treatment information) new form annually
   ___ Enrollment/Registration Form (new form each year)
   ___ REVISED Policies & Procedures Signature Page (Review & consent of all ECDC Policies)
   ___ REVISED Financial Policy & Agreement
   ___ REVISED Medication Policy
   ___ Authorized Pick-up list
   ___ Home Information Form (HIF)
   ___ ASQ (Ages & Stages Questionnaire)
   ___ NAEYC Re-Accreditation Release/Participation Form
   ___ NAEYC Annual Parent Survey (for currently enrolled children only)

D. ECDC Registration Fees & Tuition (payments due at the end of the semester: May 7):
   ___ Registration fees are paid for MM, SU II (currently enrolled children only) and Fall 10
   ___ Tuition payments are current (for currently enrolled children only)

*"Thank you for your time and cooperation in making this a successful "Paper Day!"
Description of evidence for criterion 7.B.03

Each year at enrollment/registration ("Paper Day"), we use this checklist to make sure all appropriate information (including assessment documents) is distributed.

ECDC_Assessment_Plan_Chand kaum_D Rev.8.25.15.doc

This overview of our assessment system is distributed at enrollment and annually at registration and posted on our program website.
Assessment System

Our assessment system is grounded in the concept of developmentally appropriate authentic assessment (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

**Purpose:**
- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child’s development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for extended diagnostic evaluation
- Identify children’s interests and needs
- Make appropriate instructional decisions and adaptations for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child’s early childhood education

**Procedures:**
Primary methods include
- Observation
- Anecdotal records
- Skills checklists
- Developmental screening (*Ages & Stages Questionnaire*)
- Family Surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal & written communication
Developmental Narratives

When warranted, additional formal and/or informal methods that may be used include:

- Running records
- Behavior checklists
- Time/event Sampling
- Video/audio recording
- Standardized testing

Timelines:
Assessment begins prior to the child's initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Master Teachers conduct formal parent/teacher conferences once each semester and maintain close, informal contact with families throughout the year. The Assessment Timeline Chart provides a year-long overview of how and when assessment data are collected, analyzed, and used.

Confidentiality:
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only.

ECDC complies with all federal confidentiality requirements as outlined by the university's policies for compliance with the Family Educational Rights and Privacy Act.

Children with special needs:
Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECDC program, (b) the child's behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child's individual needs.

In South Carolina, public schools provide early intervention services through the Babynet (birth-3) and the Child Find (3-5) processes, delivered through the Office of Exceptional Children and Youth in the Charleston County School District. If an enrolling child has already been identified with special needs, ECDC staff meet with the family and external professional resource staff to review the IFSP or IEP. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation, parents are encouraged to initiate the Child Find process.
Communicating Assessment information:
Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed.
Description of evidence for criterion 7.B.03

We also provide parents at enrollment with this brief overview of the assessment system.

7.B.04: When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner and is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.

We have been a full inclusion program since 1974 and have worked with many, many families whose children have special needs. The screening process begins before enrollment, with the parent filling out the Ages & Stages Questionnaire (ASQ) so that they are involved from the very beginning. We offer additional screenings for speech and hearing. The referral process in our community is coordinated through the public schools and is parent-initiated. When a referral is indicated, the teacher and director collect observational data, meet with parents to discuss and share, and we often assist with facilitating the referral by providing contact information and printed information about the process. We fully participate in the ISFP/IEP process and maintain communications with families even after they leave our program, as long as they need our assistance.
What Are Some Of BabyNet's Services and Supports?

Your child’s BabyNet services are described in an Individualized Family Service Plan (IFSP) based on your child’s needs. Some services your child might use are:

- Assistive Technology
- Audiology
- Family Training/Counseling
- Health Services
- Medical Evaluation for Eligibility
- Nutrition Services
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Service Coordination
- Social Work
- Special Instruction/ Early Intervention
- Speech and Language Pathology
- Transportation
- Vision Services

What Agencies Provide BabyNet Services?

Many South Carolina State agencies provide BabyNet services. DHEC is the lead agency for BabyNet and coordinates and administers the BabyNet Early Intervention System. These agencies are:

- Commission for the Blind
- Department of Disabilities and Special Needs
- Department of Health and Environmental Control (BabyNet Lead Agency)
- Department of Health and Human Services
- Department of Mental Health
- Department of Social Services
- School for the Deaf and the Blind

For more information call DHEC’s Care Line at 1-800-868-0404

www.scdhec.net/babynet

SC DHEC/BabyNet
1751 Calhoun Street
Columbia, SC 29201
phone: (803) 898-0781
fax: (803) 898-0613

Concerned about your infant or toddler’s development?

Catch Them Early

BabyNet
South Carolina's Early Intervention System
SC DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL

ML-025088  MAC  1003
**What Is BabyNet?**

You might have questions about how your child is learning, seeing, hearing, talking or moving. Is your child developing the way he should? If your child is birth to three years of age and you are interested, BabyNet can check to see if there are delays in her ability to learn, see, hear, talk or move. If there is a delay, BabyNet can provide services and support to help you meet the needs of your child. If a child needs BabyNet services, they are available in most cases at no cost to the family, regardless of income or ability to pay.

Anyone can refer your child to BabyNet—you can; or your doctor, neighbor, daycare worker, or any adult in the child’s life can.

Children grow and develop the most in the early years of life. The sooner a possible problem is found, the better. If you think your child is not learning, seeing, hearing, talking or moving the way they should even at birth, don’t “wait and see.” Call the DHEC Care Line at 1-800-868-0404. BabyNet can help.

**Can My Child Use BabyNet Services?**

After you call your local BabyNet office, a DHEC BabyNet Coordinator will make an appointment to meet you and your child.

The BabyNet Coordinator will:

- Tell you more about BabyNet.
- Tell you about resources and services in the community that can help you.
- Refer you to other agencies or services that you might want.
- Tell you about your BabyNet rights.

**Who Will Help Arrange My Child’s BabyNet Services?**

If your child can use BabyNet services, BabyNet will help you choose a Service Coordinator. The Service Coordinator will:

- Listen to your hopes, needs, concerns, and questions about your child’s development;
- Help you find out more about your child’s development;
- Help you and the people who will help your child to develop an Individualized Family Service Plan (IFSP) to meet your child’s needs.

As a part of the team, you will work with your doctors and Service Coordinator to help your child learn and develop.
Description of evidence for criterion 7.B.04

The BabyNet brochure explains the referral process for children birth-36 months.
We’re Here to Help

Some children are born with physical and mental conditions that can interfere with their growth and development. Fortunately, many problems can be minimized or overcome if help is sought early. Child Find connects children from birth through age 21 with services tailored to the special needs of the individual.

If there appears to be a delay in any area of your child’s development, you may seek assistance from Child Find. Even if a child is not yet school age, he or she may benefit from screening and evaluation. All needed screenings and evaluations are free of charge.

If any of the items below seems to apply to any child that you know, please call Child Find, the central BabyNet office, or your local school district to discuss your concerns.

- Has difficulty turning over.
- Has difficulty sitting up alone.
- Has difficulty crawling.
- Often bumps into objects.
- Does not respond to affection.
- Does not talk.
- Has limited vocabulary.
- Cannot ride a tricycle or pedalc toy.
- Cannot feed self.
- Does not assist in dressing.
- Does not respond to own name.
- Does not say words clearly.
- Does not play well with others.
- Has poor balance or coordination.
- Cannot name family members.
- Cannot put toys/materials away.
- Does not follow simple commands.
- Not successful in school.

Child Find
1-866-5C-FIND-1
For more information about how to arrange a
Child Find Screening
contact:

**Age Birth to 3**
BabyNet Central Office
Department of Health and Environmental Control
1-800-888-0404

**Age 3 to 21**
Office of Exceptional Children
State Department of Education
1-803-734-8224

**Age Birth to 21**
Child Find
1-866-SC-FIND-1

Local Information

---

*Free screenings*

*Free appropriate evaluations*

*Free services*

---

All Children
deserve a chance to
reach their
full potential.

Child Find, a service
to assist families of
children who may have special needs, is here in South Carolina to see that every child has that chance.

---

Reaching Families with Children Who May Have Special Needs.
Description of evidence for criterion 7.B.04

The Child Find brochure describes the referral process for children aged 3-5 years.

Section 4.5 of our Policies & Procedures describes how this process is conducted in a manner consistent with this criterion.
Just continue to state your case over and over! As the mother of a special needs child, I can tell you that continuing to state your case and asking "If you can't authorize this than who can?" ... and keep going up the chain of command will be your best strategy.

From: Jaruszewicz, Candace L
Sent: Tuesday, September 23, 2014 11:49 AM
To: [redacted] Gates, Phyllis N; Hart, Jane C
Cc: Hart, Jane C; White, Mary Johnston; Gates, Phyllis N
Subject: RE: [redacted]

Anne Marie,

I would immediately ask your neurologist to write a letter that summarizes his findings [and recommend OT if you can get him to state that]. B/C OG is a charter school, it has some latitude that "regular" schools don't have to make independent decisions, but it is still within the public sector and you have rights - specifically the right to have your child's needs met whatever those needs turn out to be as long as they qualify under IDEA (SPD is a bit in the "gray" area as the law gives schools the latitude to decide on appropriate 'methodologies,' but with documentation that you have shouldn't be a roadblock).

Second, I would contact the CCSD Office of Special Education and ask them exactly how the IDEA law is implemented within the charter school network and what rights you have as a parent, so you will know how to respond to the things the school psychologist has been telling you.

Third, I would ask [redacted] teachers this year and last year if they will share their assessment information with the guidance counselor and advocate on his behalf.

Then, I would go directly to the principal with your neurologist's letter, and be very straightforward and direct with him - e.g., "This is a letter from my child's neurologist documenting [redacted] issues; I also have this letter from his preschool teacher that outlines exactly the same concerns his current teachers have; I want him in the OT program as that is the best fit for his needs; the school psychologist doesn't want to approve that move; I am appealing to you to help me get my child's needs met...." Let him know you have additional consensus from all of his teachers so far that course of action is what he needs.

If the principal refuses you only have two other options - change schools, or pursue it as a grievance with CCSD.

Jane, if you have the letter you wrote for [redacted], can you send it to her again?

I'm sorry you are having this trouble -.

Candy

-----Original Message-----
From: [redacted] [mailto:Candi90@yahoo.com]
Hi Everyone- boy do we miss y'all!

I'm having a couple of issues at OGECS. Everyone has been very nice and somewhat accommodating as far as issues go.

His teachers have been excellent but he needs extra attention as you guys might remember. Over the summer we went and saw a neurologist and had an MRI done and it came back abnormal - don't worry no crazy brain tumors or anything something they're going to check on it a few months. While seeing the neurologist he determined that he has significant motor delays speech/language delays likely auditory and visual processing etc. (No surprise to me!). In my several meetings with the school psychologist, since he started at OGECS, I have been trying to get him into their OT program. The response I got from the beginning was "Just because you qualify doesn't mean you need it and just because you need it doesn't mean you qualify ". Before we left ECDC, Miss Jane wrote a letter for me (to give to OGECS) about delays and stressed concern about him starting kindergarten. He politely read it and implied that it was a little dramatic. The worst part is, he gave the letter back to me and didn't even put it in his file. He said sensory processing disorder isn't really recognized in the school system as a diagnosis of anything - so basically SPD is a relevant.

I understand that SPD has to show a certain level difficulty/stalled progress in order to receive extra services but this guy is making it very difficult and I feel he's not on my side or side. He actually rolled his eyes when I told him who the doctor was that diagnosed him with SPD and said "Let me guess Dr. , yeah SPD that's her thing ". While was only four when he started going there -I understand that they needed time to get a handle on what his issues really were, as they started to present. There were concerns (by his kindergarten teacher) at the end of last year that he should repeat kindergarten.

Anyways I had a conference today with his teacher and she said everything that we have always said from the beginning -issues with auditory, fine motor, & possibly visual processing. She was really pushing for to be in the OT program. But the school psychologist seems to be a roadblock. I honestly think it's personal with this guy because he has pushed everything I've said aside and I'm starting to get the feeling that he thinks I might be overprotective or dramatic. He was pushing to doLabel: is put rice on ADD medication. I am at my wits end with him and my next step is going to be going to the principal. I'm writing to ask you if you have any advice to give me in regard to any of this. I was also going to ask if Miss Jane perhaps might still have a copy of that letter somewhere so that I can present my case to the principal. Also - any testing that you did or evaluations with notes about your observations would be helpful if I could show them to teacher. Today at the conference I mentioned the sensory processing and ECDC concerns and she looked very surprised.

I have had an excellent relationship with his teachers and I believe I am on the same page with them. I want to push harder for the OT and I think it would be helpful to have other documentation from educators that spent time with . Thank you so much for your time and everything you did for both of my kids in particular. If there is nothing you can do I understand I am just looking for anyone that can point me somewhere. I hope you guys are well and thank you so much for taking the time to read this.
Description of evidence for criterion 7.B.04

This letter from a parent provides evidence of the extent to which we try to help them through the many layers of the documentation & referral process - even after they have left our program for the public schools, which this parent speaks to.
815

evidence for criterion 7.B.04

Jaruszewicz, Candace L

From: [Redacted]
Sent: July 09, 2013 7:20 AM
To: Gates, Phyllis N; Hart, Jane C; White, Mary Johnston; Jaruszewicz, Candace L
Subject: THANK YOU!

You four are amazing. I feel so fortunate to be part of such an amazing team—community! The IEP yesterday was far more productive than I expected it to be. Not only did we get the CCSD to agree to almost everything we wanted, but we had a meaningful conversation about our priorities for [Redacted]. I learned a lot, and I appreciate your willingness to think out loud about what we need to do, as a school (and even me as a parent!). Really, it was just great great great.

Let me say that I already sing the praises of ECDC, but I’m going to do so even more loudly now. I know that all teachers care for their kids, but I have to say that what I’m experiencing at ECDC is more than that. I feel like you all are helping me to be a better parent—and you’re helping me and [Redacted] through a series of life challenges that have nothing to do with ECDC. (The fact that I could cry in Phyllis’s arms when I finally had the terrible ear infection is evidence of that.)

You all are like what I would have fantasized about when [Redacted] was an infant. And here you are, in the flesh, and we have the great good fortune to be part of your community. I’m so grateful!

Xo,
[Redacted]

[Redacted]
Department of Mental Health and Special Studies
The College of Charleston
66 George St.
Charleston, SC 29424
Description of evidence for criterion 7.B.04

This email from the parent of a child with special needs and health issue of her own, provides evidence of the level of support we provide to families.
7.C.: Nurturing Families as Advocates for Their Children

7.C.01: Program staff encourage families to regularly contribute to decisions about their child's goals and plans for activities and services.

Parents meet at least three times per year formally with teachers - school and/or home visit and two conferences. Additional planning conferences may take place whenever requested. Families are encouraged to share information about their child in many ways formally and informally - some examples include the Home Information Form, Goals Form, emails, Parent Observation Form, impromptu conversations, both regularly scheduled and requested conferences, etc.
Thanks for your feedback. I agree with you completely about pull-ups. I also am aware that you are supposed to u positive messages and I have to admit that we have not been perfect in this regard. We have tried to work on the I message and I will focus my energies more that way and try to refrain from the mess statements.

I will also try to send Stephanie some more specifics so she knows exactly what we have been doing.

Thanks again for your support,

---

Hi

All we need to know is that you have this process going, and I appreciate your reply and feedback; it does varying amounts of time from child to child and each one presents different challenges - please just let Ste know what she can do to support the process you are using, as consistency is very important - if there are particular words or prompts you use, effective incentives, feedback, etc.

We do have several months and usually even with a child who is reluctant for some reason, at some point all click and that will be that. Just a personal note; I happen to think that the invention of pull-ups has not necessarily been helpful for all children - I know they are an attractive option for efficiency- busy moms ha of things to do besides laundering underwear, sheets, blankets, etc. but in some ways, b/c they have the absorbency/dryness factor as diapers, I don't think they provide the sensory cues that the child gets with underwear once they reach the point where that is part of their training. You might want to 'bite the bullet' and commit to regular underwear and see what happens. It might be the thing that gets her over the hump.

Another suggestion I would make if I may, is that the incentive for her to stay dry in underwear is most eff when it is positive - i.e., the idea that she is a 'big girl,' you are proud of her hard work on this, etc. perhaps rather than avoiding making a mess - you don't want her to feel that what is happening with her body is be distasteful for any reason, as it is a natural process and prone to many unsuccessful attempts before they consisten control. Check in with Stephanie and see what she thinks, as she is so experienced with this an always gives great advice. Thanks for your support with this.
From: [Redacted]
Sent: Wednesday, March 25, [Redacted]
To: Jaruszewicz, Candace L; Johnston, Stephanie T
Cc: [Redacted]
Subject: RE: Gentle Reminder about potty training

Dr. Candy (and Stephanie),

I wanted to reply to this email and let you know where [Redacted] stands with potty training as I am not sure I have done an adequate job of conveying that information to date, and, to be honest, I am at my wits-end on how to get this girl to give up the pull-up and get on with it.

[Redacted] began potty-training when she turned 2 (so we have been at this for over a year!) because it was strongly encouraged by the daycare she attended before coming to ECDC [Redacted]. At that time, she was encouraged to wear underwear to school and they were just more willing to deal with the messes (different philosophies). I actually felt like they started her out too young but we did see some early success and she would have days where she came home in the same clothes she went to school in. Then [Redacted]. Now, she is just being fickle I think. I know she knows what to do and can do it but seems to simply choose when she “feels like” participating in it and when she doesn’t. I definitely think she tries a bit harder when she is in underwear and has greater success because she knows she is not supposed to “make a mess.” But, I am not sure at what point I decide she is doing well enough try it at school as she still has occasional accidents (usually when she is having fun and doesn’t want to stop what she is doing) and her interest in it seems to come and go.

I read the attached articles and I have read all that before with the exception of the concept of diaper dependency which I think may be relevant to [Redacted]. We have used sticker charts (and do still occasionally), we still use “prizes”, and we encourage her to wear underwear at home as often as possible (although she often chooses the pull-ups). However, the last two nights she has decided to wear underwear after her bath (until bedtime) and has had no accidents and used the potty without prompts. And she often goes the whole night without wetting her pull-up. I also had a conversation with [Redacted].

Anyway, my point here, is that I think [Redacted] is right on the cusp of mastering this and I don’t know what it will take to get her over the proverbial hump. I admit that this has been the most challenging thing for me as a parent and I don’t feel like I have been very successful at it...

I would appreciate any additional suggestions or advice you may have!!

Thanks,
Description of evidence for criterion 7.C.01

This is an example of an email conversation relative to a parent's efforts with toilet-training.
Seashell Pre-Conference Form

In order to make the best use of our conference time, I would like to know any areas or issues you would be interested in focusing on with respect to your child’s development. Please describe below any questions or topics you would like to address. In addition to your interests, I will be discussing your child’s self-help skills, social/emotional development and language development thus far.

Please return this form to the folder posted on the bulletin board above our sign-in sheet by Tuesday, November 24th.
Description of evidence for criterion 7.C.01
Classroom teachers seek input from families prior to each parent/teacher conference day.
Home Visits Report

Name ___________________________ Classroom Group ___________________________ All children we
Please complete for all children in your group:

<table>
<thead>
<tr>
<th>Child Name</th>
<th>Date of Visit</th>
<th>Forms updated?</th>
<th>Notes/comments (observations, problems, surprises, etc.)</th>
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8.16.2010
Home Visits Report

15
Description of evidence for criterion 7.C.01

Teachers record notes after home visits have occurred to assist them with planning and goal-setting. (this is the blank form, for confidentiality purposes)
Notes for teachers:
1. At home visit, for returning children revisit goals from previous year spring conference and transfer or revise as needed for fall. For new children, establish initial goals.
2. Also Notes block to record info not in anecdote.
3. DATE all entries

Revised 10.19.11
### Home Visit

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<thead>
<tr>
<th>Goal #</th>
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<th>Fall Conference</th>
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<th>I</th>
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<th>Spring Conference</th>
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<td>Strategy</td>
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</table>

**Notes for teachers:**

1. At home visit, for returning children revisit goals from previous year spring conference and transfer or revise as needed for fall. For new children, establish initial goal(s).
2. Also Notes (block to record info not in anecdote).
3. DATE all entries

Revised 10.19.11
Description of evidence for criterion 7.C.01

Parents and teachers work together on identifying goals for each child.
<table>
<thead>
<tr>
<th><strong>Child:</strong></th>
<th><strong>Observer:</strong></th>
<th><strong>Date:</strong></th>
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<tbody>
<tr>
<td>How long did you observe?</td>
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<td>What was your child doing while you observed?</td>
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<td>What did you notice about your child's social interactions with other children?</td>
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<tr>
<td>What did you notice about your child's interactions with the teacher(s)?</td>
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<tr>
<td>Do you have questions or comments about your child based</td>
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</table>
Parent Observation

on what you observed?

Please leave this form with your child's teacher or in the "Parent Observations" envelope at the office.
Description of evidence for criterion 7.C.01
Parents are encouraged to spend time in our classroom one-way observation booths and to record/share their thoughts with us as partners in the assessment process.

7.C.02: Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.

We have several means for parents to voice concerns or questions and we work with parents diligently to find solutions to both short-term and long-term concerns. These include, but are not limited to: Parent meetings and conferences Regular and frequent email communication Open door policy Frequent spontaneous interaction Parent input to assessment process

We have both public (seating areas in entry areas) and private spaces (library) where teachers, children, and families can share conversation, and have meetings or conferences.
Seashell Pre-Conference Form

In order to make the best use of our conference time, I would like to know any areas or issues you would be interested in focusing on with respect to your child’s development. Please describe below any questions or topics you would like to address. In addition to your interests, I will be discussing your child’s self-help skills, social emotional development and language development thus far.

Please return this form to the folder posted on the bulletin board above our sign-in sheet by Tuesday, November 24th.
Description of evidence for criterion 7.C.02

Teachers use a variety of means to encourage families to share concerns and ideas.

ECDCPP_eff.7.1.15.docx

Section 1.1 of our Policies & Procedures includes this statement: "Regular, ongoing communication is facilitated in various ways among families, caregivers, and the school staff so that multiple perspectives on the child's development and interests can be used to enhance the child's school experience (1.A.03; 7.A.06; 7.A.08; 7.A.09; 7.A.11).

Parent_Observation_Form.docx

Parents are provided many formats for sharing information about their concerns, including the Parent Observation Form - to record their thoughts about what they see.
Okay, here's my long-overdue response to this email! I'll see what I meant.

I am comfortable with her going to MES for speech therapy. I feel the best about two possible ways the speech therapy is structured: one is if she's by herself and the main focus of Stephanie, who could really focus on speaking/reading/etc. The other the second possibility is that, if she has one or two other kids in that session, Stephanie uses that time not only to work on the kids' speech but also on how they're interacting which each other. As ALL of us know, challenging every boundary in her world.

I know that there are forms of therapy that she'll need to do being taken from the classroom, and speech language is one of those. But I'd like her to be in her ECDC classroom as much as possible. I'm sure you all know that the common thing in so many classes is that the kids with intellectual disability are taken from their classes several times a day or week—particularly in CCSD (weird, right? But it's truly happening in a big way here). This is a big deal because one of my biggest priorities for her is that she learns to be a peer, that she learns to behave appropriately and connects with other kids.

Of course ECDC does this! And you work on specific things like math, reading, listening, and how you do this is BEAUTIFUL, because you challenging every day, and you also help to do things at a lower layer, a strategy that works for her. I'm so happy to see her working/playing/learning with her peers, in the ECDC classroom. I know that you all do this! And I'm eager to seeing it expanding.

Could a few kids be offered the opportunity to help? I know that and seem happy to do this. This happens nationwide—I have the whole story of a family in Ohio who's made this happen beautifully, starting at pre-K and moving on through high school. One of the reasons I'm really glad to have as part of ECDC is that she can help and other kids to be effective helping. And Mary and Jane, she can help you—she can do other work while you (and/or etc) focusing on for a little time without you feeling run over by a truck.

Whew. That's all I've got right now. Please let me know what you think! I'm happy to hear your responses and critiques.

--Alison

From: <Jaruszewicz>, Candace L <JaruszewiczC@cofc.edu>
Date: Thursday, October 23, 2014 8:03 AM
To: "White, Mary Johnston" <WhiteMI@cofc.edu>, "Hart, Jane C" <hartjc@cofc.edu>
Cc: "Jaraszewicz, Candace L" <JaruszewiczC@cofc.edu>
Subject: RE: Monday meeting
Description of evidence for criterion 7.C.02

This email documents a parent's concerns about speech therapy and her daughter's social development.

7.C.03: Program staff encourage and support families to make the primary decisions about services that their children need, and they encourage families to advocate to obtain needed services.

Our local referral process is parent-driven and we provide whatever support and information they need or request to advocate on their behalf. This support sometimes persists after families have left the program, as they sometimes struggle with the process in the elementary schools.
We’re Here to Help

Some children are born with physical and mental conditions that can interfere with their growth and development. Fortunately, many problems can be minimized or overcome if help is sought early. Child Find connects children from birth through age 21 with services tailored to the special needs of the individual.

If there appears to be a delay in any area of your child’s development, you may seek assistance from Child Find. Even if a child is not yet school age, he or she may benefit from screening and evaluation. All needed screenings and evaluations are free of charge.

If any of the items below seems to apply to any child that you know, please call Child Find, the central BabyNet office, or your local school district to discuss your concerns.

- Has difficulty turning over.
- Has difficulty sitting-up alone.
- Has difficulty crawling.
- Often bumps into objects.
- Does not respond to affection.
- Does not talk.
- Has limited vocabulary.
- Cannot ride a tricycle or pedal toy.
- Cannot feed self.
- Does not assist in dressing.
- Does not respond to own name.
- Does not say words clearly.
- Does not play well with others.
- Has poor balance or coordination.
- Cannot name family members.
- Cannot put toys/materials away.
- Does not follow simple commands.
- Not successful in school.

Child Find
1-866-SC-FIND-1
For more information about how to arrange a Child Find Screening contact:

**Age Birth to 3**
BabyNet Central Office
Department of Health and Environmental Control
1-800-868-0404

**Age 3 to 21**
Office of Exceptional Children
State Department of Education
1-803-734-8224

**Age Birth to 21**
Child Find
1-866-SC-FIND-1

Local Information

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**Free screenings**

**Free appropriate evaluations**

**Free services**

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All Children deserve a chance to reach their full potential.

Child Find, a service to assist families of children who may have special needs, is here in South Carolina to see that every child has that chance.

Reaching Families with Children Who May Have Special Needs.
Description of evidence for criterion 7.C.03

Our community makes every effort to provide families with information and access to support services for young children and to support them as primary decision-makers. This is a brochure describing the referral process.
Just continue to state your case over and over! As the mother of a special needs child, I can tell you that continuing to state your case and asking "If you can't authorize this than who can?" ... and keep going up the chain of command will be your best strategy. Jane

From: Jaruszewicz, Candace L
Sent: Tuesday, September 23, 2014 11:49 AM
To: Gates, Phyllis N; Hart, Jane C
Cc: Hart, Jane C; White, Mary Johnston; Gates, Phyllis N
Subject: RE: letter for Orange Grove.docx

Anne Marie,

I would immediately ask your neurologist to write a letter that summarizes his findings [and recommend OT if you can get him to state that]. B/C O.G is a charter school, it has some latitude that "regular" schools don't have to make independent decisions, but it is still within the public sector and you have rights - specifically the right to have your child's needs met whatever those needs turn out to be as long as they qualify under IDEA (SPD is a bit in the "gray" area as the law gives schools the latitude to decide on appropriate 'methodologies,' but with documentation that you have shouldn't be a roadblock).

Second, I would contact the CCSD Office of Special Education and ask them exactly how the IDEA law is implemented within the charter school network and what rights you have as a parent, so you will know how to respond to the things the school psychologist has been telling you.

Third, I would ask your teachers this year and last year if they will share their assessment information with the guidance counselor and advocate on his behalf.

Then, I would go directly to the principal with your neurologist's letter, and be very straightforward and direct with him - e.g., "This is a letter from my child's neurologist documenting issues; I also have this letter from his preschool teacher that outlines exactly the same concerns his current teachers have; I want him in the OT program as that is the best fit for his needs; the school psychologist doesn't want to approve that move; I am appealing to you to help me get my child's needs met..." Let him know you have additional consensus from all of his teachers so far that course of action is what he needs.

If the principal refuses you only have two other options - change schools, or pursue it as a grievance with CCSD.

Jane, if you have the letter you wrote for, can you send it to her again?

I'm sorry you are having this trouble -.

Candy

-----Original Message-----
From: Jane Hart [mantisjewel09@yahoo.com]
Hi Everyone- boy do we miss y'all!

I'm having a couple of issues at OGECS. Everyone has been very nice and somewhat accommodating as far as issues go.

His teachers have been excellent but he needs extra attention as you guys might remember. Over the summer we went and saw a neurologist and had an MRI done and it came back abnormal - don't worry no crazy brain tumors or anything something they're going to check on it a few months. While seeing the neurologist he determined that has significant motor delays speech/language delays likely auditory and visual processing etc. (No surprise to me!). In my several meetings with the school psychologist, since started at , I have been trying to get him into their OT program. The response I got from the beginning was "just because you qualify doesn't mean you need it and just because you need it doesn't mean you qualify". Before we left ECDC, Miss Jane wrote a letter for me (to give to OGECS) about delays and stressed concern about him starting kindergarten. He politely read it and implied that it was a little dramatic. The worst part is, he gave the letter back to me and didn't even put it in his file. He said sensory processing disorder isn't really recognized in the school system as a diagnosis of anything - so basically SPD is a relevant. I understand that has to show a certain level difficulty/stalled progress in order to receive extra services but this guy is making it very difficult and I feel he's not on my side or side. He actually rolled his eyes when I told him who the doctor was that diagnosed with SPD and said "let me guess Dr., yeah SPD that's her thing". While was only four when he started going there - I understand that they needed time to get a handle on what his issues really were, as they started to present. There were concerns (by his kindergarten teacher) at the end of last year that he should repeat kindergarten.

Anyways I had a conference today with his teacher and she said everything that we have always said from the beginning - issues with auditory, fine motor, & possibly visual processing. She was really pushing for to be in the OT program but the school psychologist seem to be a roadblock. I honestly think it's personal with this guy because he has pushed everything I've said aside and I'm starting to get the feeling that he thinks I might be overprotective or dramatic. All he wants to do is put rice on ADD medication. I am at my wits end with him and my next step is going to be going to the principal. I'm writing to ask you if you have any advice to give me in regard to any of this. I was also going to ask if Miss Jane might perhaps still have a copy of that letter somewhere so that I can present my case to the principal. Also - any testing that you all did or evaluations with notes about your observations would be helpful if I could show them to teacher. Today at the conference I mentioned the sensory processing and ECDC concerns and she looked very surprised.

I have had an excellent relationship with his teachers and I believe I am on the same page with them. I want to push harder for the OT and I think it would be helpful to have other documentation from educators that spent time with Thank you so much for your time and everything you did for both of my kids in particular. If there is nothing you can do I understand I am just looking for anyone that can point me somewhere. I hope you guys are well and thank you so much for taking the time to read this.
Description of evidence for criterion 7.C.03

This email documents our on-going efforts to support and assist a parent with her advocacy efforts even after her child had left our program to go on to elementary school.

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Section 4.5 of ECDC Policies describes how the program assists families with referrals.

7.C.04: Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff make arrangements to use these techniques in a language the family can understand.

More than 80% of our families speak English, but when conferencing with our families whose first language is not English, we can seek a translator from our campus School of Languages, Cultures, and World Affairs if they request. We typically do not encounter difficulties in interactions with family members, but our normal methods and strategies include active listening, restating dialogue to confirm everyone is clear about the meaning/intent of statements, keeping written anecdotal notes of conferences and returning them to the family for verification. Mechanisms for communications include email, notes, forms, verbal conversations, and/or third party mediation. We also have a Parent Advisory Committee composed of one parent from each classroom appointed by the director who function as ombudspersons in the event of a grievance or complaint that is not resolved to the family's satisfaction, and the Dean of our School of Education serves as the final authority in matters that remain unresolved.
2015-2016 ECDC Program Demographics

Children and Families

Total # children enrolled 55
Total # Families 48
New Families 15 (27.2%)
Minority 23.6%
Dual Language Learner 16.4% (Spanish, French, Romanian, Mandarin, Greek, Twi)
Special Needs 10.9% (Down Syndrome, Speech, Autism Spectrum, Health Needs)

Staff Fall 2015

Administrative 2
Master Teachers 4
Graduate Assistants 5
Teaching Assistants 24
Men 8.6% (3)
Minority 5.7% (2)

Anticipated Staff Spring 2016

Administrative 2
Master Teachers 4
Graduate Assistants 5
Teaching Assistants @24
Men 14.2% (5)
Minority 17.1% (6)
Description of evidence for criterion 7.C.04

We maintain and report on family demographics annually - one of the ways we use these data is to help us determine what kind of campus resource support we might need to seek (such as translation services).

ECDC Policy 1.1 indicates how and when translation or interpreter services will be provided.
Thank you, Candace.

I appreciate your thoughtful response. And I appreciate ECDC's embrace of my "non traditional" family. Adoption, multi racial children, a white mom, and a man named "dad" - indeed, we are not the norm. Yet, if as you say, my children feel loved, safe and secure, then all is well.

My reaction was mostly due to the introduction of language/concepts I've not yet exposed them to: Birth Mom and Real Mom, as well as concerns about other children's reactions.

I did indeed pick up on the book. I will see how this plays out in the days to come.

In the meantime, as we discussed, I would like for the Butterfly teachers to listen for feedback about this or similar issues.

I'm grateful for your support.

Hi

I did think maybe you might want to read how I was thinking about this before you called.

Hi

In general, I tend to assume the default position that I trust the teachers judgment and insights about what is appropriate for discussion purposes in their class; in this case, I do understand what they are doing, exploring the concept of families in a broad sense that includes many different kinds of structures, stressing in particular the special relationships children have with their family members. "Families" is a topic generally understood to be appropriate for young children because it is what they have more first-hand knowledge about than anything else and they feel they have lots they can contribute to conversations and projects. In hindsight, however, I think we would all be happier if they had previewed with you before introducing the book to the children (or choosing not to). Jane assumed that since she had shared a poem earlier with you about adoption that you liked and then read to the children, it would be ok to include this book in their study of families. She specifically chose it because she thought you would like it. It focuses on familiar things that loving mothers do and doesn't mention the word adoption; the term 'birth mother' is introduced briefly
when the child asks why she doesn’t look like her mother, but the focus of the story is how mothers care for and love their children.

Her email made it sound like there was a big discussion about the difference between birth mothers and adoptive mothers but there wasn’t (that was for parents’ benefit). They have been reading lots of books about different kinds of families. One of the children asked if the little girl in the book was adopted and Jane said perhaps she was, and that was the extent of it. They talked much more about the different things mommies do with their children and how much the children love their moms. I did make sure they know you do not want any further intentional discussion about adoption.

We have several children in that class whose families are in transition and it is generally our position that school should be a place where they can express their ideas and questions, etc. in a safe way with no fear of judgment—the way they think about things is so concrete, it can be hard for them to deal with more abstract concepts—when they do ask question, the teachers want to reinforce the notion that parents’ love for children is unconditional regardless of what is going on around them. Clearly are not dealing with anything like that as your family is intact and your children feel loved, safe, and secure always. I’m sure that is why they thought the choice of this book would be appropriate. But we’re not looking at it through your lens or dealing first-hand with the complexities of having those lifelong conversations with your children.

Let me know if you want to follow-up further.

Candace
846

**Description of evidence for criterion 7.C.04**

Email is one of the means for carrying on conversation as it can be done at the convenience of the parents. This excerpt was part of an ongoing conversation about selection of books about different kinds of families and a parent clarifying her wishes about how adoption should be discussed.

**FHB.2015.2016.docx**

Our family handbook is one of the sources of information for parents about how to access our Parent Advisory Council, which can advocate on their behalf if they feel they need it. This information is also available in the Policies/Procedures and on our website.

7.C.05: Program staff provide families with information about programs and services from other organizations. Staff support and encourage families’ efforts to negotiate health, mental health, assessment, and educational services for their children. (This criterion is an Emerging Practice.)

We maintain a parent library with helpful books and resources. We also maintain a notebook of community resources for reference. We distribute some community resource information annually at registration and we have links on our website to many helpful resources. We also post advocacy information on our Facebook page, and may pass along links to information we think parents might like via email.

![We maintain a library of resource information for families.](image-url)
Our observation booths contain relevant current news/information for parents.

We maintain a bulletin board with information about community resources & events.
We maintain a large notebook with community resource information and current brochures, flyers for parents to take as desired.
I would immediately ask your neurologist to write a letter that summarizes his findings [and recommend OT if you can get him to state that]. B/C OG is a charter school, it has some latitude that "regular" schools don't have to make independent decisions, but it is still within the public sector and you have rights - specifically the right to have your child's needs met whatever those needs turn out to be as long as they qualify under IDEA (SPD is a bit in the "gray" area as the law gives schools the latitude to decide on appropriate 'methodologies,' but with documentation that you have shouldn't be a roadblock).

Second, I would contact the CCSD Office of Special Education and ask them exactly how the IDEA law is implemented within the charter school network and what rights you have as a parent, so you will know how to respond to the things the school psychologist has been telling you.

Third, I would ask [teachers this year and last year if they will share their assessment information with the guidance counselor and advocate on his behalf.]

Then, I would go directly to the principal with your neurologist's letter, and be very straightforward and direct with him - e.g., "This is a letter from my child's neurologist documenting [issues]; I also have this letter from his preschool teacher that outlines exactly the same concerns his current teachers have; I want him in the OT program as that is the best fit for his needs; the school psychologist doesn't want to approve that move; I am appealing to you to help me get my child's needs met...." Let him know you have additional consensus from all of his teachers so far that course of action is what he needs.

If the principal refuses you only have two other options - change schools, or pursue it as a grievance with CCSD.

Jane, if you have the letter you wrote for [a caretaker], can you send it to her again?

I'm sorry you are having this trouble -.

Candy

-----Original Message-----
From: [Name] [Name] [Name] [name@name.com]
Hi Everyone - boy do we miss y'all!

I'm having a couple of issues at OGECS. Everyone has been very nice and somewhat accommodating as far as issues go.

His teachers have been excellent but he needs extra attention as you guys might remember. Over the summer we went and saw a neurologist and had an MRI done and it came back abnormal - don't worry no crazy brain tumors or anything something they're going to check on it a few months. While seeing the neurologist he determined that has significant motor delays speech/language delays likely auditory and visual processing etc. (No surprise to me!). In my several meetings with the school psychologist, since , I have been trying to get him into their OT program. The response I got from the beginning was "just because you qualify doesn't mean you need it and just because you need it doesn't mean you qualify ". Before we left ECDC, Miss Jane wrote a letter for me (to give to OGECS) about delays and stressed concern about him starting kindergarten. He politely read it and implied that it was a little dramatic. The worst part is, he gave the letter back to me and didn't even put it in his file. He said sensory processing disorder isn't really recognized in the school system as a diagnosis of anything - so basically SPD is a relevant. I understand that has to show a certain level difficulty/stalled progress in order to receive extra services but this guy is making it very difficult and I feel he's not on my side or side. He actually rolled his eyes when I told him who the doctor was that diagnosed with SPD and said "Let me guess Dr., yeah SPD that's her thing ". While was only four when he started going there - I understand that they needed time to get a handle on what his issues really were, as they started to present. There were concerns (by his kindergarten teacher) at the end of last year that he should repeat kindergarten.

Anyways I had a conference today with his teacher and she said everything that we have always said from the beginning - issues with auditory, fine motor, & possibly visual processing. She was really pushing for to be in the OT program but the school psychologist seem to be a roadblock. I honestly think it's personal with this guy because he has pushed everything I've said aside and I'm starting to get the feeling that he thinks I might be overprotective or dramatic. All he wants to do is put rice in ADD medication. I am at my wits end with him and my next step is going to be going to the principal. I'm writing to ask you if you have any advice to give me in regard to any of this. I was also going to ask if Miss Jane perhaps might still have a copy of that letter somewhere so that I can present my case to the principal. Also - any testing that you did or evaluations with notes about your observations would be helpful if I could show them to teacher. Today at the conference I mentioned the sensory processing and ECDC concerns and she looked very surprised.

I have had an excellent relationship with his teachers and I believe I am on the same page with them. I want to push harder for the OT and I think it would be helpful to have other documentation from educators that spent time with Thank you so much for your time and everything you did for both of my kids in particular. If there is nothing you can do I understand I am just looking for anyone that can point me somewhere. I hope you guys are well and thank you so much for taking the time to read this.
Description of evidence for criterion 7.C.05
This email documents our efforts to assist a former parent with her efforts to advocate for her child.

7.C.06: Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.

We assist parents with transitions in many ways. In our community there are many magnet and charter schools with entrance lotteries, some that require testing/screenings/interviews. We provide information both in hard copy and on our website about area schools. We help children prepare for these kinds of interactions with role-playing, mock testing situations, as needed or requested. We provide written documentation and recommendations to local elementary schools when requested and maintain phone and conference contact with specialists serving children with special needs. Each November, we offer a panel discussion where representatives of area schools and parent "alumni" facilitate an information/question & answer session about transitional processes and issues.
To: Charleston County School District
From: NE Miles Early Childhood Development Center
Date: January 27, 2010
Re: Records request for:

At the present time, the permanent records we keep for individual children include information needed for state licensing and NAEYC accreditation purposes. These records include:

☐ Annual enrollment form
☐ DSS 2900 Health form
☐ DHEC immunization form
☐ ISFP/IEP (only as indicated)
☐ Assessment portfolios (includes Home Information Form and ASQ for age band at time of entry)
☐ Incident reports
☐ Policies/procedures sign-off

The Miles ECDC at the College of Charleston does not maintain a formal "discipline record" for each child; behavior notation is included in assessment folios. Daily sign-in/out sheets provide documentation of attendance and discipline issues are typically managed through verbal communication between the classroom master teacher and parents. We collect family and developmental screening (ASQ) information at the time of initial enrollment. Teachers maintain a portfolio for each child throughout the enrollment period that includes learning artifacts, anecdotal records, and skills assessments used to prepare progress narratives derived from the South Carolina Infant/Toddler, Early Learning, and Kindergarten standards. These reports are shared with parents twice each academic year, in December and April.

When we observe children who exhibit signs of potential developmental delays or indicators of special needs including behavior disorders, we work with parents to refer the child through the BabyNet or ChildFind networks, or to seek private counsel. We maintain diagnostic/referral information and ISFP or IEP plans when relevant. Standardized testing is done only when specifically requested or indicated as a diagnostic measure.

Please check off the appropriate box for any transitional documents needed and fax back to me at 843-953-5608. We require evidence of written parental consent from the requesting school before forwarding records.
Description of evidence for criterion 7.C.06

This is the form letter we provide for area school districts for request of child records.
PTO Meeting Agenda for Thursday, November 5, 2009

School Choice Night panelists include:

- The Cooper School: Kate Shorter (director)
- Memminger Global: Anthony Dixon (principal)
- Meeting Street Academy: Trish Scarry (principal)
- Charleston Day School: Margaret Hagood (parent)
- Charleston Catholic: Beth Goodier (parent)
- Porter Gaud: Jennifer Baker (parent)
- St. Andrews: Conseula Francis (parent)
- Mason Prep: Beth Meyer-Bernstein (parent)
- West Ashley Creative Arts: Rhonda Swickert-Hitner and Jim Hitner (parent)
- Buist Academy: Ken Carrington (parent)

Committees: How to get involved/contribute to the ECDC community – ongoing participation join in the fun!

- Update on Teacher Care
- T-Shirt/Sweatshirt/Nap totes
- Fundraising reminder – link your cards to ECDC

Upcoming Events:

- Thanksgiving Feast, Tuesday, Nov. 24th
- Holiday Tree Lighting at Sottile House, Wednesday, December 2nd
- Parent conferences, Tuesday, December 8th (reading day), in conjunction with the book fair; babysitting will be provided during the assigned conference time only.
- Movie night/pajama party, the evening of Thursday, December 17th

New Ideas/New Business:

For the good of the order?
Description of evidence for criterion 7.C.06

We offer an information session each fall with a panel of alumni parents and/or representatives of area schools who answer questions and provide information about enrollment processes, curriculum, fees, etc.
Community Resources

1. Maps & transportation
2. Special needs
3. Health resources
4. Preschools/Child Care
5. Public schools
   a. CCSD
   b. Berkeley
   c. Dorchester
   d. Colleton
6. Private schools
7. Recreation
8. Arts
9. Cultural
10. ECE Professional organizations
Description of evidence for criterion 7.C.06

Our Community Resources notebook includes information area schools, other programs, and services. We also have a book rack with folders & information packets on area schools.
A couple thoughts –
I have all of the test information of students that would like to work with families.

Secondly, over the next year, (____) may change quite a bit as far as sleeping, etc. – We have lots of information about area schools and there are probably choices you aren’t necessarily familiar with at this point, but I can help you navigate through that. There are also new schools (charter, mostly) popping up and by the time you need to decide what to do, there might be additional schools to consider. You also have the option of keeping him here through kindergarten where he will get a lot of one-on-one rather than the 25 kids in a kdg out there in the schools, and then going into a school with low teacher/child ratios for first grade (I think it is around 15 for CCSD).

Just a couple things to think on.

Hi Dr. Candy,

I hope this email finds you well! I’m writing about two topics:

1. We are looking for someone to work with (____) on Mondays and Wednesdays in July and August. Do you know of anyone who could be interested/available/qualified?

2. I started reading all about Buist and Ashley River and kind of panicked a bit (Buist drop off, if we were to be so lucky to even get in, is at 7:20am with a 10:20am lunch). Both, up until this point, have been my top two choices, and the panic arose from seeing how big and rigid and early (____ has a hard time waking up to get to ECDC by 8:30/8:40 - and he goes to bed at 7:30!!) and, just,... I don’t know... impersonal they are. It’s not that I need the school to be as small as ECDC, I’m just wondering if -- again, even if we were to totally luck out and get accepted -- if either of those schools are the right fit for (____). I’ve also been looking at the Cooper School, which I like from what I’ve read (and of course the money is just... ugh... but I would do it if we needed to). Do you have any advice based upon the options out there and knowing (____)?

Thanks so much,
Description of evidence for criterion 7.C.06

This email provides evidence of the type of support we try to provide as parents ask questions about school choice.
Additional Resources

Early Childhood Professional Organizations

- National Association for the Education of Young Children (NAEYC)  
  (http://www.naeyc.org/)
- South Carolina Association for the Education of Young Children (SCAEYC)  
  (http://www.scaeczy.org/)
- National Coalition for Campus Children’s Centers (NCCCC)  
  (http://www.campuschildren.org/)
- National Association of Early Childhood Teacher Educators (NAECTE)  
  (http://www.naecte.org/)
- South Carolina Early Childhood Association (SCECA)  
  (http://www.sceca.org/)

Regulations and Standards

- Licensing, Accreditation, and Standards: NAEYC Accreditation Information  
  (http://www.naeyc.org/academy/)
- South Carolina Infant-Toddler Guidelines  
  (http://scinfantrytoddlerguidelines.pdf) (pdf)
- South Carolina Department of Education “Good Start Grow Smart” Early Learning Standards  
  (http://childcare.sc.gov/main/docs/gsps_finalbook_0226208.pdf) (pdf)
- South Carolina Department of Social Services (Child Care Regulations)  
  (http://www.state.sc.us/dss/cdclrs/index.html)
- Play and Learn Together: A South Carolina Parent Guide to the Early Learning Standards  
  (http://childcare.sc.gov/main/docs/ParentGuidetotheStds8.6.08.pdf) (pdf)
Information about Local SC Public and Private Schools

- Tri-County Admissions Council (Information about local private schools) (http://www.charlestonprivateschools.org/)
- Charleston County School District (http://www.ccsdschools.com/)
- Berkeley County School District (http://www.berkeley.k12.sc.us/)
- Dorchester II School District (http://www.dorchester2.k12.sc.us/)

Advocacy Resources

- Trident United Way (Education and Child Care Resources) (http://www.tuw.org/child-care)
- The Duke Endowment (http://www.dukeendowment.org/our-work/overview)
- SCiWay (SC Information Highway) (http://www.sciway.net/org/family.html)
- National Association of Child Care Resource and Referral Agencies (http://www.naccra.org/)
- Defending the Early Years (http://deyproject.org/) (Advocating for developmentally appropriate and research-based practices)

ADDITIONAL RESOURCES

- ECDC News (http://blogs.cofc.edu/ecdc/)

SOCIAL MEDIA

- Facebook (https://www.facebook.com/ecdc)
- Flickr (http://www.flickr.com/photos/cofcs)
- Google+ (https://plus.google.com/u/0/1045328453919585151458)
- LinkedIn (http://www.linkedin.com/edu/school?id=19364)
- Instagram (http://instagram.com/cofc)
- Twitter (http://twitter.com/CoFC)
- YouTube (http://youtube.com/cofcs)
Description of evidence for criterion 7.C.06

We provide links on our website to pages we think might be useful for parents about school choice
Okay, here’s my long-overdue response to this email! I’ll see what I meant.

I am comfortable with her going to MES for speech therapy. I feel the best about two possible ways the speech therapy is structured: one is if she’s by herself and the main focus of Stephanie, who could really focus on speaking/reading/etc. The other the second possibility is that, if she has one or two other kids in that session, Stephanie uses that time not only to work on the kids’ speech but also on how they’re interacting which each other. As ALL of us know, communicating is challenging every boundary in her world.

I know that there are forms of therapy that she’ll need to do being taken from the classroom, and speech language is one of those. But I’d like her to be in her ECDC classroom as much as possible. I’m sure you all know that the common thing in so many classes is that the kids with intellectual disability are taken from their classes several times a day or week—particularly in CCSD (weird, right? But it’s truly happening in a big way here). This is a big deal because one of my biggest priorities for her is that she learns to be a peer, that she learns to behave appropriately and connects with other kids.

Of course ECDC does this! And you work on specific things like math, reading, listening, and how you do this is BEAUTIFUL, because you challenging [inset] every day, and you also help [inset] do things at a lower layer, a strategy that works for her. I’m so happy to see her working/playing/learning with her peers, in the ECDC classroom. I know that you all do this! And I’m eager to see it expanding.

Could a few kids be offered the opportunity to help [inset]? I know that [inset] and [inset] seem happy to do this. This happens nationwide—I have the whole story of a family in Ohio who’s made this happen beautifully, starting at pre-K and moving on through high school. One of the reasons I’m really glad to have [inset] as part of ECDC is that she can help [inset] and other kids to be effective helping [inset]. And Mary and Jane, she can help you—she can do other work while you (and/or [inset] etc) focusing on [inset] for a little time without you feeling run over by a truck.

Whew. That’s all I’ve got right now. Please let me know what you think! I’m happy to hear your responses and critiques.

--Alison

---

From: <Jaruszewicz>, Candace L <JaruszewiczC@cofc.edu>
Date: Thursday, October 23, 2014 8:03 AM
To: "White, Mary Johnston" <WhiteMJ@cofc.edu>, "Hart, Jane C" <hartjc@cofc.edu>
Cc: "White, Mary Johnston" <WhiteMJ@cofc.edu>, "Hart, Jane C" <hartjc@cofc.edu>
Subject: RE: Monday meeting
Description of evidence for criterion 7.C.06
This email documents conversation with the parent of a child with special needs and her concerns about how transitions would affect her therapies.

7.C.07: To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options.

In our Community Resource Notebook, we maintain current information about local public and private preschools and elementary schools. We also offer an evening panel discussion each year prior to registration deadlines for local elementary schools. Alumni parents whose children are now in elementary school share information and discuss enrollment procedures, information about the schools and curriculum, etc. We sometimes invite a school representative, particularly if it is a new school, and we distribute information as requested and encourage visiting.

We provide information packets with enrollment forms and information on local schools for parents' use.
PTO Meeting Agenda for Thursday, November 5, 2009

School Choice Night panelists include:

- The Cooper School: Kate Shorter (director)
- Memminger Global: Anthony Dixon (principal)
- Meeting Street Academy: Trish Scarry (principal)
- Charleston Day School: Margaret Hagood (parent)
- Charleston Catholic: Beth Goodier (parent)
- Porter Gaud: Jennifer Baker (parent)
- St. Andrews: Conesula Francis (parent)
- Mason Prep: Beth Meyer-Bernstein (parent)
- West Ashley Creative Arts: Rhonda Swickert-Hittner and Jim Hittner (parent)
- Buist Academy: Ken Carrington (parent)

Committee: How to get involved/contribute to the ECDC community – ongoing participation join in the fun!

- Update on Teacher Care
- T-Shirt/Sweatshirt/Nap totes
- Fundraising reminder – link your cards to ECDC

Upcoming Events:

- Thanksgiving Feast, Tuesday, Nov. 24th
- Holiday Tree Lighting at Sottile House, Wednesday, December 2nd
- Parent conferences, Tuesday, December 8th (reading day), in conjunction with the book fair; babysitting will be provided during the assigned conference time only.
- Movie night/pajama party, the evening of Thursday, December 17th

New Ideas/New Business:

For the good of the order?
Description of evidence for criterion 7.C.07

We offer an annual panel discussion with 'alumni' parents and representatives from area schools to share this kind of information and provide parents opportunities to ask questions and meet school representatives.
Community Resources

1. Maps & transportation
2. Special needs
3. Health resources
4. Preschools/Child Care
5. Public schools
   a. CCSD
   b. Berkeley
   c. Dorchester
   d. Colleton
6. Private schools
7. Recreation
8. Arts
9. Cultural
10. ECE Professional organizations
Description of evidence for criterion 7.C.07

We keep current information about area programs and schools in a large "Community Resource" notebook that is always available to families.
A couple thoughts –

Secondly, over the next year, may change quite a bit as far as sleeping, etc. – We have lots of information about area schools and there are probably choices you aren’t necessarily familiar with at this point, but I can help you navigate through that. There are also new schools (charter, mostly) popping up and by the time you need to decide what to do, there might be additional schools to consider. You also have the option of keeping him here through kindergarten where he will get a lot of one/one rather than the 25 kids in a kdg out there in the schools, and then going into a school with low teacher/child ratios for first grade (I think it is around 15 for CCSD).

Just a couple things to think on.

Hi Dr. Candy,

I hope this email finds you well! I’m writing about two topics:

1. We are looking for someone to work with  on Mondays and Wednesdays in July and August. Do you know of anyone who might be interested/available/qualified?

2. I started reading all about Buist and Ashley River and kind of panicked a bit (Buist drop off, if we were to be so lucky to even get in, is at 7:20am with a 10:20am lunch). Both, up until this point, have been my top two choices, and the panic arose from seeing how big and rigid and early ( has a hard time waking up to get to ECDC by 8:30/8:40 - and he goes to bed at 7:30!!) and, just, ...I don’t know...impersonal they are. It’s not that I need the school to be as small as ECDC, I’m just wondering if -- again, even if we were to totally luck out and get accepted -- if either of those schools are the right fit for . I’ve also been looking at the Cooper School, which I like from what I’ve read (and of course the money is just...ugh...but I would do it if we needed to). Do you have any advice based upon the options out there and knowing ?

Thanks so much,
Additional Resources

Early Childhood Professional Organizations

- National Association for the Education of Young Children (NAEYC) (http://www.naeyc.org/)
- South Carolina Association for the Education of Young Children (SCAEYC) (http://www.scaeyc.org/)
- National Coalition for Campus Children’s Centers (NCCCC) (http://www.campuschildren.org/)
- National Association of Early Childhood Teacher Educators (NAECTE) (http://www.naecte.org/)
- South Carolina Early Childhood Association (SCECA) (http://www.sceca.org/)

Regulations and Standards

- Licensing, Accreditation, and Standards: NAEYC Accreditation Information (http://www.naeyc.org/academy/)
- South Carolina Infant-Toddler Guidelines (http://documents/scinfanttoddlerguidelines.pdf) (pdf)
- South Carolina Department of Education “Good Start Grow Smart” Early Learning Standards (http://childcare.sc.gov/main/docs/gsgs_finalbook_022608.pdf) (pdf)
- South Carolina Department of Social Services (Child Care Regulations) (http://www.state.sc.us/dss/cdclrs/index.html)
Information about Local SC Public and Private Schools

- Tri-County Admissions Council (Information about local private schools) (http://www.charlestonprivateschools.org/)
- Charleston County School District (http://www.ccsdschools.com/)
- Berkeley County School District (http://www.berkeley.k12.sc.us/)
- Dorchester II School District (http://www.dorchester2.k12.sc.us/)

Advocacy Resources

- Trident United Way (Education and Child Care Resources) (http://www.tuw.org/child-care)
- The Duke Endowment (http://www.dukeendowment.org/our-work/overview)
- SCiWay (SC Information Highway) (http://www.sciway.net/ourfamily.html)
- National Association of Child Care Resource and Referral Agencies (http://www.naccra.org/)
- Defending the Early Years (http://deyproject.org/) (Advocating for developmentally appropriate and research-based practices)
Description of evidence for criterion 7.C.07

We provide links on our website with information about area schools.
Jaruszewicz, Candace L

A couple thoughts –
I have a list of potential names of students who want to work with families with children that are different.

Secondly, over the next year, [redacted] may change quite a bit as far as sleeping, etc. – We have lots of information about area schools and there are probably choices you aren’t necessarily familiar with at this point, but I can help you navigate through that. There are also new schools (charter, mostly) popping up and by the time you need to decide what to do, there might be additional schools to consider. You also have the option of keeping him here through kindergarten where he will get a lot of one-on-one rather than the 25 kids in a kdg out there in the schools, and then going into a school with low teacher/child ratios for first grade (I think it is around 15 for CCSD).

Just a couple things to think on.
cj

Hi Dr. Candy,

I hope this email finds you well! I’m writing about two topics:

1. We are looking for someone to [redacted] on Mondays and Wednesdays in July and August. Do you know of anyone who would be interested? [redacted]

2. I started reading all about Buist and Ashley River and kind of panicked a bit (Buist drop off, if we were to be so lucky to even get in, is at 7:20am with a 10:20am lunch). Both, up until this point, have been my top two choices, and the panic arose from seeing how big and rigid and early ([redacted] has a hard time waking up to get to ECDC by 8:30/8:40 - and he goes to bed at 7:30!!) and, just, ...I don’t know...impersonal they are. It’s not that I need the school to be as small as ECDC, I’m just wondering if -- again, even if we were to totally luck out and get accepted -- if either of those schools are the right fit for [redacted]. I’ve also been looking at the Cooper School, which I like from what I’ve read (and of course the money is just...ugh...but I would do it if we needed to). Do you have any advice based upon the options out there and [redacted]?

Thanks so much,
Description of evidence for criterion 7.C.07

We also communicate directly with parents when they have specific questions about a particular school or schools.

7.C.08: Before sharing information about a child with other relevant providers, agencies, or other programs, staff obtain written consent from the family.

As a laboratory/demonstration program we have many visitors and comprehensive, detailed confidentiality policies and release forms that parents sign and update annually or as requested. We have several supplemental release forms that are used as needed.
ECDC Classroom Work Sample/Photo Release Form

I request permission to collect/use the (attached) work samples and/or photographs to complete course assignment requirements for __________ (Course #)

________________________, I understand that these items may not be used for any other purpose and that no information may be included in the completed assignment that constitutes a breach of confidentiality.

Signed________________________ Date________________

(Name of student)

I give permission for the attached work samples to be used as described.

Signed________________________ Date________________

(Parent signature)

Check this box if you want the work samples/artifacts returned to you after the assignment/project has been completed and returned to the student by his/her professor.
Description of evidence for criterion 7.C.08

We obtain parent/family consent for any use of child information or artifacts. This example is a release form used when college students request use of artifacts to complete a course assignment.
To: Charleston County School District  
From: NE Miles Early Childhood Development Center  
Date: January 27, 2010  
Re: Records request for:

At the present time, the permanent records we keep for individual children include information needed for state licensing and NAEYC accreditation purposes. These records include:

- Annual enrollment form
- DSS 2900 Health form
- DHEC immunization form
- ISFP/IEP (only as indicated)
- Assessment portfolios (includes Home Information Form and ASQ for age band at time of entry)
- Incident reports
- Policies/procedures sign-off

The Miles ECDC at the College of Charleston does not maintain a formal “discipline record” for each child; behavior notation is included in assessmentfolios. Daily sign-in/out sheets provide documentation of attendance and discipline issues are typically managed through verbal communication between the classroom master teacher and parents. We collect family and developmental screening (ASQ) information at the time of initial enrollment. Teachers maintain a portfolio for each child throughout the enrollment period that includes learning artifacts, anecdotal records, and skills assessments used to prepare progress narratives derived from the South Carolina Infant/Toddler, Early Learning, and Kindergarten standards. These reports are shared with parents twice each academic year, in December and April.

When we observe children who exhibit signs of potential developmental delays or indicators of special needs including behavior disorders, we work with parents to refer the child through the BabyNet or ChildFind networks, or to seek private counsel. We maintain diagnostic/referral information and ISFP or IEP plans when relevant. Standardized testing is done only when specifically requested or indicated as a diagnostic measure.

Please check off the appropriate box for any transitional documents needed and fax back to me @ 843-953-5608. We require evidence of written parental consent from the requesting school before forwarding records.
Description of evidence for criterion 7.C.08

Our standard letter to area schools for transfer of records indicates that parent permission is required to do so.
RELEASE/PARTICIPATION FORM

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) RE-ACCREDITATION

ECDC is preparing classroom and program folios for our upcoming December 2010 NAEYC re-accreditation. These folios are required to provide the evidence that we are meeting each of the standards criteria. We are choosing to prepare these folios in electronic format and they must include:

- teacher narratives
- photographs and/or media video or audio clips
- artifacts or photographs of artifacts (child work samples)

At no time will ECDC use names or other information that would reveal the family or individual identity of any child or child artifact(s). NAEYC actually requires that any identifying information be blacked out or deleted from narrative text, document, or artifact samples. However, because we are part of a public institution, when our accreditation E-folios are complete, they will be opened to the public for viewing on our website.

You will also be asked to participate in completion of a parent survey that provides anonymous data about how we support and interact with our families. We currently use this survey already to prepare annual reports for the College, but the aggregated data from these surveys will be included in our NAEYC report.

We will be planning and conducting an information meeting for parents in the fall 2010 about the re-accreditation process and site visit which should take place sometime between September 30, 2010 and March 30, 2011. Our report must include anonymous and/or aggregated data about our children and families, but as parents, you do have the choice to release or not release use of your child’s image.

I understand that I am being asked for permission for ECDC to allow my child and/or my child’s work to be photographed or video taped for preparation of NAEYC classroom and program folios for the 2010 re-accreditation process.

I consent ___________________________ Date ___________________________

Parent Signature

I do NOT consent ___________________________ Date ___________________________

Parent Signature
Description of evidence for criterion 7.C.08
This is the release form parent/guardians signed to permit use of media for the NAEYC classroom and program folios. Before posting our electronic folios to the program website, all evidence consisting of personal communications will be deleted.
8: Community Relationships
8.A.: Linking with the Community

8.A.01: Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.

We maintain this kind of information in our parent library, our program Community Resources Book, and on our website. Parents often share interesting or helpful resources with us that are time-sensitive or specific to a current need that we also distribute and share either in hard copy or electronically.
Resource Links

This page contains links to helpful resources for parents and other visitors.

Early Childhood Professional Organizations
- National Association for the Education of Young Children (NAEYC)
- South Carolina Association for the Education of Young Children (SCAECY)
- National Coalition for Campus Children's Centers (NCCC)
- National Association of Early Childhood Teacher Educators (NAECTE)
- South Carolina Early Childhood Association (SCECA)

Regulations & Standards
- Licensing, Accreditation, and Standards: NAEYC Accreditation Information
- South Carolina Infant-Toddler Guidelines (pdf)
- South Carolina Department of Education "Good Start Grow Smart" Early Learning Standards (pdf)
- South Carolina Department of Social Services (Child Care Regulations)
- Play and Learn Together: A South Carolina Parent Guide to the Early Learning Standards (pdf)

Information about Local SC Public & Private Schools
- Tri-County Admissions Council (Information about local private schools)
- Charleston County School District
- Berkeley County School District
- Dorchester II School District

Local Advocacy Resources
- Trident United Way (Education and Child Care Resources)
- The Duke Endowment
- SCiWay (SC Information Highway)
- National Association of Child Care Resource and Referral Agencies
Description of evidence for criterion 8.A.01

We post links to community resources on our website.
Community Resources

1. Maps & transportation
2. Special needs
3. Health resources
4. Preschools/Child Care
5. Public schools
   a. CCSD
   b. Berkeley
   c. Dorchester
   d. Colleton
6. Private schools
7. Recreation
8. Arts
9. Cultural
10. ECE Professional organizations
Description of evidence for criterion 8.A.01

The table of contents from our Community Resources notebook indicates the kind of hard copy information we have available, some of which are printouts of online sources.
Parent Information

Waiting List | Enrollment | Tuition | Scholarships | Calendar & Snack Menu | PTO | Volunteering | Advisories | Hot Topics | Evening Info Sessions

This page is dedicated to information for prospective and current parents and families. Detailed information for enrolled families is found in the Family Handbook (FHB.2015-2016.docx) and the ECDC Policies & Procedures (ECDCPP eff.7.1.15.docx).

Waiting List

ECDC is open to the public, but prioritizes meeting the needs of full-time staff, faculty, and students at the College of Charleston. Siblings of currently enrolled children are given first priority. We structure class groups to support appropriate diversity, gender distribution, and accommodation for children with special needs. A child may be placed on the waiting list at birth, and children are placed on the waiting list by date of application.

- Waiting List Application (../documents/waitinglistapplication.pdf) (pdf)

Enrollment

Children are placed in class groups according to age as of September 1. ECDC follows the CofC academic calendar and children stay with their age group the entire year. The enrollment process for the next fall begins in February. Families on the waiting list are contacted for available spaces and a non-refundable registration fee ($100 for new children, $75 for returning children) is collected to hold a child's
place through the summer.

Registration for the Maymester and Summer 1 sessions is done separately and open to currently enrolled children. Families may request a different schedule for these sessions than the one they have during the academic year.

Tuition

Tuition may be paid annually, per semester, or in eight equal monthly payments, September through April. Tuition and registration fees are collected separately for each of the two summer sessions. Monthly tuition payments are due on the first of each month.

- ECDC Current Tuition Rates (2015.2016 Tuition Rates.docx)

Scholarships

A limited number of need-based tuition scholarships are available annually through the Nathan E. Miles Endowment fund. Applications should be submitted at the time of registration for the fall term. Announcements of awards are made late summer/early fall.

- ECDC Scholarship Application (./documents/scholarship-application.pdf)
  (pdf)
- ECDC Scholarship Application (./documents/scholarship-application.doc)
  (doc)

Calendar & Snack Menu

ECDC generally follows the CofC Academic Calendar (http://registrar.cofc.edu/calendars/index.php). There are two additional days each year when children do not attend so that we can conduct parent-teacher conferences and we occasionally close for teacher professional development days.

- ECDC 2015-2016 Attendance/Events Calendar (2015_2016 School Calendar FINAL.doc)
- ECDC October 2015 Snack Menu (October Snack Menu.docx)
- ECDC November 2015 Snack Menu (November Snack Menu.docx)

PTO
ECDC has an active Parent-Teacher Organization that provides support for our program in many ways. Our PTO conducts fund-raisers, social events, and teacher care activities. Each classroom has at least one identified room parent to assist with classroom special events. All parents are automatically members of PTO and every family is encouraged and expected to volunteer to assist with at least one PTO committee and/or event. PTO’s organizational structure since 2012-2013 primarily functions “by committee” work rather than monthly at-large meetings. PTO leaders for 2015-2016 are:

Coordinators: Laurie Lattimore-Volkmann
lattimorevolkmannla@cofc.edu
(mailto:lattimorevolkmannla@cofc.edu); and Kelley Mayer White
whitekm@cofc.edu (mailto:whitekm@cofc.edu);


Parent Advisory Committee

Parents are also represented by a Parent Advisory Committee, composed of one or more parent representatives for each age group/class. These parents volunteer or are appointed by the director to act as spokespersons on behalf of their class as needed for mediation of any problems that may arise and for strategic planning purposes. PAC group for 2014-2015 includes:

- Rob Podolsky - podolskyr@cofc.edu (mailto:podolskyr@cofc.edu)
- Calvin Blackwell - blackwellc@cofc.edu (mailto:blackwellc@cofc.edu)
- Lauren Hunt - laurenehunt@hotmail.com (mailto:laurenhunt@hotmail.com)
- Katie Houser - Katherine_houser@charleston.sc.us
  (mailto:Katherine_houser@charleston.sc.us)
- Deborah Mihal - mihaldf@cofc.edu (mailto:mihaldf@cofc.edu)

Volunteering
We see our parents as our first and best resource and we encourage family members to share their cultural traditions, talents, interests, and enthusiasm with us. Parents accompany us on field trips, participate as guest readers, and are often willing to provide professional expertise on long-term project investigation topics. Please talk with your child’s teacher if you are interested/willing to volunteer in the classroom.

Advisories

As part of the College of Charleston, we follow university emergency procedures (http://emergency.cofc.edu/) and have a program Emergency Plan (.pdf). If the college closes for an emergency, ECDC will close as well. When warranted, ECDC issues advisories to parents about illnesses or other conditions that will help keep our center as healthy as possible.

Current Advisory: There are no current official advisories.

Continuing Advisories:
- Head Lice (http://www.lice.org/)
- CoF Flu information & services (http://studenthealth.cofc.edu/cold/flu-allergy/index.php)

Hot Topics

We try to provide our parents with up-to-date helpful information and resources on frequently requested topics, including:

General Information for Families
- NAEYC for Families (http://families.naeyc.org/)

Developmental issues
- Biting (http://ceep.crc.uiuc.edu/poptopics/biting.html)
- Importance of play (http://ecrp.uiuc.edu/v4n1/bergen.html) (Bergen, 2002)
Health and safety

- DHEC Child Care Exclusion List (http://www.scdhec.gov/Health/ChildTeenHealth/ChildcareExclusion/) (information about illnesses)
- Caring For Our Children National Health and Safety Performance Standards (http://cfoc.nrkids.org/) (3rd Ed.) (COFC3)

Nutrition

ECDC has a recently drafted Nutrition Plan that outlines how we promote healthy eating and well-being among our children and families. It is based on the COFC3 standards (see link above)

- ECDC Nutrition Plan (ECDC.Nutrition.Plan.9.10.15.docx)
- Child and Adult Care Food Program (CACFP) (http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program)

Community and cultural events of interest

- Children’s Museum of the Lowcountry (http://www.explorecml.org/)
- Gibbes Museum (http://www.gibbesmuseum.org/)
- Charleston Aquarium (http://scaquarium.org/)
- Charleston County Parks and Recreation (http://www.ccprc.com/)

Alternate opportunities for child care when ECDC is not in session (emailed to parents as needed)

- Local elementary schools (http://www.naeyc.org/) (http://blogs.cofc.edu/ecdc/2012/07/03)
evidence for criterion 8.A.01

ADDITIONAL RESOURCES

- ECDC News
  (http://blogs.cofc.edu/ecdc/)

SOCIAL MEDIA

- Facebook
  (https://www.facebook.com/ecdc/cofc/ref_type=bookmark)

(https://www.linkedin.com/edu/school?id=19364)  (http://twitter.com/CoFC)
(https://www.youtube.com/)

Colleges and Schools

66 George Street
Charleston, South Carolina
29424
843.805.5507

Current Students
(https://my.cofc.edu/cp/home/displaylogin)
Faculty and Staff
(https://my.cofc.edu/cp/home/displaylogin)
Alumni
(https://alumni.cofc.edu/)
Families/Parents
(https://www.cofc.edu/families/)
International Students
(https://admissions.cofc.edu/apply/International-Students)
Job Applicants
(https://jobs.cofc.edu)

Ex Libris Destiny
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Quick Links

Public Safety
(https://publicsafety.cofc.edu)
Campus Jobs
(https://jobs.cofc.edu)
Bookstore
(https://bookstore.cofc.edu)
Giving
(https://giving.cofc.edu)
Contact Us
(https://cofc.edu/about/contactus/)
Information Technology
(https://it.cofc.edu)
Transparency Spending
(https://transparency.cofc.edu/)

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Description of evidence for criterion 8.A.01

The Parent tab on our website also includes Health Alerts, "Hot Topics" and other resources requested by parents, or those we think might be of interest to them.

8.A.02: Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.

As part of a university, we have access to all of its resources. As part of the School of Education, Health, and Human Performance, we also network and interact with local school district personnel, other private providers, agency personnel, and community organizations. As a program in downtown Charleston, we also have access to cultural resources such as museums, public library, and public transportation. Our outreach in this criterion focuses on partnerships that can enhance our curriculum (our parents #1 priority) and their personal needs (health, developmental, etc.) Most of our parents are professionals or skilled trades-persons and they are readily available and eager to serve as curriculum resources themselves, or to link us with appropriate supports in the community. Our parent community includes doctors, dentists, nurses, environmentalists, social workers, fire and police workers, media, chefs, musicians, artists, scientists, authors & poets, storytellers, actors, etc. We are very fortunate. Some of these collaborations are one-time projects, others the result of relationships cultivated over time; for example, having a garden is a high priority with our families; our one-time 2015 demonstration garden installation that was funded by the Boeing Farm-to-School initiative as a result of the long-term work we do with the CofC Office of Sustainability and Environmental Sciences programs. On the other hand, we also do things like make regular visits to the public library, and provide annual screenings for speech/language.

Our partnership with the Office of Sustainability leads to a lot of help with the development of our playground as an outdoor classroom, which is a high priority with our families. In this photo, College Students involve the children in installation of a vertical garden.
Our partnership with the Office of Sustainability also led to installation of a new demonstration garden funded by the Boeing Corporation’s "Farm-to-School" initiative.
Page 8 of 12, center of page, “As to Facility”
- Please type or write-in the name of the person authorized to sign for the facility, the legal name of facility, address, phone/fax #’s.

Page 11 of 12, top of page, signature page
- Signature of the person authorized to sign for the facility
- Type or print name and title
- Date should be written-in by person signing document
THIS AGREEMENT, made and entered into this the 1st day of October, 2010 by and between the Medical University of South Carolina College of Medicine (hereinafter “University”), the Medical University Hospital Authority (hereinafter “Hospital”), and Nathan E. Miles Early Childhood Development Center (hereinafter “Facility”).

WHEREAS, the University wishes to provide clinical and didactic training experiences for its residents at the participating Facility; and

WHEREAS, Facility is willing to provide such experiences and clinical rotations for residents of the University; and

WHEREAS, the Parties wish to enter into this arrangement for the nine month period beginning October 1, 2010 through June 30, 2011; and

NOW THEREFORE, in contemplation of the relationship to be established between the parties and in consideration of the mutual covenants contained herein, the parties agree as follows:

1. CLINICAL AND DIDACTIC EDUCATION AND EXPERIENCE

1.01 Residents of the University College of Medicine, Department of Psychiatry, ACGME accredited GME program of Child and Adolescent Psychiatry under the direction of Markus Kuebs, MD will be assigned to Facility: Nathan E. Miles Early Childhood Development Center, 91 Wentworth St., Charleston, SC 29424, (843) 953-5606, Contact: Dr. Candace Jaruszewicz, during the term of this Agreement.

1.02 The Facility supervisor(s) of the Residents is (are): Kirk Meekins, MD, or others as determined by the Facility.

1.03 The Facility supervisor(s) listed above may use the following sites for training of the University Resident’s while under supervision of this Facility: N/A

1.04 University residents shall receive clinical and didactic education and experience while on rotation at Facility. The specific goals and objectives of the rotation shall be agreed upon at the program level, including the identification of faculty, supervision, evaluation,
The University and Facility shall mutually agree upon the number of residents eligible to participate in the Program. This number may be changed upon mutual agreement of the Parties.

2. **EMPLOYMENT OF RESIDENTS**

Residents shall not be considered employees of the Facility for any purpose, including but not limited to, workers' compensation, insurance, or other benefits provided to employees of Facility. As trainees working under the direct control of Facility's clinical instructors, residents shall be considered part of the Facility's "workforce" as defined by the Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. s. 1320d ("HIPAA") and the regulations promulgated thereunder.

3. **HIPAA**

The Parties shall, at all times, comply with the requirements of HIPAA, including the privacy, security and electronic transactions standards, or other standards as may become effective during the pendency of this Agreement. The Parties may not use or disclose Protected Health Information or Individually Identifiable Information, as defined by HIPAA, other than as required and/or allowed by HIPAA and the terms of this Agreement.

4. **DUTIES OF THE UNIVERSITY AND RESIDENTS**

4.01 The University shall maintain responsibility for assuring continuing compliance with the educational standards of the appropriate accreditation bodies.

4.02 The University, in coordination with Facility, shall refer to the Facility only those residents who have satisfactorily completed the prerequisite training applicable to the Facility and who possess the necessary medical licensure and credentials. The University will inform the resident of any special requirements of the Facility for acceptance into the clinical rotation and will provide the names of the resident, year of resident education, and length and dates of on-site training.

4.03 The University residents participating in rotations at the Facility shall comply with all
4.04 The University shall assume responsibility for liability pursuant to South Carolina law evidenced for criterion 8.A.02 a any independent wrongful act(s) or omission(s) committed or omitted in the rendering of professional services by an individual participating in the Program as a resident, faculty member or employee of the University. This provision does not apply to outside activities of the individual which are not a part of the curriculum of the University.

4.05 Any disciplinary action will be conducted by the University in compliance with institutional and departmental policies, with cooperation from the faculty and staff of the Facility. The Facility shall have the right to discontinue the rotation of any resident whose performance, health, general conduct, or failure to abide by any policy, directive, rule or regulation is determined to be detrimental to patients or the achievement of the program’s objectives.

5. **DUTIES OF THE FACILITY:**

5.01 Facility shall remain responsible for the care of patients treated at Facility and shall maintain standards for appropriate health care services provided to patients that are conducive to sound educational experiences for residents participating in the Program.

5.02 The Facility shall grant the University residents the same privileges relative to education experience and clinical activity as all other residents at the Facility. All residents shall have access to the resources, services, and equipment that are necessary or essential to their training, including but not limited to library facilities, medical records, equipment, and suitable space to store personal belongings.

5.03 Facility shall designate, in writing and in consultation with the University, an On-Site Supervisor, who will be responsible for the residents’ training at the Facility. Facility shall provide the curriculum vitae of the On-Site Supervisor and other professional staff participating in the rotation upon request and notify the University of any change in the On-Site Supervisor or other staff which may affect the educational and clinical experience being provided during the rotation.

5.04 Facility shall assign to the On-Site Supervisor the responsibility to ensure that each resident’s performance is evaluated regularly by the faculty and shall provide a full evaluation of the resident’s professional performance to the University’s Residency Program Director at the conclusion of the rotation. Records and reports of the resident’s evaluation shall be maintained by the Facility with copies provided to the University. In addition, Facility shall notify the University of any serious deficits noted in the
5.06 Facility shall, upon reasonable request, permit the University as well as academic accreditation agencies to inspect such facilities and services which are provided to residents. Information relevant to the program, including resident records, shall also be made available.

5.07 **(For South Carolina Facilities Only.)** Facility shall provide identification badges for the residents in compliance with the South Carolina Lewis Blackman Hospital Patient Safety Act.

6. **MUTUAL DUTIES OF THE UNIVERSITY AND THE FACILITY**

6.01 University and Facility shall review the educational objectives for the Program, develop appropriate clinical training opportunities, and evaluate the effectiveness of the residents’ training experiences. Facility shall be responsible for supervising resident’s experience during the course of the clinical rotation to ensure that the agreed upon objectives are accomplished.

6.02 University and Facility shall schedule at least one (1) joint meeting or conference call each year to discuss the Program and any changes or revisions desired in this agreement.

6.03 Each Party shall promptly notify the other Party of any claim or potential claim which may exist against an officer, employee, or agent of the other Party related to activities performed under this Agreement. The Parties involved agree to cooperate and reasonably assist each other in the investigation, evaluation, resolution and/or defense of the matter. Nothing in this paragraph is intended to require a Party to disclose information which might otherwise be privileged or protected from discovery.

6.04 To the extent permitted by law, each party shall remain responsible for the acts or omissions of their institution, agents, or employees which may cause injury or create a cause of action under this Agreement.

7. **INSURANCE**

7.01 The University shall secure and maintain during the term of this Agreement and at the sole expense of the University, liability insurance covering the University, its residents,
7.02 (For MUHA) The University shall secure and maintain during the term of this Agreement and at the sole expense of the University, liability insurance covering the University, its residents, staff and employees with the South Carolina Insurance Reserve Fund or other appropriate carrier, at the following limits:

1. General Liability: $1,000,000 per occurrence
2. Professional Liability: in accordance with the liability limitations set forth in the South Carolina Tort Claims Act.
3. Workers’ Compensation: Statutory Limits

7.03 (For non-MUHA) Facility shall secure and maintain during the term of this Agreement and at the sole expense of Facility, liability insurance covering Facility, its staff and employees, with a carrier licensed to do business in the State of South Carolina and having at least an “A” BEST rating at the following limits:

1. General Liability: $1,000,000 per occurrence;
   $3,000,000 aggregate
2. Professional Liability: $1,000,000 per occurrence;
   $3,000,000 aggregate
3. Workers’ Compensation: Statutory Limits

7.04 University shall assure that health insurance will be provided for each assigned resident.

8. GRADUATE MEDICAL EDUCATION REGULATIONS

Under the federal regulations interpreting the Balanced Budget Act of 1997 and Section 1886 of the Social Security Act, including the interpretive regulations found at 42 CFR Parts 412, 413, 415, and 485, the parties recognize FACILITY as either another hospital or a nonprovider setting as set forth in 42 CFR §413.78. The nonprovider setting is defined in 42 CFR §413.78e as “freestanding clinics, nursing homes, and physicians’ office in connection with approved programs...”

Per regulations stated in 42 CFR §413.78, when a resident is assigned to a rotation located in a nonprovider setting, the resident time spent may be included in determining the number of FTE residents in the calculation of a hospital’s resident count if the
the hospital will incur the cost of the resident's salary and fringe benefits while the
s training in the nonhospital site and the hospital is providing reasonable
compensation to the nonhospital site for supervisory teaching activities. The
agreement must indicate the compensation the hospital is providing the nonhospital
site for supervisory teaching activities.

Section XII of the Final Rule published in the Federal Register (Vol. 72, No. 91) dated
May 11, 2007 provides additional clarification regarding written agreements and
supervision costs in nonhospital settings, creates a cost calculation methodology with
proxy options, revises the definition of "all of substantially all" of the costs for the
training program in a nonhospital setting, and creates a 90% threshold on supervision
costs calculations. Prospectively for cost reporting periods beginning on or after July 1,
2007, CMS has revised the definition of "all or substantially all" of the costs for the
training program in the nonhospital setting to mean at least 90% of the total of the
costs of the residents' salaries and fringe benefits (including travel and lodging where
applicable) and the portion of the cost of teaching physicians' salaries attributable to
direct GME.

Under the Patient Protection and Affordable Health Care Act (PPACA), signed into law
on March 23, 2010 and the Health Care and Education Reconciliation Act (HCERA)
signed into law on March 30, 2010, hospitals must incur all or substantially all of the
stipends and fringe benefits of residents for cost reporting periods beginning on or after
July 1, 2010. Hospitals are no longer required to reimburse teaching physicians for the
portion of the cost of teaching physicians' salaries attributable to direct GME. The
parties acknowledge and understand that regulations interpreting these provisions have
not yet been promulgated and regulations passed subsequent to the effective date hereof
may require amendment to this Agreement including but not limited to calculating the
costs associated with teaching physicians' salaries attributable to direct GME. This
Agreement shall be amended to comply with any changes in law which may become
effective during the term of this Agreement. Should payment for the portion of the cost
of teaching physicians' salaries attributable to direct GME be required by future law, rule
or regulation, actual costs will be calculated following the completion of the rotation.

9. **COVERAGE OF SUPERVISION COSTS - NONHOSPITAL SETTING(S)**
The University, through its College of Medicine, desires to provide clinical training
experiences for its residents in a nonhospital (not MUHA) setting. The “Hospital”, per
this agreement with the “Facility”, will cover the costs as follows:

9.01 The resident will spend his/her time providing patient care in the nonhospital setting.
As stated under paragraph 8 above, the facility may be another hospital. Per regulations 13.78b, “a hospital cannot claim the time spent by residents training at another hospital”. The regulation 42 CFR 413.78e referenced in paragraph 8 above regarding supervision costs only applies to nonhospital settings.

When a resident is assigned a rotation located in another hospital (not MUHA), the Hospital and the Facility agree to the following:

10.01 The resident will spend his/her time providing patient care in the other hospital Facility setting.

10.02 The Hospital will incur the costs of the resident’s salary, fringe benefits, travel and lodging expenses (where applicable) while the resident is training in the other hospital Facility setting.

10.03 This clause **only** applies to other hospital training sites.

11. **NOTICES.** Except as otherwise provided herein, any notice, authorization, request or demand required or permitted under this Agreement shall be in writing and shall be deemed to have been given on: (a) the date of service of served personally; (b) the next day after being sent by overnight or commercial air courier service, or (c) the third day after mailing by first-class mail, registered or certified, postage prepaid, to the party to whom notice is given if properly addressed as follows:

As to MUSC College of Medicine
GME Program Child and Adolescent Psychiatry:

Markus Knuest, MD
67 President Street, MSC 861
Charleston, SC 29425
Phone: (843) 792-0135
Fax: (843) 792-5598

With a Copy to:

Harry S. Clarke, Jr, MD, Ph.D.
Associate Dean for GME
MUSC College of Medicine
Designated Institutional Official for GME
171 Ashley Avenue
Charleston, SC 29425

12. **TERM AND TERMINATION**

This agreement shall be effective on the latter of the date first identified above or the date all signatures are obtained and shall terminate on June 30, 2011. This contract may be terminated at any time and for any reason by either party by giving written notice at least sixty (60) days before the effective termination date.

13. **REPRESENTATIONS AND WARRANTIES.** The Parties represent and warrant to the other as follows:

13.01 Neither party is bound by any agreement or arrangement which could preclude them from entering into, or from fully performing the services outlined in this Agreement;

13.02 Both parties and all staff providing services under this Agreement are in good standing with the appropriate licensing board(s) or organization(s); and

13.03 Neither party nor staff providing services under this Agreement has been convicted of a criminal offense related to health care or listed by a federal agency as debarred, excluded, or otherwise ineligible for federal program participation.

14. **REQUIRED DISCLOSURES.** Each party agrees to disclose the following information within three (3) days of the following events:
15. **MISCELLANEOUS PROVISIONS**

15.01 **Non-Discrimination.** There shall be no unlawful discrimination in the Program or at the Facility based upon race, color, ancestry, religion, sex, age, disability or veteran status.

15.02 **Entire Agreement.** The Parties hereto agree to the full and complete performance of the mutual covenants contained herein and that this Agreement constitutes the sole, full, and complete agreement by and between the Parties; and no amendments, changes, additions, deletions or modifications to or of this Agreement shall be valid unless reduced to writing, signed by the Parties and attached hereto.

15.03 **Governing Law.** This Agreement shall be construed in accordance with the laws of the State of South Carolina. The provisions set forth herein shall survive expiration or termination of this Agreement, regardless of cause.

15.04 **Independent Contractors.** The relationship established by this agreement is one of contract and shall not be deemed that of the partners, joint venturers, master and servant, principal and agent, or employer and employees.

15.05 **Waiver.** A waiver by either Party of any breach or failure to perform under this Agreement shall not constitute a waiver of any subsequent breach or failure.

15.06 **Captions.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

15.07 **Assignment.** Neither Party shall assign or transfer this Agreement without the prior written consent of the other Party.

15.08 **Modifications.** The parties agree to the full performance of the mutual covenants contained herein and that this agreement constitutes the full agreement by and between the parties. No amendments, changes, additions, deletions or modifications to or of this Agreement shall be valid unless reduced in writing, signed by the parties and attached hereto.

15.09 **Acceptance of the Agreement.** This agreement shall not be considered accepted, approved or otherwise effective until the statutorily or administratively required approvals and certifications, if any, have been given.
evidence for criterion 8.A.02

MEDICAL UNIVERSITY OF SOUTH CAROLINA COLLEGE OF MEDICINE DEPARTMENT OF PSYCHIATRY

By: __________________________
Markus J. P. Kruezi, MD
Program Director

Date: __________________________

MEDICAL UNIVERSITY OF SOUTH CAROLINA

By: __________________________
Harry S. Clarke, Jr., MD, PhD
Associate Dean for GME
Designated Institutional Official for GME

Date: __________________________

MEDICAL UNIVERSITY HOSPITAL AUTHORITY

By: __________________________
Etta D. Pisano, MD
VP for Medical Affairs
Dean, MUSC College of Medicine

Date: __________________________

UNIVERSITY GENERAL COUNSEL APPROVED AS TO FORM

By: __________________________

Date: __________________________

LEGAL AFFAIRS MUIIA APPROVED AS TO FORM

By: __________________________

Date: __________________________

Evidence for criterion 8.A.02: During scheduled didactic time. Each visit includes a faculty discussant and with assigned readings and may include visits to alternate preschools. Core competencies are addressed as follows:

**Patient Care:**

The population observed is a non-clinical population of normal toddlers, so patient care is not addressed except as it comes up when children with observed problems are discussed during supervision. However, at these times, the fellows are expected to exhibit a general knowledge of how to approach assessment with young children, and hypothetical treatment approaches may also be discussed. Discussion, participation and case presentation are used to assess core competencies by the attending child psychiatrist.

**Medical Knowledge:**

Child and Adolescent trainees are expected to demonstrate a mastery of the lines of development. They should be able to note the evolution of skills across multiple domains of development (gross motor, fine motor, emotional, language, and personal-social) as they compare children within each classroom and as they compare and contrast the different classrooms (segregated by age from two to five). They are expected to point out examples of developmental milestones as noted by observation and also make note of developmental delays which are sometimes encountered. In these situations, they are expected to demonstrate a differential diagnosis or working model for the observed delays, and present an appropriate plan for further assessment and treatment. Normal Development subtest scores from the Child PIRIE are also used as part of the feedback loop.

**Practice Based Learning and Improvement:**

Throughout the didactic time articles are assigned and discussed relating to developmental lines, play, clinical observation skills, and approaches to preschool. Child and Adolescent trainees are assessed on their presentation of material from the observational experience and the articles.

**Interpersonal and Communication Skills:**

During the supervision time, Child and Adolescent trainees are expected to appropriately present their observations from the morning and participate in a discussion of aspects of development noted during the day. Observational skills are noted and discussed. Feedback and discussion with peers regarding their observations are also a vital part of the experience.

**Professionalism:**

Child and Adolescent trainees are expected to demonstrate professionalism in their presentation and involvement at the different preschools they visit. Their role as a professional observer is one which may
During the rotation, Child and Adolescent trainees observe daycare and preschool settings with different evidence for criterion 8.A.02 different approach to working with children. Comparisons and contrasts are usually evident and are discussed during the supervision time. Child and Adolescent trainees are made aware of the differences in the approach to teaching children and discuss how they may theoretically affect placement of children with certain temperaments. Working with parents and guiding them with preschool choices, especially with young children with special needs or at risk children, will be a role many Child Psychiatrists will play as a part of working with a clinical population of young children. Their knowledge of varying approaches and how it may come into play with their clinical work is assessed during supervision discussions.

Revised and approved
Youth Resident Education Committee
October 5, 2010
Description of evidence for criterion 8.A.02

One of our formal partners is the Medical University of South Carolina. We serve as an observation site for their Psychiatry residents and they provide us with advice and resources on mental illness.

Update_on_Child_Life.msg

We began in 2010 to participate in developing and establishing a collaborative Child Life graduate program between the College of Charleston and the Medical University of South Carolina. Child Life specialists provide services to families experiencing extreme stress or trauma. This program is now approved and implementing its first cohort of students, and one of the students will be a graduate assistant in our program beginning January 2016. The program website can be found at http://childlife.cofc.edu/
Jaruszewicz, Candace L

From: White, Mary Johnston
Sent: Tuesday, May 19, 2015 10:37 AM
To: Jaruszewicz, Candace L; Merrow, Catherine Lynne
Subject: butterfly field trips

Planned field trips for butterflies next week

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, May 26</td>
<td>10:00-12:10</td>
<td>Library</td>
<td>Velveteen Rabbit</td>
</tr>
<tr>
<td>Wednesday, May 27</td>
<td>8:45-10:40</td>
<td>Library</td>
<td>Little Red Riding Hood</td>
</tr>
<tr>
<td>Thursday, May 28</td>
<td>8:45-10:40</td>
<td>Library</td>
<td>Little Red Riding Hood</td>
</tr>
</tbody>
</table>

Mary J. White
Master Teacher
N.E. Miles Early Childhood Development Center
College of Charleston
Charleston, SC 29424
843-953-4968

"Not Without Joy"
Description of evidence for criterion 8.A.02

This reminder from one of the teachers shows how much we use our public library as a resource - 3 trips for storytelling in one week!
Hi!
We would love to help out and schedule a time to do screenings. We are very limited in our availability to schedule regular sessions if therapy is warranted but we would figure something out if a student is in need. Maybe a Friday morning to assess those interested?
Can I call you tomorrow to schedule a date?

Jennifer Allison Reidenbach
Allison Therapeutics, LLC
843-697-0396

Please excuse any typos. This was sent from my iPhone

On Nov 9, 2015, at 2:14 PM, Jaruszewicz, Candace L <JaruszewiczC@cofc.edu> wrote:

Hi Jenni,
Did you want to send out info about screenings anytime this year?
Candace

Hi,
I have Bill Moylan planning to come to ECDC to do those 2 screenings next week on Tuesday 11/19 at 8:30-9:30. Is that ok with you?
Thanks.
- Jenni
Jennifer Allison Reidenbach, MSR, CCC-SLP
Owner / Speech-Language Pathologist
Allison Therapeutics, LLC
1233 Ben Sawyer Blvd, Ste 500
Mount Pleasant SC 29464
www.allisontherapeutics.com
ph-843-697-0396
fax-803-675-0787

------- Original Message -------
Subject: RE: 2 parents want screenings @ ECDC
From: "Jaruszewicz, Candace L" <JaruszewiczC@cofc.edu>
Date: Fri, November 08, 2013 3:55 pm
To: Jenni Allison Reidenbach <jenni@allisontherapeutics.com>

Yes, I just got them yesterday. That sounds fine.
Description of evidence for criterion 8.A.02

This email provides evidence of our on-going relationship with a speech pathologist for families who want screenings or follow-up services.

8.A.03: Program staff are familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services. They use this knowledge to suggest and guide families to these services as appropriate.

More than 75% of our families are native English-speaking, but we have numerous cultures and languages represented among our families. Our university's School of Language, Cultures, and World Affairs provides translation services if we need them. Our program enjoys high visibility in the community and region and we are connected in many ways with agencies, school districts, private providers, and other early childhood programs.
Community Resources

1. Maps & transportation
2. Special needs
3. Health resources
4. Preschools/Child Care
5. Public schools
   a. CCSD
   b. Berkeley
   c. Dorchester
   d. Colleton
6. Private schools
7. Recreation
8. Arts
9. Cultural
10. ECE Professional organizations
Description of evidence for criterion 8.A.03
Our Community Resources Notebook contains many resource lists of this kind.
Lista de razones para exclusión de guarderías

Ésta sirve también como
la Lista de Razones para la Exclusión Escolar
para los niños de kindergarten (K3, K4, K5)
y
para los estudiantes médicamente frágiles de
los grados 1 al 12

Si usted cree que su niño sufre de una enfermedad que pueda transmitirse a otras personas, por favor mantenga a su niño en casa. Póngase en contacto con su doctor o su clínica.

Estimados Padres:

Las Listas de Exclusión indican cuáles enfermedades requieren que un niño sea excluido de la escuela o de una guardería (no se le permite asistir). También indica cuando es necesario tener una nota para que el niño pueda regresar a la escuela o guardería después de sufrir ciertas enfermedades.

La información contenida en este folleto se aplica a

- Todo niño que asista a una guardería,
- Todos los estudiantes de 3, 4 o 5 años que asistan al kindergarten, y
- Los Estudiantes Medicamente Frágiles de los grados 1 al 12. Los Estudiantes Médicamente Frágiles son aquellos estudiantes con necesidades especiales y/o retrasos del desarrollo que necesiten ayuda con la alimentación o con las actividades de higiene personal. Usted y la escuela de su niño determinarán si a éste se le considera médicamente frágil cuando desarrollen su IEP o Plan 504.

Si usted tiene alguna pregunta acerca de la Lista de Exclusión de Guarderías, por favor, póngase en contacto con la escuela de su niño o con su departamento de salud local.

Efectivo 1° de julio de 2010 – 30 de junio de 2011

Revisado junio de 2010
¿Cuándo deberían quedarse en casa los niños enfermos?

Si su niño se siente demasiado enfermo para asistir a la escuela o la guardería, por favor manténgalo en casa.

Los niños no deberían asistir a la escuela o guardería si sufren de una enfermedad que no les permita participar sin problemas en sus actividades rutinarias, o si necesitan más cuidado del que se pueda dar sin desatender la salud y la seguridad de los demás niños. Los niños también deberían quedarse en casa si presentan síntomas de enfermedades potencialmente serias que a lo mejor se pudieran transmitir a otros niños. Dichos síntomas incluyen fiebre, respiración dificil, un sarpullido que se está extendiendo, llagas supurantes que no se pueden cubrir, vómitos severos con diarrea, o vómitos de sangre.

¿Tiene mi niño que quedarse en casa cuando esté resfriado?

Las enfermedades leves, tales como los resfriados, son muy comunes entre los niños. La mayoría de los niños resfriados que no tienen fiebre y que se sienten lo suficientemente bien para asistir a la escuela no necesitan quedarse en casa. La mayor parte de los resfriados se transmite en los 3 primeros días antes de que los niños presenten síntomas tales como goteo de nariz o una tos leve.

¿Por cuánto tiempo tendrá que quedarse en casa mi niño si está enfermo?

- En el interior de este folleto se explica por cuánto tiempo los niños deberían quedarse en casa después de que se enfermen con una enfermedad excluible.
- A veces también los niños tendrán que quedarse en casa si están expuestos a ciertas enfermedades – su escuela o DHEC hablará con usted sobre esta forma de exclusión.

¿Qué necesita mi niño para poder regresar a la escuela?

La lista en el interior de este folleto indica si es necesario presentar una nota médica o una nota del padre o de la madre para poder regresar a la escuela después de haber sido excluido por motivo de una enfermedad.

¿Cuál es la situación con respecto a otras actividades?

A los estudiantes con enfermedades que se transmiten por contacto estrecho, tales como piojos, sarna, culebrilla, o infecciones estafilocócicas o estreptocócicas de la piel, se les puede permitir participar en ciertos deportes o actividades de educación física.

¿Y en lo que se refiere a la “gripe porcina” o H1N1?

Los estudiantes que presentan síntomas parecidas a las de la gripe, o sea, una fiebre de 100ºF o superior con dolor de garganta y/o tos deben quedarse en casa hasta que no hayan tenido fiebre (una temperatura inferior a 100º F sin tomar medicinas para reducir la fiebre) durante un plazo mínimo de 24 horas.

Es posible que DHEC cambie esta política en el caso de que haya un brote de la gripe en la escuela o la guardería.
Lista de Exclusión Escolar: Una guía de referencia rápida para los padres

Por favor, mantenga a su niño en casa si sufre de una de las enfermedades listadas a continuación. Llame a la escuela de su niño o al proveedor de cuidado infantil para informarles del motivo de la ausencia de su niño. Cuando su niño vuelva a la escuela o la guardería, asegúrese de mandar a la escuela o la guardería la nota apropiada.

Varicela (Chicken Pox)

Los niños con varicela pueden volver con una nota del padre/de la madre una vez que todas las llagas y ampollas se hayan secado/formado costra, o si no hay costras, cuando no salgan nuevas llagas.

Diarrea: Para la mayor parte de los diferentes tipos de diarrea (definida como 3 o más episodios de heces blandas en un plazo de 24 horas) . . .

- Los niños deben quedarse en casa hasta que ya no tengan diarrea, o hasta que un médico le dé a su niño la luz verde para que vuelva a la escuela. Su niño puede regresar a la escuela con una nota del padre/de la madre cuando ya no tenga diarrea.
- Los niños deben tener una nota médica para regresar a la escuela después de haber tenido diarrea con sangre o moco.
- Los estudiantes que saben ir al baño solos o que usan calzoncitos entrenadores para contener las heces no necesitan ser excluidos si se sabe la diarrea resulta de una condición no-contagiosa, o si la diarrea continúa después de que el niño haya completado un ciclo de antibioticos para tratar una enfermedad que cause diarrea.
- Un niño médicamente frágil o un niño que necesita ayuda para ir al baño puede ser excluido con menos de 3 episodios de diarrea si su condición presenta dificultades para que los cuidadores mantengan condiciones sanitarias en el aula.

Diarrea debido a Campylobacter, E. coli, Giardia, Rotavirus, Salmonella, y Shigella:

Su niño puede regresar a la escuela con una nota médica . . .

- Campylobacter, Rotavirus y Shigella y la mayor parte de los diferentes tipos de Salmonella: Después de que ya no tenga diarrea.
- E.coli: para la forma más grave de E.coli, los estudiantes de todas las edades deben quedarse en casa hasta que la diarrea desaparezca y 2 pruebas de laboratorio con un intervalo de 24 horas entre ellas den negativo para E.coli O157:H7.
- Giardia: Cuando ya no tenga la diarrea o cuando el niño haya tomado antibióticos por al menos 24 horas.
- Salmonella typhi (tifoidea): Después de 24 horas sin diarrea, y 3 pruebas de laboratorio que salgan negativas, si un médico le da al niño la luz verde para regresar a la escuela.
- Shigella: después de haber tomado antibióticos por 5 días, o una prueba de laboratorio que salga negativa.

Fiebre sola:

- Bebés de menos de 4 meses de edad: Manténgalo en casa si tiene una temperatura rectal superior a 101°F (se mide poniéndole el termómetro en el trasero).
- Niños mayores de 4 meses: Mantenga a su niño en casa si presenta una fiebre superior a 101°F (medida en la boca), o superior a 100°F (poniéndole el termómetro debajo del brazo), o superior a 102°F (poniéndole el termómetro en el trasero).
- Su niño puede regresar a la escuela o la guardería con una nota del padre/de la madre cuando ya no tenga fiebre.
Lista de razones para exclusión de guarderías 2010-2011

Fiebre con sarpullido, cambio de comportamiento u otros síntomas:
Lleve a su niño al médico o a la clínica por cualquier fiebre si también presenta síntomas de una enfermedad grave tales como sarpullido, cambio de comportamiento, dolor de oído, vómitos, confusión, dolor de garganta, o irritabilidad. Se requiere una nota médica para regresar.

Gripe (influenza) o Enfermedades parecidas a la gripe/influenza (ILI por sus siglas en inglés)
Si presenta una fiebre superior a 100°F con tos y/o dolor de garganta, un estudiante con gripe o con una enfermedad parecida a la gripe será excluido hasta que haya quedado libre de fiebre por al menos 24 horas sin tomar medicina para reducir la fiebre.

Rubéola (sarampión alemán, sarampión de tres días)
Mantenga a su niño en casa por 7 días después del comienzo del sarpullido. Puede regresar con una nota médica.

Piojos
Se puede mandar a los niños a la casa al final del día escolar si se puede evitar el contacto de cabeza con cabeza. De no ser posible esto, se les puede excluir inmediatamente. El niño puede regresar con una nota del padre/de la madre después del primer tratamiento con un producto anti-piojos aprobado por la escuela.

Hepatitis A/ Ictericia piel amarilla
Los niños con hepatitis A aguda pueden regresar con una nota médica 1 semana después del comienzo de la ictericia.

Hib (Haemophilus influenzae tipo B)
Es necesario que los estudiantes con una infección Hib sean excluidos de la escuela hasta al menos 24 horas después de haber completado un ciclo de antibióticos. Se requiere una nota médica para volver.

Impétigo
- Si su niño tiene llagas secas con una costra color de miel, las que no es posible cubrir, se le mandará a la casa al final del día escolar y será excluido hasta 24 horas después de comenzar un ciclo de antibióticos.
- Si las llagas son supurantes o si están húmedas y no pueden cubrirse y mantenerse secas, se mandará al estudiante a la casa inmediatamente. Podrá regresar después de haber tomado antibióticos por 24 horas, si las llagas han dejado de supurar y están empezando a hacerse más chicas.
- Se necesita una nota médica para poder regresar a la escuela.

Sarampión/“Sarampión roja”/“sarampión de 10 días”
Los niños con sarampión pueden regresar a la escuela con una nota médica 4 días después del comienzo del sarpullido, si no tienen fiebre y se sienten lo suficientemente bien para participar en actividades escolares normales.

Meningitis
Un estudiante que presenta síntomas de meningitis (fiebre alta, sarpullido, rigidez de cuello) no debe ir a la escuela hasta que un profesional de salud diga que pueda regresar.

Mononucleosis infecciosa
Se requiere una nota médica para volver a la escuela.

Llagas dentro de la boca
Los niños con llagas dentro de la boca, y que babean, deben quedarse en casa hasta que su profesional de salud diga que puedan volver.
Paparas
Los niños con paparas pueden regresar con una nota médica 5 días después del comienzo del hinchazón.

Conjuntivitis (ojo rosado)
Los niños que tienen los ojos rojos o rosados, y que tienen dolor de ojo y enrojecimiento de los párpados, con una descarga blanca o amarilla, o con los párpados pegados con lagañas al despertarse no deben ir a la escuela hasta que hayan sido examinados y tratados. Se requiere una nota médica para poder regresar.

Sarpullido
Los estudiantes que tienen un sarpullido que se extienda rápidamente o un sarpullido con fiebre o cambio de comportamiento son excluidos inmediatamente de la escuela. Se requiere una nota médica para poder volver.

Tiña
- Los niños con tiña del cuero cabelludo deben quedarse en casa hasta que hayan empezado tratamiento con un medicamento anti-hongo administrado por vía oral y recetado por un médico. El niño puede regresar a la escuela con una nota médica.
- Los niños con tiña del cuerpo pueden regresar a la escuela con una nota del padre/de la madre, una vez que hayan empezado un tratamiento anti-hongo oral o de uso externo, a menos que el área afectada se pueda cubrir completamente con la ropa.
- No es necesario que los estudiantes mayores con tiña de la cabeza o del cuerpo se queden fuera de la escuela a menos que estén propagando la enfermedad dentro de la escuela.

Sarna
Los estudiantes con sarna deberían quedarse en casa hasta que se les haya aplicado un tratamiento / medicamento. Se requiere una nota médica para poder regresar.

Culebrilla
Mantenga en la casa a los niños que tengan lesiones/llagas/ampollas que no se puedan cubrir. Su niño puede regresar con una nota del padre/de la madre cuando las lesiones se hayan secado/se hayan formado costras.

Infecciones estafilocócicas o estreptocócicas de la piel (incluyendo SARM, o MRSA por sus siglas en inglés)
Debería quedarse en casa un niño que tenga una llaña, furúnculo, o absceso supurante que no se pueda cubrir, o con llagas supurantes que mojen los vendajes. Puede regresar cuando la llaña deje de supurar o si el drenado pueda contenerse dentro del apósito, para que nadie entre en contacto con el drenado. Dada la variación en las formas de tratamiento, no hay requisitos en cuanto al número de horas que debe durar el régimen de antibióticos.

Infección de la garganta por estreptococos (“Strep throat) / Faringitis estreptocócicas
Si no presenta fiebre, un niño que presenta esta infección puede regresar a la escuela con una nota médica en un plazo de 24 horas después de comenzar un régimen de antibióticos.

Orzuelos
Un niño que tiene un orzuelo supurante debería quedarse en casa hasta que el orzuelo deje de drenarse.

Tuberculosis (TB)
Se debería mantener en casa a un niño con tuberculosis hasta que el médico que trata la enfermedad escriba una nota médica que diga que el niño ya no es contagioso.

Tos ferina
Los niños con tos ferina pueden regresar a la escuela con una nota médica después de haber completado 5 días de tratamiento con antibióticos recetados por un médico, a menos que DHEC o la enfermera escolar diga otra cosa.

Revisado junio de 2010
Vómitos
Un niño que ha vomitado 2 o más veces en un plazo de 24 horas debería quedarse en casa hasta que deje de vomitar, a menos que se sepa que no es contagioso.

Cuando su niño esté expuesto a enfermedades serias
DHEC y la escuela pueden recomendar que su niño sea excluido de asistir a la escuela o guardería cuando esté expuesto a ciertas enfermedades, incluyendo Neisseria meningitidis o tos ferina. DHEC también puede recomendar tratamientos con antibióticos para aquellas personas que hayan estado en estrecho contacto con estas enfermedades.

Los niños que no han recibido todas las vacunas recomendadas y los niños que tienen problemas del sistema inmunológico serán excluidos de la escuela o guardería en el caso de que estén expuestos a casos individuales o brotes de sarampión, paperas, rubéola, varicela u otras condiciones identificadas por DHEC. DHEC trabajará con la escuela para determinar cuando sea seguro para que estos niños regresen a la escuela.

No es necesario excluir de la escuela o guardería a niños que sufran de las siguientes enfermedades si se sienten lo suficientemente bien para participar en actividades normales:

- Bronquitis
- Aftas
- Resfriado, sin fiebre
- Fogazos (Herpes labial)
- Crup
- CMV: Citomegalovirus
- Infección de oído
- La quinta enfermedad (Eritema infeccioso)
- La enfermedad mano-pie-boca
- Enfermedades transmitidas por garrapatas
- La enfermedad de Lyme
- Malaria (Paludismo)
- SARM (MRSA, por sus siglas en inglés), si el niño es únicamente portador
- Lombrices intestinales
- Neumonia (pulmonía)
- Sarpullido sin fiebre o cambios de comportamiento
- Conjuntivitis (ojo rosalado) sin descarga amarilla o verde, fiebre o lagañas
- Virus respiratorio sincicial (RSV, por sus siglas en inglés)
- Fiebre maculosa de las Montañas Rocosas
- Roseola
- Algodoncillo
- Infección urinaria
- Verrugas, incluyendo molusco contagioso
- Virus del Nilo Occidental
- Sarpullido de páncreas causado por una infección de hongos

Ayude a su niño a mantenerse sano y listo para aprender.
Esperamos que su niño nunca tenga que faltar a la escuela por motivo de enfermedad. La mejor protección contra la enfermedad es la prevención. Usted puede ayudar a evitar muchas enfermedades asegurándose de que su niño se vacune y asegurándose que su niño se lave las manos con frecuencia.
DHEC Bureau of Disease Control. Teléfono (803) 898-0861.
http://www.scdhec.gov/health/diosease/exclusion.htm
Description of evidence for criterion 8.A.03

Most material about community resources or information is available in Spanish, and we can have anything we need translated into other languages by faculty in our School of Languages, Cultures, and World Affairs.
We accept several different insurance plans and have reasonable private-pay rates.

In 2007, she has her own 3 children. University 2002 and opened CBS (Clinical Behavior Analysts) West Virginia in 1998. She obtained a PhD in the field of ABA/special needs since 2010. Our Shannoff day care has been in operation for 10 years. She is multi-lingual and certified at the national level in ABA/ABA therapists. This is trained in an ABA approach to the special needs of children with autism. Children who learn differently, such as what we do at ABA, therapists for changes in patterns or order. This is the so-called anchor. They help you adjust to the social gestures. They teach you the social language. You take you inside and breaks the social language down for you. They help you to learn the language and social skills. It feels and hits until someone frustrated and angry. You want to feel time you sense a pattern or sequential order in life, it changes. You feel time you sense a pattern or sequential order in life. It changes.

frighten

Imagining that you have just traveled to a foreign country. You do not know the language. You do not know the gestures or the school by yourself, and you have many problems. The student I worked with had always spoken. He is now in the adult world. He now speaks like a child. I taught him the words to use in the adult world. I taught him to say, "When I started working on this ABC..."

Services, LLC

Behavioral Carolina Coast
goals of aba therapy

- Communication and friendships
- Social competence and acceptance
- Independence and confidence

We teach children how to talk, think, and understand themselves. ABA therapists use evidence-based methods to help children develop these skills. ABA therapy is effective for a wide range of conditions, including autism spectrum disorders, developmental delays, and behavioral challenges.

What does aba do for children with behavioral challenges?

ABA therapy helps children learn new skills and strategies to deal with challenges. This allows children to participate more fully in their environment and interact more effectively with others. ABA therapy is a long-term commitment, and progress can be slow, but with consistent effort, children can make significant gains.

What do we do?

ABA therapy involves a combination of individualized programs, social skills training, and behavioral interventions. ABA therapists work with parents, teachers, and other caregivers to create a comprehensive plan of care. This plan is tailored to the unique needs of each child and is designed to help them develop the skills they need to succeed in school and in daily life.

We support children's academic, social, and emotional development. ABA therapy helps children learn to communicate, problem solve, and develop self-care skills. It also helps children learn to regulate their emotions and respond appropriately to their environment.

In homes, schools, and the community,

ABA therapy is a collaborative effort involving parents, teachers, and other caregivers. The goal is to provide children with the tools they need to succeed in their daily lives. ABA therapy is a holistic approach that considers all aspects of a child's development.

What is aba (applied behavior analysis) therapy?

ABA therapy, also known as applied behavior analysis (ABA), is a science-based approach to helping people improve their behavior. ABA therapy is based on the premise that behavior is learned through the environment. ABA therapists use this principle to identify the factors that influence behavior and to design interventions that help children learn new skills and strategies to deal with challenges.

What is the evidence for criterion 8.A.03?

The effectiveness of ABA therapy has been demonstrated in numerous studies. ABA therapy has been shown to be effective for a wide range of conditions, including autism spectrum disorders, developmental delays, and behavioral challenges.

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Description of evidence for criterion 8.A.03
This is an example of the kind of provider information we have available for parents who need information on available services in the community.

8.A.04: Program staff encourage continuity of services for children by communicating with other agencies and programs to achieve mutually desired outcomes for children and to guide collaborative work.

As part of the School of Education and a practicum site for education majors, we are well-connected with public and private schools, other early childcare programs, and specialists of all kinds. We provide advice and follow-up support for our families as well as anyone from the general public who calls us or needs information about how to navigate the many school choice options in our community.
Just a couple things to think on.

From: [email removed]
Sent: [date removed]
To: Jaruszewicz, Candace L
Subject: 2 things

Hi Dr. Candy,

I hope this email finds you well! I'm writing about two topics:

1. We are looking for someone to work with [redacted] on Mondays and Wednesdays in July and August. Do you know of anyone who would be interested/available/qualified?

2. I started reading all about Buist and Ashley River and kind of panicked a bit (Buist drop off, if we were to be so lucky to even get in, is at 7:20am with a 10:20am lunch). Both, up until this point, have been my top two choices, and the panic arose from seeing how big and rigid and early ([redacted] has a hard time waking up to get to ECDC by 8:30/8:40 - and he goes to bed at 7:30!!) and, just,...I don't know...impersonal they are. It's not that I need the school to be as small as ECDC, but I'm just wondering if -- again, even if we were to totally luck out and get accepted -- if either of those schools are the right fit for [redacted]. I've also been looking at the Cooper School, which I like from what I've read (and of course the money is just...ugh...but I would do it if we needed to). Do you have any advice based upon the options out there and knowing [redacted]?

Thanks so much,
November 2, 2015

To [Teacher's Name]  

It has been my pleasure to have [Student's Name] in my class since August of 2014. She has demonstrated superb self-regulation and social/emotional skills. She is able to focus in the midst of numerous distractions. She makes connections to prior learning and is always thinking of ways to use what she knows to solve problems, both cognitive and social. She is a very good understanding of her own emotions and motivations as well as those of her peers.

As a kindergartener she is great at applying her understanding of phonics to encode and decode simple words. She is a fabulous storyteller, both written and oral. She delights in writing her stories down and illustrating them to share with her friends. Her imagination and creativity is amazing. She also has a good understanding of numbers, in addition to other early math skills. She is able to solve problems involving number.

In short, she is a delight to have in my class.

If you have any questions feel free to e-mail me at whitemj@coc.edu.

Sincerely,

Mary J. White  
Master Teacher  
Miles Early Childhood Development Center  
College of Charleston  
91 Wentworth Street  
Charleston, SC
Description of evidence for criterion 8.A.04

Sometimes our communications with other programs are formal, such as a personalized recommendation letter for a child whose future teachers is unknown at the time of the request.
Hi,

So after your visit last week, I think we are inclined to think across Julia’s team, the desired placement for her would be in the 3’s class. Krissy (CCSD preschool itinerant support) is also willing/able to provide 2 hours or so per week of cognitive therapy supports, so the total # resource hours is approaching @ 5 per week. We’ve projected what we might also be able to do to provide Phyllis with additional student Teaching Assistant support in the mornings.

I’m just wanting to confirm that is where we are so I can go ahead with the rest of my enrollment process for other families.

Thanks to all of you for your sincere efforts to help us figure this out and I look forward to a great collaboration!

Candace

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewiczC@cofc.edu
Jaroszewicz, Candace L

From: Jaroszewicz, Candace L
Sent: Tuesday, March 25, 2014 2:57 PM
To: [redacted]
Subject: RE: placement in fall 2014 @ ECDC

definitely

From: [redacted] [Matthew Dane]
Sent: Tuesday, March 25, 2014 2:27 PM
To: [redacted]; Jaroszewicz, Candace L; [redacted]
Cc: Gates, Phyllis N; Mack OT
Subject: Re: placement in fall 2014 @ ECDC

This is so wonderful, and I'm so excited. What a wonderful feeling to have so many exceptional people working with our little girl! I'm also going to include Maria, Julia's OT, on this exchange, okay?

Best,

Kathryn

---

[signature]

Assistant Professor, Department of Speech Language Pathology
The College of Charleston
[redacted]

From: [redacted] "Diane A." [redacted]@musc.edu
Date: Tuesday, March 25, 2014 2:22 PM
To: "Jaroszewicz, Candace L." [JaroszewiczC@cofc.edu], [redacted]@musc.edu
Cc: "Gates, Phyllis N" [GatesP@cofc.edu]
Subject: RE: placement in fall 2014 @ ECDC

Candace- Sounds like a great idea.

Phyllis- When the date gets closer, just send me an e-mail & I am happy to set up a time to meet.

Best regards, Diane

Diane [redacted], M.S., CCC/SLP
Medical University of South Carolina
[redacted]
Evelyn Trammell Institute for Voice and Swallowing
Adjunct Assistant Professor
College of Health Professions
ph: (843) 876-7285
fax #: (843) 876-2881
Phyllis will probably want to meet with you if possible sometime during the week before school starts (August 11-15) just to get a relationship going and get everyone started on the same page?

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FROM: Andrews, Diane A. [mailto:andreda@musc.edu]
SENT: Tuesday, March 25, 2014 1:08 PM
TO: Rogers, Kathleen Beres; Rogers, Benjamin
CC: Jaruszewicz, Candace L
SUBJECT: RE: placement in fall 2014 @ ECDC

Candace —

Thank you for your gracious hospitality during our visit last week. The faculty at Early Childhood Development Center are exceptional. We all look forward to joining your program!

I am available to come meet with any teachers or staff next Fall when is attending school – so that we can all keep communication open & optimize her progress.

Best regards, Diane

Diane M.S., CCC/SLP
Medical University of South Carolina
Clinical Manager
Department of Speech Language Pathology
Evelyn Trammell Institute for Voice and Swallowing
Adjunct Assistant Professor
College of Health Professions
ph #(843) 876-7202
fax # (843) 876-2881

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FROM: [mailto:andreda@musc.edu]
SENT: Monday, March 24, 2014 10:48 AM
TO: Andrews, Diane A.; Benjamin
CC: Jaruszewicz, Candace L
SUBJECT: FW: placement in fall 2014 @ ECDC

Candace,

This looks great- 's email has a “w” missing, so I wanted to forward this to her and send it on to you. Thank you for all of your hard work in figuring out the best place for our little girl! We are so excited to have her there with you all in the fall.
Description of evidence for criterion 8.A.04

This email provides evidence of collaboration across a team of people working to make an appropriate placement for a child with special needs.
Jaruszewicz, Candace L

From: Jaruszewicz, Candace L
Sent: Monday, February 16, 2015 11:13 AM
To: [Redacted]
Subject: RE: Charleston Catholic School and Maybelle

This Friday would be great – what time in the afternoon would be convenient for you? I can meet any time after 1

From: [Redacted]
Sent: Friday, February 13, 2015 7:42 PM
To: Jaruszewicz, Candace L
Cc: White, Mary Johnston; Hart, Jane C
Subject: Re: Charleston Catholic School and Maybelle

Candy,

Thanks! I'll let them know that they're welcome.

I'd love to get together. MWF tend to be the most flexible—what time would work for you? I guess next week the best time would be Friday, if you're available (and maybe in the afternoon when I'm NOT overlapping the CCS visitors).

Alison Biemelar
Director, Women's and Gender Studies Program
The College of Charleston
66 George St.
Charleston, SC 29424

From: <Jaruszewicz>, Candace L <JaruszewiczC@cofc.edu>
Date: Friday, February 13, 2015 3:54 PM
To: [Redacted]
Cc: "White, Mary Johnston" <WhiteMJ@cofc.edu>, "Hart, Jane C" <hartjc@cofc.edu>
Subject: RE: Charleston Catholic School and Maybelle

Hi [Redacted]
Mary & Jane forwarded me your message about Charleston Catholic teachers coming to visit Friday. We of course, will welcome them and try to be helpful in your process for this next big step in [Redacted]'s life.

I'm also reminded I haven't talked with you in a while — would you have time to maybe come in some day next week just to talk/chat — maybe have coffee or a cup of tea? I'd love to hear what you've been up to, how things are going, and maybe how you are feeling about [Redacted]'s transition to elementary school?

Candy
This Friday would be great – what time in the afternoon would be convenient for you? I can meet any time after 1

Candy,

Thanks! I’ll let them know that they’re welcome.

I’d love to get together. MWF tend to be the most flexible—what time would work for you? I guess next week the best time would be Friday, if you’re available (and maybe in the afternoon when I’m NOT overlapping the CCS visitors).

Alison Diepmaier
Director, Women and Gender Studies Program
The College of Charleston
66 George St.
Charleston, SC 29424

Hi Candy
Mary & Jane forwarded me your message about Charleston Catholic teachers coming to visit Friday. We of course, will welcome them and try to be helpful in your process for this next big step in [insert name]'s life.

I’m also reminded I haven’t talked with you in a while – would you have time to maybe come in some day next week just to talk/chat – maybe have coffee or a cup of tea? I’d love to hear what you’ve been up to, how things are going, and maybe how you are feeling about [insert name] transition to elementary school?

Candy
Description of evidence for criterion 8.A.04

We also make sure to keep parents informed about communications with schools. This email documents "checking in" with a parent about her child's transition.

8.A.05: Program staff identify and establish relationships with specialized consultants who can assist all children's and families' full participation in the program. This assistance includes support for children with disabilities, behavioral challenges, or other special needs.

We have a close working relationship with the public school district professionals who deliver referral, diagnostic, and follow-up services through the BabyNet and Childfind networks as well as numerous private school staff, and health and psychological service providers in the local area. We serve as a research site for the Psychology Department and have good working relationships with many of their faculty whose specializations provide us with a wide range of consult options. We also serve as a practicum site for the Medical University of South Carolina's psychiatric residency program. We therefore have access to their personnel when parents need assistance. Further, as part of the School of Education, Health, and Human Performance, we also work with early childhood, elementary, and special education faculty who assist us with on program and curriculum development, and can help us problem-solve when we have situations that require identification of appropriate external resources.
Jaruszewicz, Candace L

From: White, Mary Johnston
Sent: Tuesday, June 19, 2014 7:43 AM
To: Jaruszewicz, Candace L

Candy,
The meeting with Dr. _____ went very well. I think _____ has a realistic view of ____ circumstances at school. Dr. _____ confirmed what I had said which was that ____ social skills were (in his words) stuck at the level of a 2 year old and that ____ also had issues related to body consciousness and motor planning. I suggested that an occupational therapist would be able to help ____ with the later and that would eliminate at least 50% of violence towards children by helping cut out the accidental stuff. ____ immediately agreed to that even if ____ and ____ have to pay for it themselves. Dr. _____ strongly felt an OT would be helpful on several fronts.

Dr. _____ also confirmed our thinking that ____ only had a right now and no past or future in ____ thinking. This is a big factor in ____ behavior but also in ____ social learning.

Dr. _____ also confirmed that ____ has ODD. He said ____ is an atypical ODD child in that ____ opposition does not seem to be motivated by meanness as it usually is. He agrees that ____ needs direct instruction in social skills and ____ and ____ will work with me as we do that. He thinks that an OT could also work on the social issues and if we combine that with the OT work on the motor issues we can get enough leverage to start to win the battle with the oppositional/defiant behavior. Right now he is thinking that perhaps at least some of the ODD behavior is influenced by frustration and a general lack of success with ____ peers and ____ inability to form real friendships with peers (which it seems that ____ is motivated to have).

I think having direct communication between ____ and me was helpful and that that can continue as we work to move ____ along.

Mary
Description of evidence for criterion 8.A.05

While we don't have any children in the program presently with behavioral challenges, we do from time to time. This is an example of an email from one of our lead teachers reporting out a meeting with a specialist at a time when she did have a child in psychiatric care.
We accept several different insurance plans.

I've worked for years ago, the first time I started working as an ABA therapist.

friend,
goals of abla therapy

children can learn to build their speech on their own.

We teach these children to develop strong social relationships with peers and develop appropriate play. We teach socially basic needs or feelings. We teach the child the ability to communicate these children, the ability to communicate their wants and needs.

ABA therapy helps children with learning differences and behavioral challenges.

What does abla do for children with learning differences?

in homes, schools, and the community.

We teach:

- Communication
- Social skills
- Basic Academic
- Language
- Preadolescent play
- Transitions
- Emotions
- Reciprocal

What is abla (applied behavior analysis) therapy?

ABA therapy is strongly grounded in evidence-based practices. As early as the 1960s, the research of dr. leon krasner led to aba therapy. ABA therapy is a form of behavioral therapy.

and so neither are their programs.

ABA therapy programs, and place their interest in students' natural interests to individualize learning from one activity to the next. We use the plans created for activities and thinking.

ABA therapy allows for smooth transitions.
Description of evidence for criterion 8.A.05

We provide families with information about providers we have a working relationship with.

8.A.06: Program staff advocate for the program and its families by creating awareness of the program's needs among community councils, service agencies, and local governmental entities. (This criterion is an Emerging Practice.)

Our program enjoys high visibility in our community and members of our staff are often called upon to serve on committees and organization boards, provide consulting expertise with other agencies or schools, act as spokespersons for early childhood in the media, give speeches, etc. Part of our program mission is to model child advocacy in our community, so meeting this criteria indicator is an integral part of the work we do and a major component of our program mission. Our focus for this criterion extends beyond the local community, as we feel in many ways we speak FOR our local community, not just on behalf of our program, but all the programs in our area.
Candy -

Really thoughtful review. I have read carefully and have a few questions. May we speak for about 30 minutes some time today? My only conflict is a 9:00 - 10:00 AM conference call.

THANKS.

Dawn

Dawn Huntley
Strategic Innovations
864.801.2477
dhuntley@justinnovate.com

On Aug 6, 2014, at 2:56 PM, Huntley Dawn <dhuntley@justinnovate.com> wrote:

THANKS! Will review with care and give you a call. Need to work on all point deficits!

Dawn

Dawn Huntley
Strategic Innovations
864.801.2477
dhuntley@justinnovate.com

On Aug 6, 2014, at 2:23 PM, Jaruszwicz, Candace L <JaruszewiczC@cofc.edu> wrote:

Hi Dawn,
I marked up the document and cross-referenced narrative with criteria sheet as best I could. My best guess is:

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<th>1 Need &amp; Obj</th>
<th>25 + 5 bonus</th>
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<tbody>
<tr>
<td>2 Proj. design</td>
<td>30</td>
<td>28 (deduct 1 pt each for 2.1; 2.4)</td>
<td></td>
</tr>
<tr>
<td>3 Infrastructure/mgmt</td>
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<td>9 (deduct 1 pt for 3.3)</td>
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<td>4 Staffing</td>
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<td>5 partnerships</td>
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<td>6 (Bonus)</td>
<td>6</td>
<td>3 (6 if promise zones are included)</td>
<td></td>
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<tr>
<td>7 Budget</td>
<td>15</td>
<td>12 + pts for 7.5</td>
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<td><strong>111</strong></td>
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See my comments for details; primarily:
  - Editing – need to go back and get all headings & numbering of sub-sections consistent throughout document
  - Content – really good/thorough; the places I indicated we might get docked a point or two are described in my comment bubbles

Almost there!!!! We should take you out for a drink when it’s done!

CJ

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewicz@cofc.edu

<Charleston Grant Narrative - 8-3-14.CJcomments.docx>
Jaruszewicz, Candace L

From: JE Collins <jecollins@charlestonfirststeps.org>
Sent: Monday, May 19, 2014 5:15 PM
To: Jaruszewicz, Candace L
Subject: RE: CCSD EHS & HS grant documents

Thank you Candace for so many reasons. Thank you for making yourself available to meet on such short notice. Thanks for your valuable input today. Thanks for agreeing to work with us, and thanks for the documents. It was my pleasure to have met you and I’m looking forward to us working together for young children in Charleston County.

From: Jaruszewicz, Candace L [mailto:JaruszewiczC@cofc.edu]
Sent: Monday, May 19, 2014 4:39 PM
To: JE Collins
Subject: CCSD EHS & HS grant documents

Hi James Ella,
Here are:
- EHS expansions grant final document in Word (I also have this in pdf)  The narrative relative to PD is on p. 46
- The PD section of the HS grant (that includes work to be done with EHS personnel)
I do not have the final copy/draft of the entire HS grant, but the PD section is the piece we were talking about today

Nice meeting you and Dawn today; hope we can do some good work together.
cj

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
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jaruszewiczc@cofc.edu
Fantastic, Candy! Thanks for this great news!!

Fran

Frances C. Welch, Dean
School of Education, Health, and Human Performance
College of Charleston
86 Wentworth Street
Charleston, SC 29424
843.953.5272 (phone)
843.953.8070 (FAX)
welchf@cofc.edu

From: Jaruszewicz, Candace L
Sent: Wednesday, December 10, 2014 10:57 AM
To: Welch, Frances C; Pohl, Justin
Subject: FW: Early Head Start Child Care Partnership Grant announcement...
Importance: High

Yea! good news for the next Dean’s update, as I was on the grant-writing team which worked really hard on this last summer. We are thrilled. I’ll be watching the online stream from the White House @ 11:45 (see below) which announced these awards as part of their EC Summit.

Candy

From: Katie Elmore [mailto:kelmore@charlestonfirststeps.org]
Sent: Wednesday, December 10, 2014 10:06 AM
To: Dawn Huntley; Jaruszewicz, Candace L; 'Dadavis52@msn.com'; Genise Dawkins; Berta Winns; CCFS; Crystal Davis; Dale B; J Glen; JE Collins; K Hammond; Kanya Hammond; Kate Smith; Katie Elmore; Linda West; Marilyn Pyatt; Tarsha Walker; Arthur Lee Holmes; Cecil Diggs; Emanuel Williams; Gail Fleming; Harriet Wilder; Karen Warren; Linda Lucas (linda_lucas@charleston.k12.sc.us); Lorena Jordan; Lorraine Powers (lop19661972@gmail.com); Michelle Johnson; Richardine Singleton-Brown; Ruth Taylor (ruth_taylor@charleston.k12.sc.us); Stephany Hewitt; Violet Washington
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Importance: High

Good morning friends of First Steps,

What a great morning it is! With much anticipation, Charleston County First Steps is thrilled to announce that we were awarded the Early Head Start Child Care Partnership Grant funding for $1.3M!! The announcement was made at the White House Summit on Early Education hosted by President Obama this morning. You can catch the summit on live stream from 8:15 AM – 3:00 PM on http://www.whitehouse.gov/live.

Many thanks to all of you who put in countless hours reviewing and providing your expertise on the writing of this grant. We are over the moon with excitement and can’t wait to get to work! We will begin preparing for the implementation in early January.
Jaruszewicz, Candace L.

From: Huntley Dawn <dfhuntley@justinnovate.com>
Sent: Thursday, August 07, 2014 8:08 AM
To: Jaruszewicz, Candace L
Cc: Huntley Dawn
Subject: Re: grant criteria match

Candy -

Really thoughtful review. I have read carefully and have a few questions. May we speak for about 30 minutes some time today? My only conflict is a 9:00 - 10:00 AM conference call.

THANKS.

Dawn

Dawn Huntley
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College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewiczc@cofc.edu
Jaruszewicz, Candace L

From: Welch, Frances C  
Sent: Wednesday, December 10, 2014 1:06 PM  
To: Jaruszewicz, Candace L; Pohl, Justin  
Subject: RE: Early Head Start Child Care Partnership Grant announcement...

Fantastic, Candy! Thanks for this great news!!

Fran

Frances C. Welch, Dean  
School of Education, Health, and Human Performance  
College of Charleston  
86 Wentworth Street  
Charleston, SC 29424  
843.953.5272 (phone)  
843.953.8070 (FAX)  
welchf@cofc.edu

From: Jaruszewicz, Candace L  
Sent: Wednesday, December 10, 2014 10:57 AM  
To: Welch, Frances C; Pohl, Justin  
Subject: FW: Early Head Start Child Care Partnership Grant announcement...  
Importance: High

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To: Dawn Huntley; Jaruszewicz, Candace L; 'Dadavis52@msn.com'; Genise Dawkins; Berta Winns; CCFS; Crystal Davis; Dale B; J Glen; JE Collins; K Hammond; Kany Hammond; Kate Smith; Katie Elmore; Linda West; Marilyn Pyatt; Tarsha Walker; Arthur Lee Holmes; Cecil Digg; Emanuel Williams; Gail Fleming; Harriet Wilder; Karen Warren; Linda Lucas (linda.lucas@charleston.k12.sc.us); Lorena Jordan; Lorraine Powers (top19661972@gmail.com); Michelle Johnson; Richardine Singleton-Brown; Ruth Taylor (ruth.taylor@charleston.k12.sc.us); Stephany Hewitt; Violet Washington  
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Importance: High

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Many thanks to all of you who put in countless hours reviewing and providing your expertise on the writing of this grant. We are over the moon with excitement and can't wait to get to work! We will begin preparing for the implementation in early January.
Description of evidence for criterion 8.A.06

We have had a long-standing commitment to the work of our county First Steps organization. Most recently, we helped them write a successful 1.3 Million dollar Early HeadStart grant and our director serves as their transition monitor, helping assure the grant implementation stays on track.
Jaruszewicz, Candace L

From: Seppi, Katy <kseppi@savechildren.org>
Sent: Friday, March 27, 2015 5:03 PM
To: Jaruszewicz, Candace L
Subject: RE: A Path Appears Event Panelist Information

Candace,

Thank you so much for taking the time to be on our panel last night. I’m sure you’re very busy and I appreciate that you made it a priority. You added a great deal of insight and expertise to the discussion and I’ve already had people emailing me today letting me know how much they enjoyed it. In fact, my husband commented on the way home that the panelists were so good it could have been a radio show!

The passion you have for your field is inspiring. Like you, I spend a lot of time being angry with how unjust our systems are. Thanks for helping me bring together people who care and want to channel that anger into productive action! I agree with you that involving our business leaders is key, and SCAN is also working to do that. However, the optimist in me believes that as a community, we have the power to create change too.

I look forward to working with you in the future,

Katy

From: Seppi, Katy
Sent: Monday, March 23, 2015 11:21 AM
To: Jaruszewicz, Candace L
Subject: RE: A Path Appears Event Panelist Information

Perfect! Thank you!

From: Jaruszewicz, Candace L [mailto:jaruszewiczcl@cofc.edu]
Sent: Monday, March 23, 2015 10:48 AM
To: Seppi, Katy
Subject: RE: A Path Appears Event Panelist Information

Hi Katy,
I was in Chicago all last week – got this info and will see you Thursday @ 6:45

CJ

From: Seppi, Katy [mailto:kseppi@savechildren.org]
Sent: Wednesday, March 18, 2015 6:57 PM
To: Jaruszewicz, Candace L; aimee@circularchurch.org; Hardway, Anna
Subject: A Path Appears Event Panelist Information

Good evening!

Thank you all for agreeing to be on our panel next Thursday, March 26 at 7pm. The event will be held at the College of Charleston in the Education Alumni Center, which is inside the School of Education, Health and Performance building on
86 Wentworth Avenue. Parking validation will be provided to you if you park in the Wentworth Garage on 81 Wentworth Street, which is right across from the building.

I want to make sure you have all the information you need to feel prepared for the event. Please look over the following information and reach out to me if you have any additional questions!

This event is being hosted by Save the Children Action Network and some teaching fellows from the Education department. If you are not familiar with Save the Children Action Network, you can learn more on our website. We are a nonprofit advocacy organization working to expand quality early childhood programs in South Carolina and nationally. We are hoping for at least 50 attendees on Thursday. The event is free and open to the public. We are promoting among students and the broader community. I’ll be sending an email with the invite in a few minutes, please forward it to anyone in your network you feel would be interested in attending.

The event will begin at 7pm. We’ll start by showing a 25 minute segment from the new PBS documentary, A Path Appears. For those of you who are unfamiliar with this documentary, the segment we’re showing features Jennifer Garner accompanying Save the Children staff on home visits in West Virginia. The home visiting program, Early Steps to School Success is designed to assist children aged 0-5 with language, social and emotional development.

After the film segment, we’ll have the panel discussion which will last between 30-60 minutes depending on how much participation we have from the audience. I’ll give each person on the panel 5 minutes to introduce themselves and the work they do, and then we’ll open it up to questions and comments from the audience for an interactive discussion. The purpose of the event is to increase attendees awareness of the importance of early childhood programs (including 4K) in Charleston and beyond. Save the Children Action Network is an advocacy organization, so ultimately we would like people to walk away with a better understanding of how important these programs are and why it is important to advocate for them. If you are working with a program or initiatives that needs support, please feel free to use this time to bring up any needs of the center or program (for example, if you need volunteers; monetary, book, or toy donations; etc.) that members of the community can help with. Aimee – if you were involved in the CAJM’s efforts to expand 4K programs in Charleston last year, I would love to have you talk about this and the power of individuals coming together to create change.

Our panelist will consist of:

Aimee Fulmer  
Children’s Christian Education Director; experienced teacher and principal  
Circular Congregation

Dr. Candace Jaruszewicz  
Director  
N.E. Miles Early Childhood Development Center, College of Charleston

Anna Hardway  
State Programs Director – SC, WV, AL  
Save the Children USA

Katy Seppi (me)  
Mobilization Manager  
Save the Children Action Network

Again, thank you all so much for your willingness to participate, especially Anna who will be coming from out of state to join us! You are all doing amazing work for children, let’s get the word out about the importance of these programs! Please reach out to me if you have any questions.
Description of evidence for criterion 8.A.06

We are more than willing to serve as experts when asked at community events. This email documents participation in panel discussion sponsored by Save the Children.
Hi Tonya,

Here is our Advocacy & Research Committee report for the November meeting and two additional attachments:

1. Another copy of proposed statement/graphic for posting to website that was submitted to June meeting but tabled since I wasn’t there to present
2. Template for requesting resources from board members to get an annotated bibliography of advocacy/research resources started for the website.

From: National Coalition for Campus Children's Centers [mailto:tonyap@campuschildren.org]
Sent: Monday, November 02, 2015 10:48 AM
To: Bush, Dana <Dana.Bush@EKU.EDU>; Dana Bush <danabush@me.com>; V. Beth Hatcher <beth.hatcher@maine.edu>; Kim Kramer <kkramer@miniuniversity.net>; Kimberly Kramer (kramer.kimberly1@gmail.com) <kramer.kimberly1@gmail.com>; Michelle Rupiper <mrupiper1@unl.edu>; Glasgow, Jane Elyce F. <jglasgow@odu.edu>; Diane Nicolet <dnicolet@tmcc.edu>; Jaruszewicz, Candace L <JaruszewiczC@cofc.edu>; Graden, Julia A [UHR] <jagraden@iastate.edu>; Susan Rosen <Susan.Rosen@humboldt.edu>; Lorraine Breffni <breffni@ nova.edu>; Daniela Marysol Bacar <danielah@unm.edu>
Cc: Pallas, Pamela J. <ppallas@ufl.edu>; National Coalition for Campus Children's Centers <tonyap@campuschildren.org>
Subject: NCCCC Board and Committee Reports
Importance: High

Hello,

This is just a gentle reminder that the executive committee and committee chair reports were due at the end of October. If you have not already sent me your reports please do so ASAP so that I may send the board packet out on Friday.

Thank you and have age at day!

Tonya

Tonya Palla
Executive Director
National Coalition for Campus Children's Center
2036 Larkhall Circle, Folsom, CA. 95630
<tonyap@campuschildren.org>
916-790-8261 (Phone & Fax)
<www.campuschildren.org>
Description of evidence for criterion 8.A.06

Our commitment to advocacy extends to the state and national level. Our director currently serves on the governing board of the National Coalition for Campus Children’s Centers, as the chair of the Advocacy & Research Committee. This organization is particularly relevant to us because its members have similar mission and focus to ours, and serve similar populations.
Hi,
We have a request from Memminger to participate in collecting donations of either new or gently used items for their annual Holiday Market (see attached). We will provide a collection box at ECDC for anyone who would like to drop off an item.

Candace

Candace Jaruszewicz, Ph.D.
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College of Charleston
91 Wentworth Street
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843.953.5606
jaruszewiczc@cofc.edu

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To unsubscribe, click on this link: Remove
OR send an email to LISTSERV@LISTSERV.COFC.EDU with the words UNSUBSCRIBE FACULTYANDSTAFF in the body of the message.
Hello, ECDC Families!

Given the great success in fundraising in the fall, the PTO opted not to do a fundraiser this spring. Instead, Carmen and I thought we might try to help the HALOS program again. Last year, they were so grateful for the items we raised for them through the Mitten Tree project.

“The mission of HALOS is to provide support and advocacy to abused and neglected children and kinship caregivers” -- http://www.charlestonhalos.org/

According to Tara Durham, HALOS resource coordinator, HALOS collects “toiletries and other essential items children need when they are in transition” such as “toothbrushes, soap, shampoo, diapers, wipes, and other personal care items children and teens may need” (personal communication: tara@charlestonhalos.org or 843-953-9539). Tara also explained that they have diapers but are very low on baby wipes, baby shampoo, and baby lotion. Of note, they need shampoo for African-American children; some recommended brands that have children’s lines are Mixed Chicks and Shea Moisture (Kids and Baby lines).

If you are interested in contributing to the HALOS “Resource Closet,” please drop off donations in the hallway near the light board by April 1st.

Thank you so much!

Beth Lloyd
On Mon, Feb 23, 2015 at 11:46 AM, Jaruszewicz, Candace L <JaruszewiczC@cofc.edu> wrote:

Hi,

A family some of us know very well is in crisis and in need of some basic clothing for an eleven year old girl – I really don’t know exactly what size, but she is on the small side for her age – so if any of you have everyday wear things like tops/skirts/pants/sweaters that someone in your family has outgrown and could bring them in tomorrow I can get them to this family. It is a short-term need just to get them through the next week or so until other arrangements can be made.

Candace

Hi,

Our lunch lady, Ms. Sherri has a nephew whose house burnt to the ground over the weekend. You had given me a couple of gift cards for a family earlier in the semester that I ended up holding as that situation resolved in a way that prevented me from being able to give them. Would it be ok with you if I give them to her instead to help the family get back on their feet?

I’ve also told her I have some furniture at my house that I can give them and if any of you have likewise opportunities, just let me know and I will pass on the information to her.

Candy

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jaruszewiczC@cofc.edu
Description of evidence for criterion 8.A.06

We are also willing to extend a helping hand to individual families or groups of families in our community that are in need. These emails document several small collection drives over the past year.
evidence for criterion 8.A.06
Mary White is a Master Teacher in a 4- to 5-year-olds class at the N.E. Miles Early Childhood Development Center at the College of Charleston in Charleston, South Carolina.

TYC reader since: 2011
My teaching style in three words: Intuitive, responsive, and thorough
Favorite book: Bigmama's, by Donald Crews
What I'm reading now: Making Learning Visible: Children as Individual and Group Learners, by Project Zero and Reggio Children
Words of inspiration: Not without joy!
How I take care of myself: Getting out on the water in my kayak or walking in the woods helps me refresh.
Why didn't someone tell me: That teaching young children would push me in every area of my life. I have studied topics I would have never learned about on my own, like hissing cockroaches and fossils. I have had to hold snakes and face other fears with enthusiasm. Spending my days with preschoolers is the most challenging, engaging, frustrating, joyful, and rewarding thing I have ever done.
My two cents: Trust the children and let go of the need to be in control.
Proudest accomplishment: I wanted to move toward emergent curriculum, but it always seemed like such an overwhelming process. One year, a group of determined and assertive children told me they wanted to make a model neighborhood out of large boxes. I asked our new director if we could use the multipurpose room for our project. She agreed. This began a semester-long study of community. In the end, we had filled the room with a child-sized neighborhood complete with self-portraits of the preschoolers. The project was much more complex than anything I would have planned without the children's input. I learned to trust the children and let go of the need to be in complete control. This project totally revolutionized my teaching. It was amazing!
When I knew I had to teach: Strangely, I had never dreamed of teaching. I got my teaching certificate in secondary education with a major in English and took a job teaching high school English. I was teaching remedial English to a group of adult male students when it clicked for me. Looking around the room, I realized every student was excited, engaged, and reading. I had found the one thing I wanted to spend my life doing.
Future goal: To continue to be open to following children's ideas wherever they may take me. TYC
evidence for criterion 8.A.06
Mary White

Mary White is a Master Teacher in a 4- to 5-year-olds class at the N.E. Miles Early Childhood Development Center at the College of Charleston in Charleston, South Carolina.

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Why didn't someone tell me: That teaching young children would push me in every area of my life. I have studied topics I would have never learned about on my own, like hissing cockroaches and fossils. I have had to hold snakes and face other fears with enthusiasm. Spending my days with preschoolers is the most challenging, engaging, frustrating, joyful, and rewarding thing I have ever done.
My two cents: Trust the children and let go of the need to be in control.
Proudest accomplishment: I wanted to move toward emergent curriculum, but it always seemed like such an overwhelming process. One year, a group of determined and assertive children told me they wanted to make a model neighborhood out of large boxes. I asked our new director if we could use the multipurpose room for our project. She agreed. This began a semester-long study of community. In the end, we had filled the room with a child-sized neighborhood complete with self-portraits of the preschoolers. The project was much more complex than anything I would have planned without the children's input. I learned to trust the children and let go of the need to be in complete control. This project totally revolutionized my teaching. It was amazing!
When I knew I had to teach: Strangely, I had never dreamed of teaching. I got my teaching certificate in secondary education with a major in English and took a job teaching high school English. I was teaching remedial English to a group of adult male students when it clicked for me. Looking around the room, I realized every student was excited, engaged, and reading. I had found the one thing I wanted to spend my life doing.
Future goal: To continue to be open to following children's ideas wherever they may take me. TYC
Description of evidence for criterion 8.A.06

Our program has achieved recognition for quality in many different ways and we try to use that recognition to advocate for families and best practices whatever way we can. Recently one of our teachers was recognized as the cover teacher for NAEYC's Teaching Young Children" - in her interview she talks about things we think are very important to share with other teachers, parents, and programs.

8.A.07: Program staff include information gathered from stakeholders in planning for continuous improvement, building stakeholder involvement in the program, and broadening community support for the program. (This criterion is an Emerging Practice.)

We participate actively in the strategic planning processes for our Department, School, and University. As part of the university's accreditation process for the SACS (Southern Association of Colleges and Schools), effective for the 2015-2016 academic year, an online system is now in use for each program, school, and division to enter its annual plan and data for continuous improvement. This process replaces our previous process, and continues to include identification of stakeholders, identification of program goals and connecting program goals to the university strategic plan. At this time, the plan for 2015-2016 has been entered and as the year goes on, data will be entered to the system, analyzed, and follow-up actions will be identified. Our plan has been submitted and approved, and our program identified as one of the programs that will be highlighted as an example of best practice when the SACS accreditation team comes to campus for the site visit.

strategic-plan-comp.pdf

As a result of much advocacy among our stakeholders, and previous versions of our university's continuous improvement processes, our program needs were incorporated into the university strategic plan, not an easy thing to accomplish! (see pp.28 & 37).
N.E. Miles Early Childhood Development Center

Program Title: N.E. Miles Early Childhood Development Center
Program Name: N.E. Miles Early Childhood Development Center
Program Type: Academic Support
Start: 7/1/2015
End: 8/30/2016
Program Assessment: Candace Januszkiewicz
Coordinator:
Coordinator’s Email: jaruszkiewicz@cccc.edu
Coordinator’s Phone: 843 963 5606
Coordinator’s Office: 91 Wentworth Street
Address:
Assigned assessment committee member:
Karen Hakim-Butt
DAC/AAC representative:
Karen Small
Administrative Unit
Director receiving assessment updates:
Program follows [ ]
specialized [ ] accreditation standards:
Name of accrediting organization:
National Association for the Education of Young Children (NAEYC)
Date of last program review for the accrediting organization:
Spring 2011
Date of next program review:
Site Visit window currently open, due before 3/30/2016
Program/Department:
EDCC’s three-part mission is to provide:
- A demonstration preschool for research, observation and practicum purposes
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community

Unit/School/College Mission:
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Assessment Process:
The assessment process description should present a clear understanding of how the program/unit utilizes assessment data for continuous quality improvement:
We collect both quantitative and qualitative data from multiple sources and adhere to an also complex timeline for reporting out results to the three entities to whom we are accountable.

1. DSS: Licensed child care programs must comply with the South Carolina child care laws that focus primarily on health, safety, and supervision. Any all-day program that serves more than 12 children is classified as a child care center, and must be licensed to operate. Re-licensing occurs every other year with additional unannounced inspection visits at least once per year. This process focuses more on monitoring that program improvement and represents a minimum level of program quality documentation.

2. NAEYC: National accreditation can be pursued via numerous organizations/processes. We participate in the NAEYC process because (a) it is the most recognized, (b) reflects a high level of rigor, and (c) provides standards and criteria consistent with those applied to accreditation of the EHRP/EDU early childhood teacher education programs, which are also evaluated by NAEYC for the EAP system. NAEYC accreditation takes place over a five-year repeatable cycle. After the initial accreditation (2005), the program submits annual reports documenting maintenance of standards compliance in years 1-4 and then re-accreditation including a site visit evaluation occurs in the fifth year before the program anniversary data. This process represents the highest level of ongoing quality improvement assessment available.

3. College of Charleston: As a unit housed in the School of Education, Health, and Human Performance, the EDCO provides (a) academic support for teacher education, (b) student support as an employment and practicum/field site, (c) research support for faculty and students, (d) child care support for campus employees (5%), and a limited number of families from the general community, and (e) resources and service for early childhood programs and advocacy initiatives in the general and larger communities. Therefore, our assessment process for addressing outcomes that support the strategic plan for the university includes the embedded processes we follow for licensing and accreditation.
Comments and Attachments: We are currently in year 5 of our accreditation cycle with NAEYC, with renewal due by May 1, 2016. Renewal materials have been submitted, self-assessment materials completed, and we are due for our site visit sometime before 3/30/16.

Our state license through the Department of Social Services is current till 9/26/2016 and we will renew during summer of 2019.

Administrative Unit
Director receiving assessment updates: Dean (Frances Welch)

Program Coordinator (Frances Welch)

Dean (Frances Welch)

Dean (Frances Welch)

Items Supporting This Program Information and Assessment Process

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
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<tbody>
<tr>
<td>Outcome</td>
<td>1</td>
<td>Demonstrate best practice</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
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<tr>
<td>Outcome</td>
<td>2</td>
<td>Promote scholarly inquiry and professional development</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
<tr>
<td>Outcome</td>
<td>3</td>
<td>Model advocacy and community service</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
<tr>
<td>Outcome</td>
<td>4</td>
<td>Child Care</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
</tbody>
</table>
Demonstrate best practice

Outcome Number: 1

Title: Demonstrate best practice

As a demonstration program, the ECDC provides a model of excellence by operating as a state-licensed facility and achieving national recognition as an accredited program for its efforts to provide high quality early childhood education. We do this as we:

1. Achieve and maintain successful NAEYC (National Association for the Education of Young Children) re-accreditation over the five-year accreditation cycle
2. Achieve successful biennial re-licensing through South Carolina Department of Social Services (DSS) in even years
3. Achieve successful annual re-certification as a "NatureExplore" classroom via the Arbor Foundation

Program/Unit:

2. Assessment Methods: The measure matches the appropriate direct and indirect methods, indicates desired level of performance, helps improve, and is based on tested, known methods. Please enter at least 2 measures:

NAEYC:
1. Completed and submitted Renewal Materials before stated re-accreditation (or annual maintenance) deadline. (via NAEYC forms and data collection tools)
2. Completed classroom and program E-folios prior to site visit and maintain throughout accreditation period (using Houghton Mifflin Harcourt SchoolChapters - www.schoolchapters.com)
3. Completed NAEYC site visit protocols within the designated site visit window or announced visit

DSS:
1. Completed renewal materials and inspections according to DSS timelines during summer prior to expiration of license (DSS data collection forms)
2. Documentation of continued compliance with DSS regulations and announced interim site inspections (site visit reports)

NatureExplore:
1. Complete and submit application for annual re-certification prior to July 1 expiration date. (Powerpoint report posted to program website)

Notes:
Upload current NAEYC accreditation letter, DSS license, NE certificate

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measures. Sampling methodology, population size (N), and sample size (n) must be provided.

Target met for measure 1?:
1. Did results for measure 1 demonstrate improvement from previous assessments?:
2. Did results for measure 2 demonstrate improvement from previous assessments?:

Please describe your selections above for each measure:

1. NAEYC: The NAEYC accreditation process incorporates several measures, all of which must meet designated threshold levels of performance either prior to submission, during the off-site pre-visit review process, or at the site visit. These materials are all provided by the accrediting organization. In order to pass, the program must meet 100% required criteria, 80% of criteria for each of the 10 standards, and at least 70% criteria for each age/class group observed. There are more than 400 criteria embedded within the 10 standards.

Data collection tools provided by NAEYC include:
Templates for Renewal Materials and Annual Reports
Parent Surveys (minimum overall score of 80% "yes" responses required before submission)
Staff Surveys (minimum overall score of 80% "yes" responses required before submission)
Classroomfolio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each narrative)
Programfolio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each narrative)
On-site classroom observations using criterion-referenced tool.
2. DSS Licensing
The program must comply with 100% child care licensing regulations. These include
100% current immunization forms
100% staff with current security clearances, health forms
100% staff have met state annual training hours requirement
1 staff per classroom with current First Aid, CPR
Pass DHEC building/fire inspection
Pass licensing inspection
Submit to unannounced visits at least once annually and correct any cited deficiencies.

3. NatureExplore Certification
This voluntary certification requires annual submission of documentation that program standards have been maintained.
Submission materials include:
Narrative
Images

4. Use of Assessment
   Results: What changes were made based on the results
   (i.e.: revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes):

5. Budget Changes:
   Comments and Attachments:
   Providing Program: N.E. Miles Early Childhood Development Center
   Start: 7/1/2015
   End: 6/30/2016
   Progress: On Schedule

Items This Outcome Supports

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
</tr>
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<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Develop nationally recognized graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>10</td>
<td>Pursue national recognition for the College of Charleston's personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
</tbody>
</table>

N.E. Miles Early Childhood Development Center

Page 2 / 2
Promote scholarly inquiry and Professional Development

1. Outcome: The specific, measurable, attainable, results oriented, and time-bounded, the outcomes are clearly related to the mission and focus on activities of the Program/Unit.
   1. ECDC consistently employs and mentors five graduate assistants and 20+ hourly student employees as Teaching Assistants.
   2. ECDC provides student employees with targeted training and professional development.
   3. ECDC hosts at least two research projects annually.
   4. ECDC mentors at least 75% of students or others who request volunteer placement.
   5. ECDC hosts at least 500 observation hours annually from faculty who request placements.
   6. Master Teachers at ECDC complete at least 15 hours of planned professional development annually.
   7. Master Teachers at ECDC maintain current South Carolina teacher certification.
   8. The program director completes at least 20 hours of planned professional development annually.

2. Assessment
   2. Personnel files documenting training & attendance logs.
   3. Documentation of faculty applications, IRB approvals, and finished products (such as publications, presentations, etc.)
   4. Annual goals via EPMS performance management system, DSS training transcripts of hours submitted and approved.
   5. Documentation of applications for maintenance of teacher certification for master teachers.

3. Assessment Notes:
   Insert spreadsheet that documents aggregate #s for staff items
   Insert chart from Annual Report with demographic information
   Insert chart from Annual Report with visit, practicum, research numbers
   Upload IVT & Director Training transcripts? Or just summarize total # hrs for each & report in aggregate.

Please describe your selections above for each measure:

4. Use of Assessment Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or
Description of evidence for criterion 8.A.07

This is a big document, so it is uploaded here in two parts. It is a printout of the continuous improvement plan entered for our program.
<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Develop and retain a highly qualified and diverse faculty and staff.</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>4</td>
<td>Recruit, enroll and prepare an academically distinguished, well-prepared and diverse student body.</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td></td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
</tbody>
</table>
Model advocacy and community service

Outcome Number: 3

Title: Model advocacy and community service

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit. The welfare of young children in our community, state, region, nationally, and internationally.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:

- Target met for measure 1?
- Did results for measure 1 demonstrate improvement from previous assessments?
- Target met for measure 2?
- Did results for measure 2 demonstrate improvement from previous assessments?

Please describe your selections above for each measure:

The measures for this outcome are largely qualitative in nature:

1. Annual reporting process - numerate and describe activities that meet criteria of outcome.
2. Testimonials and communications that provide evidence of activities related to outcome.
3. Compilation of narratives and images posted to social media and website that document collaborations and initiatives.

Insert/Upload annual report

The measures and analyses used for this outcome are typically qualitative, as opportunities to meet this outcome are not necessarily known at the beginning of a reporting period and reflect ongoing processes or relationships best identified and evaluated with non-numerical methods. The Annual Report typically includes a detailed list of activities relating to this outcome with narrative information and evidence (such as communications, images, or artifacts) acquired as activities are ongoing.
program offerings, implement training or workshops, modify services or processes).

5. Budget Changes:
Comments and Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2016
End: 6/30/2016

Progress:

**Items This Outcome Supports**

<table>
<thead>
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<th>Name</th>
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<th>End Date</th>
<th>Provider</th>
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<tbody>
<tr>
<td>Strategic Initiative</td>
<td>8</td>
<td>Collaborate with local, national, and international institutions to leverage higher education for a stronger South Carolina.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td></td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
</tbody>
</table>
Child Care

Outcome Number: 4
Title: Child Care
1. Outcome: The outcomes are specific, measurable, attainable, results-oriented, and time-bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

2. Assessment: Tabulated record of waiting list applications.
   Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:
   3. Assessment: Complete chart for the year and post

     Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:

     Did results for measure 1 demonstrate improvement from previous assessments?
     Did results for measure 2 demonstrate improvement from previous assessments?

Please describe your selections above for each measure:

1. Waiting list application information is kept on a spreadsheet.
2. Current enrollment information is kept on a spreadsheet and coded for demographics including ethnicity, gender, campus affiliation, special needs, home2nd language, etc.
3. Fiscal accountability follows required university budgeting process and monitored by EHRIP fiscal officer.
4. Assessment of goals required by NAEYC for children, families and community follows an annual timeline represented on the chart below (includes follow-up measures implemented as of 10.27.15)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment tools</th>
<th>Timeline</th>
<th>Analysis</th>
<th>Reporting</th>
<th>Application</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explore &amp; develop interests and abilities</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td>NAEYC Spreadsheet (item and category analysis)</td>
<td>CoC Annual Report;</td>
<td>Revise curriculum as needed</td>
<td>Add Spanish language component</td>
</tr>
<tr>
<td>2. Develop self-direction as learners and citizens</td>
<td>Child Assessment Data</td>
<td>December &amp; May</td>
<td>Assessment Conferences with Master Teachers</td>
<td>Parent/Teacher Conference Reports;</td>
<td>Annual Report to Families</td>
<td>Completed for 2015-2016</td>
</tr>
<tr>
<td>3. Understand and practice tolerance and respect for others</td>
<td></td>
<td></td>
<td></td>
<td>NAEYC Annual Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fully included in all dimensions of our program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Feel accepted and welcomed</td>
<td>New Family Survey</td>
<td>September</td>
<td>Survey Data Tabulation; Content Analysis of narratives;</td>
<td>CoC Annual Report</td>
<td>Revise policies as needed</td>
<td>Snack Manu &amp; Nutrition Plan</td>
</tr>
<tr>
<td>2. Express confidence that their children are being well cared for and nurtured</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td></td>
<td>Annual Report to Families</td>
<td>Revise procedures as needed</td>
<td>Security measures</td>
</tr>
<tr>
<td>3. Engage as partners and advocates for high quality early childhood education</td>
<td>Unsolicited feedback</td>
<td>On-going as received</td>
<td></td>
<td>NAEYC Annual Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Campus Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Support academic goals of faculty and students</td>
<td>Campus Survey; Student Employee Survey</td>
<td>April</td>
<td>Tabulation; item analysis</td>
<td>CoC Annual Report; NAEYC Annual Report</td>
<td>Revise research &amp; practicum protocols as needed</td>
<td>Fall 2015 Semester Pracuticum &amp; research applications in-progress or scheduled</td>
</tr>
<tr>
<td>2. Enhance development of student employee professional skills and dispositions</td>
<td>Performance Evaluations; Student Employee Survey</td>
<td>December &amp; May</td>
<td>Item analysis of Performance reviews; Tabulation of surveys</td>
<td>Annual Report to Families</td>
<td>GA &amp; TA Professional Development as needed</td>
<td>DSS Accreditation Workshop 9/11/15</td>
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<td></td>
<td></td>
<td>April</td>
<td></td>
<td></td>
<td>Module for adrenaline crisis added to FA/CPR training</td>
<td></td>
</tr>
<tr>
<td>3. Add to the knowledge base about early childhood</td>
<td>Records of research &amp; publications</td>
<td>On-going</td>
<td>Bi-weekly staff meeting discussions</td>
<td>Annual Master Teacher Professional Development</td>
<td></td>
<td>Completed for 2015-2016</td>
</tr>
</tbody>
</table>
### 4. Use of Assessment Results: What changes were made based on the results (i.e.: revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes);

### 5. Budget Changes: Comments and Attachments:

**Providing Program:** N.E. Miles Early Childhood Development Center

**Start:** 7/1/2015

**End:** 8/30/2016

**Progress:**

**Items This Outcome Supports**

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<td>Strategic Initiative 3</td>
<td>3</td>
<td>Develop and retain a highly qualified and diverse faculty and staff</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative 4</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative 7</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
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<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 8.A.07
This is the second part of the continuous improvement plan.
8.B.: Accessing Community Resources

8.B.01: Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children's learning experiences.

The Charleston community has rich ethnic, cultural, linguistic traditions and historic significance in the history of our country. Our teachers have been involved in many ways to develop curriculum resources that celebrate this heritage, including development of a curriculum unit on rice culture that is used in some of the public schools. A primary resource is our university. We have been here since 1974 and enjoy support and collaborative relationships with people and departments all across the campus. Many of the people on our campus are "alumni" of our program. Most of our current and alumni parents are experts in their fields, disciplines, or specialized trades and they provide tremendous classroom support for topical studies and project work, enrichment, cultural and arts experiences, and service or fundraising initiatives.

Our region is called the "LowCountry" and all our children are familiar with the ocean and the many rivers and marshes surrounding the areas where they live. Marine life is a topic of high interest to them. One of our parents is the current director of the university's Marine Lab and will bring a touch tank for the children to explore when they are engaged in studies of ocean creatures.
At the front entrance of our building there is a bas-relief of Dr. N.E. Miles, who bequeathed the money for reconstruction of our building in 2001. As part of a study of our neighborhood, and after 2014-2015 events celebrating the 40th anniversary of our program, they wanted to know more about the history of our building and specifically, Dr. Miles. This portrait of Dr. Miles was done by one of the children in the class and is now on display as well, providing an example of how our curriculum is responsive to important elements of our community.

HIF.Rev.2013.pdf

The Home Information includes opportunity for parents to identify areas of professional or personal expertise.
Parent Teacher Organization
Ways to get involved/contribute to the ECDC Community

Fundraising

**Description:** Help coordinate many fundraising elements including Box Tops/Campbell's Labels/Store Tie-ins to Harris Teeter, Publix and Bi-Lo

Chair: Julie
Committee Member: ________________
Committee Member: ________________

Original Artworks Project

**Description:** Coordinate with teachers on Art projects while facilitating parents' orders and distribution of items once they are shipped to ECDC

Chair: Cristy
Committee Member: Bryan
Committee Member: Wendy

TeacherCare

**Description:** Facilitate fundraising and coordinate teacher care activities which include Teacher Birthdays, Teacher Appreciation Week and End of Year Luncheon

Chair: Kathleen
Committee Member: Beth
Committee Member: Lucas
**Book Fair**

**Description:** Coordinate with R.L. Bryan representative to host Book Fair twice during the academic year.

Chair: ______________

Committee Member: ______________

**T-Shirt/Sweatshirt and Tote Bag Orders**

**Description:** Take Inventory of current t-shirts and tote bags, coordinate with PTO Exec Committee on ordering of additional shirts and totes. Serve as liaison with manufacturer.

Committee Member: Elizabeth [Redacted]

**Play Day**

**Description:** Assist in planning Play Day activities and coordinating volunteers for the various events during Play Day.

Committee Member: Sally [Redacted]

**Community Enhancement**

**Description:** Propose and coordinate our community charitable projects. In the past, this has included Families Helping Families, Supply Drives for Memminger Elementary, Supply Drives for Katrina Victims, Tree planting.

Chair: ______________

Committee Member: Billy [Redacted]

Committee Member: ______________

Committee Member: ______________
**Events**

**Description:** Assist in organizing volunteers for such events as the Halloween Parade, Thanksgiving Feast, PTO Meeting and Family Informational Sessions

Chair: 

Committee Member: Billy

Committee Member: 

Committee Member: 

**Facilities**

**Description:** Coordinate with Candy on current facility needs and serve to organize volunteers for occasional “work days” to improve the school

Chair: 

Committee Member: Margaret and Robert

Committee Member: Tony

Committee Member: Tacy and John

Committee Member: Billy
Description of evidence for criterion 8.B.01
This current copy of PTO parent volunteers includes many examples of parents who are eager to share knowledge and skills to enhance our curriculum.
Subject: FW: history lesson #2:) ALSO FYI REGARDING TOMORROW VISITORS

Pardon me, couldn’t resist history lesson #2 —
We also have this collection of pottery/glass shards (see photo) that was uncovered from a trench dug in our garden a couple weeks ago (IT digging to set utilities for the expansion of the Jewish Studies bldg. across the street). I have friends on the archaeology team at Colonial Dorchester State Park in Summerville and am thinking of asking them to visit with us after the holidays to help the kids research, date, and identify them. It looks to me like mid to late 19th century or early 20th cent. when there was a big house with outbuildings on this site (we found that info on the “Fireproof Maps.” But there might be older items (part of a glass bottle), we will just have to wait and see! You might not expect preschoolers to be interested in this, but right now we have avid “diggers” and they are very interested in the things they have found so we will probably follow up on that interest, since “emergent” curriculum is what we do...you may recall the hole they dug last spring that turned up rocks they thought were meteors and that became the curriculum focus for several months. We will see where this goes.

Another note – TOMORROW we have @ 24 visitors in the morning from the ACT (Association for Constructivist Teaching) conference coming in two groups from 9:30-11:30. Then I’m participating in a panel with some of our friends from campus, the community, and Memminger that will focus on how schools can develop and use community resources to promote outdoor education (@ 1PM). Friday we will be closed as all our lead staff and GA’s are attending the conference. I’ll forward you the presentation from the session we are doing (Loose Parts: Re-imagining outdoor play spaces from a constructivist perspective”) when we are finished with it.

From: Jaruszewicz, Candace L
Sent: Wednesday, December 03, 2014 12:32 PM
To: Jaruszewicz, Candace L
Subject:

Jaruszewicz, Candace L

From: tccanadl@gmail.com
Sent: Wednesday, December 03, 2014 12:00 PM
To: Jaruszewicz, Candace L
Subject: Re: update

The magic of emergent curriculum, indeed! That all sounds amazing. Owen is very interested in the Civil War (he BEGGED me to let him watch the Ken Burns Civil War documentary, but I said we'd have to wait a few years on that one...), so I can only imagine how exciting he will find all of this.

Seriously: thank you for always being calm, cool and collected in the face of such "emergent" surprises. You are phenomenal.

Lauren
Description of evidence for criterion 8.B.01

Our building is located in the historic district of Charleston on the site of an old homestead. This email trail documents excavation of archaeological artifacts on our property that were incorporated into curriculum studies.
Jaruszewicz, Candace L

From: Gates, Phyllis N
Sent: Thursday, October 15, 2015 2:19 PM
To: [redacted]
Cc: Verner, Megan Elizabeth (Student); Jaruszewicz, Candace L
Subject: Sunflower Daily Report 10/15/15

Here are some highlights from our day:

- This morning the children helped make English muffin pizzas for snack; they spread the sauce and sprinkled the cheese!
- Reese’s mom, Grandmother and baby brother came to visit today. The children were quick to notice the differences between Wesley’s (real) and Reese’s (imagined) and Mallie’s baby sisters. The were all very sweet and gentle with him (he’s only 2 weeks old!) and touched his tiny little feet. Thank you, Mandi for bringing him in!
- At circle time we read, *Angelina’s Baby Sister*, a book about being jealous of a new sibling... the children were shocked at how mean and angry Angelina was! I guess they have never felt that way??!!
- We also took advantage of the nice weather and had a picnic lunch outside.

Have a nice afternoon!

Phyllis Gates
N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
P: 843-953-5607
P: 843-953-5608
Description of evidence for criterion 8.B.01

This daily bulletin from the 3’s class describes activities from a study of babies, undertaken to respond to changing family structures because many of the children in this class of 14 have new siblings.

8.B.02: Program staff connect with and use their community's urban, suburban, rural, or tribal cultural resources.

Our campus-based program is located in the heart of the historic and commercial district of the city of Charleston. We therefore have access to innumerable community resources, public transportation, museums, merchants, public library, theaters, restaurants, other early childhood programs and schools, etc. We make frequent use of these opportunities when planning curriculum and enrichment activities for children. Most of our families have at least one parent who works on campus, so we also have many opportunities to include family members on excursions, field work/trips, and activities.

Our children frequently dig on the playground and find artifacts of one kind or another, as our college was founded in 1770 and our center is located in the historic district of the city on the site of a previous homestead. Our resources are so abundant, that we were even able to search for and locate a mid-nineteenth century map of the city that provides specific information about the former structures on our property, to help answer the children's questions about their 'digs.'
We try to take every available opportunity to use the wealth of community resources at our disposal. It is easy to do field trips within walking distance - this photo shows a field trip to the local rock & mineral store that followed a trip to the geology lab on campus for a study of rocks.

On a recent trip to the Charleston History Museum, 4/5K children did observational drawings in their writing journals, related to their current study of habitats.
One Enchanted Christmas by Sally Onopa and Colleen Charleston (Hardcover - 2001)

Rosedale Rooms Charleston by Sally Smith (Hardcover - Nov 1999)

Charleston, SC: Cool Stuff Every Kid Should Know by Kate Boehm Jerome (Paperback - Oct 6, 2008)

The Story of the H.L. Hunley and Queenie's Coin Edition 1. (True Story) by Hawk (Hardcover - Sep 15, 2004)

Joseph's Charleston Adventure by Laura Jenkins Thompson (Hardcover - Mar 2007)

Seven Miles to Freedom: The Robert Smalls Story by Janet Halfmann and Dail (Hardcover - Apr 30, 2008)
evidence for criterion 8.B.02

http://www.amazon.com/s/ref=nb_sb_noss?url=node-4&field-keywo...
evidence for criterion 8.B.02

Hello, Candace Januszewicz. We have recommendations for you. (Not Candace?)

Candace's Amazon.com | Today's Deals | Gifts & Wish Lists | Gift Cards

Search | Children's Books | Cart

Books > Children's Books > "gullah"

Showing 25 - 36 of 61 Results

Sort by: Relevance

Buy now: $12.95
2 new from $7.58 4 used from $0.99
Get it by Wednesday, Oct 20 if you order in the next 10 hours and choose one-day shipping.
Eligible for FREE Super Saver Shipping.
Only 1 left in stock - order soon.

Buy now: $22.76
2 new from $21.62 1 used from $26.52
Get it by Wednesday, Oct 20 if you order in the next 10 hours and choose one-day shipping.
Eligible for FREE Super Saver Shipping.
Only 1 left in stock - order soon.

Buy now: $22.76
2 new from $21.62 1 used from $40.52
Get it by Wednesday, Oct 20 if you order in the next 10 hours and choose one-day shipping.
Eligible for FREE Super Saver Shipping.
Only 1 left in stock - order soon.

6 new from $9.99 5 used from $20.91
Other Formats: Library Binding

29. Circle Unbroken by Margaret Raven and E. B. Lewis (Paperback - Dec 26, 21)
Buy now: $7.99
28 new from $4.23 13 used from $0.27
Get it by Wednesday, Oct 20 if you order in the next 8 hours and choose one-day shipping.
Eligible for FREE Super Saver Shipping.
Only 2 left in stock - order soon.

Buy now: $22.76
2 new from $21.62 1 used from $21.96
Usually ships in 1 to 3 weeks
Eligible for FREE Super Saver Shipping.
evidence for criterion 8.B.02

Hello, Candace Januszewicz. We have recommendations for you. (Not Candace?)

Candace's Amazon.com | Today's Deals | Gifts & Wish Lists | Gift Cards

Cart

Shop All Departments

Books


Books > Children's Books > "gullah"

Showing 37 - 48 of 61 Results

Sort by Relevance

   1 used from $94.48
   Excerpt - Copyright: "... it is immediately recognizable as a gullah adaptation of Clement C. Moore's classic...."
   Surprise me! See a random page in this book.

38. Jimbee: An Original Story Told in Gullah by Mary Claire Pinckney (Paperback - 1997)
   1 used from $48.33
   Excerpt - page 2: "... been slaves and they were a part of the beautiful Gullah culture which has continued to live because of their African background...."
   Surprise me! See a random page in this book.

   4 used from $11.97
   Excerpt - page 1: "... story is set in the early nineteen hundreds in the Gullah community of coastal South Carolina. Farmers depended upon these carol...."
   Surprise me! See a random page in this book.

40. Bridges to Change: How Kids Live on a South Carolina Sea Island (World of Our Own) by Kathleen Krull (Hardcover - Jan 1, 1995)
   3 new from $42.97 20 used from $30.01
   Other Formats: Unknown Binding

41. Happy Birthday, Daddy (Gullah Gullah Island) by Teresa Reed (Library Binding - 1995)
   Out of Print—Limited Availability

42. Simeon Says: Play Music! (Gullah Gullah Island) by Maria Rosada and Elizabeth (Board book - Jun 1, 1997)
   Out of Print—Limited Availability

43. Epaminondas: A Folk Tale Told in Gullah by Mary Claire Pinckney (Paperback - 1995)
   Out of Print—Limited Availability

44. Gullah Gullah Island: Jump Up and Sing Binyah's Favorite Songs by Rhone (Audio Cassette - Apr 1998)
   Out of Print—Limited Availability
   Other Formats: Audio CD

45. Dem Twelv Day: A Christmas Story in Gullah by Mary Pinckney (Unkn...
evidence for criterion 8.B.02
Hello, Candace Jaruszwicz. We have recommendations for you. (Not Candace?)

Candace's Amazon.com | Today's Deals | Gifts & Wish Lists | Gift Cards

Your Account

Books > Children's Books > "gullah"

Showing 13 - 24 of 61 Results

13. Families, Phooey!: Gullah Gullah Island #6 (Gullah Gullah Island) by Carin Greenberg Baker and Elizabeth Wolf (Paperback - Sep 1, 1996)
   4 new from $7.37 14 used from $0.01

14. Guys and Dolls (Gullah Gullah Island) by Natalie Daise and Elizabeth Wolf (Paperback - Jun 1, 1997)
   2 new from $6.28 6 used from $1.25

15. It's a Breeze! (Gullah Gullah Island) by Liza Alexander and Elizabeth Wolf (Market Paperback - Jun 1, 1997)
   2 new from $6.82 8 used from $0.67

16. James' Treasure Hunt (Gullah Gullah Island) by Catherine Lukas and Alison V (Board book - Jun 1, 1997)
   1 new from $88.59 6 used from $0.01

17. Simeon's Sandbox (Gullah Gullah Island) by Keith Suranna and Lauren Attinello (Board book - Jun 1, 1997)
   8 used from $93.99
   Other Formats: Unknown Binding

18. An Island Picnic (Gullah Gullah Island) by Sharon Gale and Alison Winfield (Market Paperback - Jun 1, 1997)
   5 used from $14.36

19. Mr. Bradley's Day of Surprises: A Sticker Book (Gullah Gullah Island) by Rex Daise, James Bradley, and Allan Etzen (Paperback - Apr 1, 1996)
   1 new from $57.54 5 used from $7.59

Description of evidence for criterion 8.B.02

Because Charleston is a well-known city in the LowCountry region with great historic significance, our culture and people are well documented. This is a list of children's books about Charleston and the Gullah culture in particular. We own some of these books and others are available at our public library or among the college juvenile collections.
999
Description of evidence for criterion 8.B.02

Public transportation is widely available around campus and within the city and region, with a shuttle stop a few yards from our front entrance. Our children and teachers know and use the local shuttle and frequently plan excursions using the route maps.

8.B.03: Program staff inform families about community events sponsored by local organizations, such as museum exhibits, concerts, storytelling, and theater intended for children.

We have a parent/community bulletin board for this purpose and also distribute flyers and email announcements frequently.

We maintain a bulletin board specifically for this purpose, and the teachers and director forward announcements frequently to parents about inter-campus events or other community events as they are sent to us.
Description of evidence for criterion 8.B.03

A typical example of the kind of resources we share is the quarterly schedule of events for the Charleston County Parks and Recreation.

email_re_campus_arts_activities.pdf
PRESENTS THE HILARIOUS ORIGINAL MUSICAL

Goldilocks & the Three Bears

That sleepy, porridge-eating little blonde is poking around where she doesn’t belong...

watch the fur fly!

THREE SHOWS ONLY!

Fri - October 1 at 7pm
Sat - October 2 at 1pm
Sun - October 3 at 3pm*

Tickets $10
$12 at the door

SPROUTS is an international award-winning professional theatre performing at Creative Spark in Mt. Pleasant -- and now at the Charleston Acting Studio on James Island. The musicals are 45-60 minutes long, and designed for ages 4 to 94. (*Sunday, October 3rd at 3pm is the Small Sibling Show where all ages may attend.) Call 843-795-2223 for information and reservations, or order tix online at www.etix.com. -- Seating is limited!
Description of evidence for criterion 8.B.03
This is an example of the kind of events information we post or send to our parents.

8.B.04: Program staff invite members of the performing and visual arts community, such as musical performers, coordinators of traveling museum exhibits, local artists, and community residents, to share their interests and talents with the children.

Many of these professionals are among our parent community and frequent visitors to our program. We also have long-standing relationships with our community children’s museum, art museum, many local artists and performers. Our university has a School of the Arts, a Theatre, a Dance troupe and several choirs and vocal ensembles. Charleston hosts the internationally known Spoleto/Piccolo Festival annually and many of the venues are located on our campus or in nearby facilities. The arts are an integral part of our curriculum and cultural field trips or visiting artists are core activities in our center. We frequently choose a performing or fine arts theme for our month-long Maymester session which occurs after the end of the spring semester.

The arts are such an integral part of our program culture that seeing performers in our building is not an unusual sight for our children. In this picture, one of our parents plays the banjo for the children in his daughter's class.
One of our professor/parent friends is a professional storyteller/musician. He visits frequently, using his harmonica to make up stories with the children that are set to music. The children love his visits and look forward to them immensely.

We want our children to have hands-on experiences with the professional performing arts community. This is a picture of a plaster relief on display in our building that children did when they went to visit the sculpture studio of one of our parents.
The MOJO festival celebrates African and Caribbean cultural influences in our community. We take children every year and/or invite performers to our center.

8.B.05: The program engages with other community organizations and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program.

We are ready, willing, and able to collaborate with local programs or groups on any kind of events of this kind. While we have not done so in the past year, we have for example, directly partnered and co-sponsored events such as a Japanese culture festival for over two hundred children. We regularly participate in College-sponsored cultural series, events, and program when appropriate for our children. We also pass along information about community cultural events sent to us from other community agencies or organizations.
Dear Parents,
Once again we are planning to go to Peter and the Wolf. This year the program will be at the Charleston Music Hall and will include The Ugly Duckling. We will be going on November 18 at 9:30. We will have to catch the 8:49 bus and plan to return between 11 and 11:30. I have room for 11 chaperones. The cost is $6.00/chaperone. Since everyone tends to want to go with us and I have limited seats I am going to run a lottery. Respond by tomorrow morning letting me know you want to go. I will put your names in a hat and draw 11 names and notify you by the end of the day tomorrow. You will need to bring me $6.00 cash by Tuesday morning as I will be paying for the field trip on Tuesday afternoon.

Thanks,
~mary

Mary J. White
Master Teacher
N.E. Miles Early Childhood Development Center
College of Charleston
Charleston, SC 29424
843-953-4968

~Not Without Joy~
Jaruszewicz, Candace L

From: Gregory Guay
Sent: November 18, 2023 6:32 PM
To: White, Mary Johnston; Jaruszewicz, Candace L
Subject: ECDC children are invited to play NOON - Nov 23 Saturday - Performance at Marion Square Farmers Market

Feel free to forward or share this invite to parents!

The ECDC children are invited to play twinkle star on glockenspiel after my Suzuki Guitar students perform:
NOON - Nov 23 Saturday - Suzuki Guitar Group Performance at Marion Square Farmers Market - with ECDC weekly music teacher Gregory Guay. Please RSVP to Gregory.Guay.Music@gmail.com or call (843) 324-0452 so there will be enough glockenspiel/xylophones or drums for children!

---
Gregory Guay
LowCo Suzuki Guitar & Orff Studio
Classical Guitar Performance
www.youtube.com/gregoryguay
843-324-0452
WHEN
Saturday, April 18th, 1-4pm

WHERE
3550 Ashley River Road
Charleston, SC

MORE INFORMATION
Join the Mad Hatter, Alice and the White Rabbit at the 1st Annual Mad Hatter Garden Tea Party Fundraiser supporting Charleston, Berkeley, and Dorchester County First Steps. This fun family event will help to improve the quality of child care, expand early education programs, provide access to health services and offer support to families in the tri-county.

**DON'T FORGET YOUR FESTIVE TOPPER**
Creative HATS encouraged!

PURCHASE TICKETS NOW!

$20 Adults | $15 Children 6-12 | $5 Children under 6

ACTIVITIES
- Party Refreshments & Tea Parties
- Face painting & Pink Flamingo Croquet
- Tour of the Garden & Family Scavenger Hunt
- Field Games, & Storytellers
- Silent Auction
Description of evidence for criterion 8.B.05

These are three of many examples from the past year of different emails to or from other organizations announcing events with a family or cultural focus.
8.C.: Acting as a Citizen in the Neighborhood and the Early Childhood Community

8.C.01: Program staff are encouraged to participate in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state, or regional public-awareness activities related to early care and education.

Our program and/or staff belong to the National Coalition of Campus Child Development Centers (NCCCC) as well as NAEYC, SCAEYC, and SCECA. Our director is a past board member of SCAEYC and the National Association of Early Childhood Teacher Educators (NAECTE). She is currently a governing board member of the NCCCC and chair of the Advocacy & Research Committee. Our program co-sponsors an annual two-day conference (advertised nationally) called the "CofC Annual ECE Summit" which provides professional development for early educators. Our lead staff regularly attend or present at both state level and national early childhood conferences. We close the program when needed to facilitate. As a program with high local and regional visibility, we are often asked to speak at local events and/or represent the early childhood community in our area in the media and/or public awareness activities. We maintain a notebook of staff and program research and publications.
1. Faculty Productivity in and Support of Research and Professional Development during the 2014-2015 Academic Year

Publications pending:


Editorial activities
- Two manuscript reviews for Early Education and Development – Dr. Jaruszewicz

Presentations:

Panel discussions:
- Jaruszewicz, C. (December 4, 2014). Co-chaired community panel discussions with Katie Houser at Association for Constructivist Teaching Annual Conference on developing community partnerships.

Conferences attended:
- Stephanie Johnston Attended MEPI conference in Litchfield, SC.
- Phyllis Gates attended U.S. Coalition on Play Annual Conference at Clemson University and CoFC Early Childhood Summit at Memminger Elementary.
- Jane Hart attended and presented at the Association for Constructivist Teaching Annual Conference and the CoFC Early Childhood Summit at Memminger Elementary.
- Mary White attended the U.S. Coalition on Play Annual Conference at Clemson and presented at the CoFC Early Childhood Summit at Memminger Elementary.

Grants:
- Candace Jaruszewicz received a $2500 Grant from Coastal Community Foundation to support two ECDC children with Down Syndrome.
- Candace Jaruszewicz participated on the writing team that secured $1.3 million Early Head Start grant for the First Steps program and serves on the transition
team overseeing fidelity of implementation. Grants Received from Research and Development or URCA

- Four Graduate Assistants at ECDC applied for and received internal professional development grants from the Graduate School to attend the Association for Constructivist Teaching Annual Conference.

Honors/awards:

- Mary White, Master Teacher was the featured teacher in May 2015 issue of Teaching Young Children, an international journal published by the National Association for the Education of Young Children (NAEYC)
- Graduate Assistant Christina Caputo was awarded the “Rookie Teacher of the Year” for Charleston County School District

Consulting:

- Candace Jaruszewicz spent a week at the Pan-American School of Brazil in Salvador in November doing an evaluation and assessment of their twelve early childhood classrooms.
Description of evidence for criterion 8.C.01

This excerpt from our July 2015 Annual Report to the University details staff professional development activities related to this criterion.
Jaruszewicz, Candace L

From: Seppi, Katy <kseppi@savechildren.org>
Sent: Friday, March 27, 2015 5:03 PM
To: Jaruszewicz, Candace L
Subject: RE: A Path Appears Event Panelist Information

Candace,

Thank you so much for taking the time to be on our panel last night. I’m sure you’re very busy and I appreciate that you made it a priority. You added a great deal of insight and expertise to the discussion and I’ve already had people emailing me today letting me know how much they enjoyed it. In fact, my husband commented on the way home that the panelists were so good it could have been a radio show!

The passion you have for your field is inspiring. Like you, I spend a lot of time being angry with how unjust our systems are. Thanks for helping me bring together people who care and want to channel that anger into productive action! I agree with you that involving our business leaders is key, and SCAN is also working to do that. However, the optimist in me believes that as a community, we have the power to create change too.

I look forward to working with you in the future,

Katy

From: Seppi, Katy
Sent: Monday, March 23, 2015 11:21 AM
To: Jaruszewicz, Candace L'
Subject: RE: A Path Appears Event Panelist Information

Perfect! Thank you!

Hi Katy,
I was in Chicago all last week – got this info and will see you Thursday @ 6:45

From: Seppi, Katy <kseppi@savechildren.org>
Sent: Wednesday, March 18, 2015 6:57 PM
To: Jaruszewicz, Candace L; aimee@circularchurch.org; Hardway, Anna
Subject: RE: A Path Appears Event Panelist Information

Good evening!

Thank you all for agreeing to be on our panel next Thursday, March 26 at 7pm. The event will be held at the College of Charleston in the Education Alumni Center, which is inside the School of Education, Health and Performance building on
86 Wentworth Avenue. Parking validation will be provided to you if you park in the Wentworth Garage on 81 Wentworth Street, which is right across from the building.

I want to make sure you have all the information you need to feel prepared for the event. Please look over the following information and reach out to me if you have any additional questions!

This event is being hosted by Save the Children Action Network and some teaching fellows from the Education department. If you are not familiar with Save the Children Action Network, you can learn more on our website. We are a nonprofit advocacy organization working to expand quality early childhood programs in South Carolina and nationally. We are hoping for at least 50 attendees on Thursday. The event is free and open to the public. We are promoting among students and the broader community. I’ll be sending an email with the invite in a few minutes, please forward it to anyone in your network you feel would be interested in attending.

The event will begin at 7pm. We’ll start by showing a 25 minute segment from the new PBS documentary, A Path Appears. For those of you who are unfamiliar with this documentary, the segment we’re showing features Jennifer Garner accompanying Save the Children staff on home visits in West Virginia. The home visiting program, Early Steps to School Success is designed to assist children aged 0-5 with language, social and emotional development.

After the film segment, we’ll have the panel discussion which will last between 30-60 minutes depending on how much participation we have from the audience. I’ll give each person on the panel 5 minutes to introduce themselves and the work they do, and then we’ll open it up to question and comments from the audience for an interactive discussion. The purpose of the event is to increase attendees awareness of the importance of early childhood programs (including 4K) in Charleston and beyond. Save the Children Action Network is an advocacy organization, so ultimately we would like people to walk away with a better understanding of how important these programs are and why it is important to advocate for them. If you are working with a program or initiatives that needs support, please feel free to use this time to bring up any needs of the center or program (for example, if you need volunteers; monetary, book, or toy donations; etc.) that members of the community can help with. Aimée – if you were involved in the CAJM’s efforts to expand 4K programs in Charleston last year, I would love to have you talk about this and the power of individuals coming together to create change.

Our panelist will consist of:

Aimée Fulmer
Children’s Christian Education Director; experienced teacher and principal
Circular Congregation

Dr. Candace Jaruszewicz
Director
N.E. Miles Early Childhood Development Center, College of Charleston

Anna Hardway
State Programs Director – SC, WV, AL
Save the Children USA

Katy Seppi (me)
Mobilization Manager
Save the Children Action Network

Again, thank you all so much for your willingness to participate, especially Anna who will be coming from out of state to join us! You are all doing amazing work for children, let’s get the word out about the importance of these programs! Please reach out to me if you have any questions.
Description of evidence for criterion 8.C.01

This email details an invitation to participate in a panel discussion sponsored by Save the Children - an example of willingness to share expertise on matters of importance to young children and families.
evidence for criterion 8.C.01
National Coalition for Campus Children's Centers
Tonyap@campuschildren.org

Members-at-Large

University of New Mexico
danielah@unm.edu

Nova Southeastern University
breffni@nova.edu

Old Dominion University
jglasgow@odu.edu

Iowa State University
jaigraden@iastate.edu
College of Charleston
JaruszewiczC@cofc.edu

Baylor University
joyce_nuner@baylor.edu

University of Nebraska
mrupiper@unlnotes.unl.edu

Truckee Meadows Community College
dnicolet@mrcc.edu

Humboldt State University
susan.rosen@humboldt.edu
The Board of Directors Visiting the Helen Gordon Center in Portland, OR during the 2014 Annual Conference & Professional Institute.
Description of evidence for criterion 8.C.01

Our program administrator is expected to seek and serve in leadership positions in the early childhood community, as part of the program mission focuses on advocacy. Currently, the program director serves on the governing board of the National Coalition of Campus Child Development Centers (NCCCC).

2015_2016_School_Calendar_CJ_FINAL.doc

The School Calendar indicates non-attendance days for children that are reserved for teacher work/professional development. Teachers are also granted paid leave to attend conferences that don't require program closure (we provide substitute coverage in their absence).
To: Graduate Office  
From: Candace Jaruszewicz, Director  
N.E. Miles ECDC  
Date: 31 October 2014  
Re: PD Grant Applications

We are enclosing applications for 3 of our graduate assistants (Jessica Ross, Kristen Baggett, and Megan Currin) who are enrolled in the M.A.T. Early Childhood Program, and my administrative assistant, Catherine Merrow who is enrolled in the M.P.A. program to cover the registration fee for the Association for Constructivist Teaching conference that will be held in Charleston on Friday, December 5, 2014.

We are closing the ECDC program for the day so teaching staff can take advantage of this opportunity. Three of the lead staff are presenting at the conference and our school will be hosting pre-conference day visits on Thursday, December 4.

We qualify for a deeply discounted registration fee ($45 instead of a regular fee of $195). We found out today that we still qualify for ‘early bird’ rate, as the date was extended.

I’ve attached a flyer for the ‘pre-conference’ day activities, and the conference program can be found on the ACT association website,  
https://sites.google.com/site/assocforconstructtaching/Home/2014conference

We would be grateful for any consideration you can give these applications.

Sincerely,

Candace Jaruszewicz, Ph.D.  
Director, N.E. Miles ECDC  
91 Wentworth  
Charleston, SC 29424  
843.953.5606  
jaruszewiczc@cofc.edu
Description of evidence for criterion 8.C.01
This memo provides evidence that the program supports and facilitates staff attendance at professional events.

8.C.02: The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies.

In general, we encourage and facilitate these kinds of activities, and we keep logs of visits from teachers and administrators from other programs. Specifically, we partner with the early childhood staff at Memminger [Global Studies] Elementary School (MES) for long-term strategic planning and to seek opportunities for collaboration. Currently we co-sponsor an annual Early Childhood Summit 2-day professional conference each June. We are also working with them on planning a group of initiatives related to outdoor education for children and families. Our director participates in networking and training opportunities with local area directors from other programs. The director and some of our teachers deliver DSS training workshops in the local community and frequently present at state/local conferences.
Welcome to the 2016 Early Childhood Summit

The Summer 2015 EC Summit was a great success. Thank you to Memminger Elementary School and all of our speakers, vendors, and partners for making it a great event.
Evidence for criterion 8.C.02
Description of evidence for criterion 8.C.02

This is the placeholder website information on the next annual (2016) ECE Summit which is a collaboration between the College of Charleston and Memminger Elementary (MES). Members of the School of Education, our team at ECDC, and the MES as well as representatives from the Charleston Public School District (CCSD) are on the planning team that meets monthly. This conference provides two days of state-approved workshop/sessions. Our staff typically attend and are frequently asked to present. It provides an opportunity for us to mentor our undergraduate and graduate staff, as we encourage them to participate with us.
Sure, I'd love to do that. Where is it going to be?

---

Hi Candy,

A luncheon for an early childhood advisory board has been scheduled for Friday December 4th, 11:30-1pm. Right now there will be two administrators from Head Start (CCSD & Berkley-Dorchester) and a couple of principals. I am hoping to also get a couple of district level administrators who can paint a broader picture of early childhood initiatives in the districts. Are you available to participate? Kelley will also be there.

The purpose of the meeting is to get a better understanding of what is going on in early childhood across the districts, future goals, their perspectives of the gaps, and how we may or may not be able to partner to meet some of the gaps. I will also give them a brief overview of what our program entails as well.

Ashley
Description of evidence for criterion 8.C.02

We participate in conversations with community partners both formal and informal about how to support early childhood in our region
Constance Kamii, Ph.D.
This year’s gathering will honor the life work of Dr. Constance Kamii. From her early days studying with Piaget to her guidance of mathematical instruction in school districts across Alabama, her contributions to constructivism will be celebrated! Dr. Kamii will address the gathering Friday prior to a reception in her honor.

Satomi Izumi-Taylor, Ph.D., University of Memphis, teaches about constructivism, infant/toddler development, & play in early childhood education. Her research interests include cross-cultural studies of children’s play and development. She is currently conducting research on children’s views of play by asking American, Korean, and Japanese children to take photos of play according to their views.

Gloria Boutte, Ph.D., University of S.C., focuses her scholarship and teaching on equity pedagogies and teaching for social justice in Early Childhood Education. Dr. Boutte is the author of Resounding Voices: School Experiences of People From Diverse Ethnic Backgrounds. She has presented her work in Colombia, China, Sierra Leone, Australia, Jamaica, Mexico, and New Zealand.

Pre-Conference
9:30 am - 4:00 pm, December 4, 2014
We will tour the N. E. Miles Early Childhood Development Center and adjacent Memminger Elementary School to observe educational activities focusing on outdoor play and parent and community involvement. We will have lunch on our own then return for a panel discussion of nature-based learning with community partners. A nature walk, and visit to local Children’s Museum of the Lowcountry or the Mace Brown Museum of Natural History conclude the days events before taking the trolley ride back to the Double Tree by Hilton, our conference hotel at 181 Church Street.

Early registration rates are available until October 8, 2014. Visit http://constructivistassociation.org/ to register for conference & pre conference. For additional information contact Dr. Meir Muller, MEIR@mailbox.sc.edu
Description of evidence for criterion 8.C.02

We collaborated with our neighboring elementary school to provide pre-conference activities for the Annual Conference of the Association for Constructivist Teaching, which held their event in Charleston December 2014. We hosted pre-conference tours to our facilities, co-sponsored a panel discussion on collaborating for sustainable communities, and presented a session at the conference. This flyer describes the pre-conference activities.

8.C.03: The program encourages staff and families to work together to participate in and support community improvement or advocacy projects.

Our PTO and families work with the staff to organize and involve our children in both recurring and spontaneous advocacy activities for both local and global initiatives. Examples over this accreditation cycle have included school supply drives, food/clothing drives for local flood victims and the homeless support for abused & neglected children (HALOS), Toys for Tots & items for Memminger Elementary School’s holiday market (Title 1 School) and personal items for individual families in crisis. One of our on-going initiatives is support for the College Sustainability Project. We involve our children, staff, families, and members of our community in many ways.

"Remida Day" is inspired by the Reggio Emilia event of the same name - it is a celebration/family event that focuses on thinking about recycling in a different way - re-purposing items for new, aesthetic purposes. Many of the projects we do for Remida Days are garden items or things that will remain on the playground or in the building as permanent art objects. This picture shows staff, children, and families painting a set of tires that were transformed into a stacked, succulents garden.
Our new sensory garden was sponsored and installed by the Boeing Corporation's local "Farm-to-School" initiative. It serves as a demonstration space for local teachers who attend professional development classes at our University for STEAM initiatives (Science, Technology, Engineering, Arts & Math). It is completely edible, sustainable, and easy for the children to work in.
2015-2016 ECDC Student Staff Community Service Activities

Charleston Miracle League
Pattison's Academy (special needs charter school)
Memminger Elementary School Tutor
Memminger Elementary Reading Partners
Unified Theatre (produces plays with adults who have special needs)
City of Charleston Therapeutic Recreation Program (Art & cooking class)
Best Buddies
Project Playground
SC SECA (South Carolina/Southern Early Childhood Association)
Alternative Break Program
Center Stage (Student Theater)
Rein & Shine
MUSC (Medical University) orthopedics & trauma volunteer
Charleston Hope
The Well
Description of evidence for criterion 8.C.03

Each year we survey our student staff for a list of community organizations for whom they can document providing direct involvement or volunteer/service hours. This list represents a broad range of interests and activities, but all of which provide support for local children and families.
Commitment

We are grateful for the opportunity to annually renew our Nature Explore certification, as the process helps us maintain focus on continued improvement. As a campus-based demonstration and laboratory program, we have a responsibility to model best practices in our community, including connecting children with the natural world. Our efforts focus on commitment to 3 “big ideas”

- Sustainability & ecological responsibility
- Loose parts play
- Collaborations within and external to our campus

The following slides share highlights of our work in 2014-2015 on these ideas
ECDC 40th Anniversary

- As part of our celebrations, during the year we hosted a 3-part film/discussion series about the value of play, focusing especially on the research about play and brain development, the importance of connecting children with nature, and the role of risk in development of judgment and decision-making.
University students participating in the National Service Day came to our program to do an experimental installation so that we could pursue our interest in vertical container gardening.
The New “Big” Garden

We partnered with our university’s Office of Sustainability to participate in Boeing Corporation’s Rum to School initiative. This grant program provided funds that transformed our existing garden space into a thoughtfully planned, multi-tier sustainable garden with both annual and perennial plantings. Not only will our children enjoy and work in it for years to come, but it will serve as a teaching garden for students and educators in our community.
The bigger and better rock pond

- As the Geology Department continues to send us boxes of rocks, we had to enlarge the rock pond to accommodate.
- The children spend many, many hours sorting them, using rocks for pretend play, painting or coloring them with chalk, and often just hauling or carrying them around.
- They have become an indispensable part of our loose parts play.
We love our tree cookies, and one particular feature especially — they decompose! Besides the value of examining the very interesting fungi that grow on them, as they break apart, rather than throw them out, we let the children find other uses for them. They have become very popular as “outdoor blocks,” stepping stones, game pieces for “big checkers” and “food” in the mud kitchen.
Learning about our ecosystems

- We invited rangers from the Center for Birds of Prey, who brought adult and baby birds of prey and helped the children understand their role in our local ecosystem and the fragility of their environment.

- Scientists at the university's Grice Marine Laboratory also again brought their "touch" tank with local saltwater animals for the children to handle.
2015 Remida Day

Remida Day is an annual family event at our center inspired by the community activities in Reggio Emilia, Italy that focus on repurposing and recycling materials in interesting and aesthetic ways. For our 5th Annual Celebration, graduate students from the EDEE 613 Curriculum and Development in ECE class helped the children collect egg cartons, popsicle sticks, old CD’s, twigs and pine straw, bottle caps, and fabric scraps to make both take-home and stay-at-school “objets d’art”
The kids’ dirt-pile

The 4/5K kids dug such a big hole looking for dirt to use for mud kitchen play that we had to go get more. Our Grounds crew keeps a large sand pile in the parking lot adjacent to our playground (for sandbagging against flooding). They now allow the children to take as much as they want/need for their projects and we have observed the transporting of said sand, to be a very worthwhile activity in and of itself – it requires planning, teamwork, and a lot of effort.
2015 Boeing Service Day

The Boeing Corporation again partnered with us as part of their employee volunteer program. 20 volunteers spent a Saturday (on the hottest day of the summer) erecting a new garden storage shed, assembling two new picnic tables, painting and re-staining outdoor structures, and building us an adobe “cob bench”
In addition to hosting our 3-part film/lecture series on play, our program hosted two Nature Explore workshops as part of the 4th Annual College of Charleston Early Childhood Summit Conference, June 18-19, 2015.

We were able to bring (for the second time) Julie to stay in one of our on-campus historic guest houses, and sharing our program with her and the things we are working on while she was here.

Documenting Children’s Learning with Nature workshop was presented from 1:30-4:30 p.m. on Thursday, June 18. The Nature-Inspired Indoor Environments workshop took place from 1:30-4:30 p.m. on Friday, June 19.

Members of our staff also attended sessions at the Association for Constructivist Teaching Conference in Charleston December 2014, MEP (Montessori Conference in Litchfield, SC, January 2015 and the U.S. Coalition Play Conference at Clemson University, Clemson, SC, February 2015.

Our staff delivered or facilitated the following activities as part of our role as advocates for outdoor education:

- Panel discussions:
  - Januszewicz, C. (December 4, 2014). Co-chaired community panel discussions with Memminger Elementary School Curriculum Coordinator Katie House at Association for Constructivist Teaching Annual Conference on developing community partnerships.
Description of evidence for criterion 8.C.03

We are presently the only program in South Carolina certified through the Arbor Foundation as a "NatureExplore" outdoor classroom. This effort started immediately after our 2011 NAEYC site visit and has become a long-term commitment for modeling high quality play in a sustainable environment. It has become a very open-ended resource, heavily visited and an inspiration for other early childhood providers. This is the most recent re-certification material that documents work done in the past year.

8.C.04: Program leadership builds mutual relationships and communicates regularly with close neighbors, informing them about the program, seeking out their perspectives, involving them in the program as appropriate, and cooperating with them on neighborhood interests and needs.

Our director meets formally and informally regularly with administrators or staff from other schools and programs on a variety of issues and initiatives, including such examples as helping conceptualize the charter for a new school, curriculum development, assisting with grant-writing, or providing professional development opportunities.
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<td>Welch, Franc... RE: MES partnership</td>
<td>Sun 3/8/2009 9...</td>
<td>6 KB</td>
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<td>Welch, Franc... RE: [FACULTYANDSTAFF] Accessing student records</td>
<td>Fri 3/6/2009 4...</td>
<td>45 KB</td>
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<td>Gifford, Judith... [CAMPUSCARE-L] Community collaborations</td>
<td>Fri 3/6/2009 10...</td>
<td>29 KB</td>
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<td>Terri Kosik... [CAMPUSCARE-L] Community collaborations</td>
<td>Fri 3/6/2009 10...</td>
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<td>Jaruszewicz, ... [CAMPUSCARE-L] Community collaborations</td>
<td>Fri 3/6/2009 10...</td>
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<td>Palmer, Mary J... [CAMPUSCARE-L] Community collaborations</td>
<td>Thu 3/5/2009 3...</td>
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<td>Littlefield, Julie... [CAMPUSCARE-L] Community collaborations</td>
<td>Thu 3/5/2009 3...</td>
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<td>Rebecca Dab... [CAMPUSCARE-L] Community collaborations</td>
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<td>Johanna Hart... [CAMPUSCARE-L] Community collaborations</td>
<td>Thu 3/5/2009 3...</td>
<td>19 KB</td>
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<td>JODI GIBSON... RE: MES University Partnership Notes</td>
<td>Tue 3/3/2009 12...</td>
<td>42 KB</td>
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<td>ANTHONY DI... MES University Partnership Notes</td>
<td>Mon 3/2/2009 3...</td>
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<td>Welch, Franc... FW: Thursday meeting/ECDC-Memminger Early Childhood Collaborative</td>
<td>Wed 2/25/2009 ...</td>
<td>48 KB</td>
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<td>Jaruszewicz, ... [FACULTYANDSTAFF] FW: What Can A Global Education Do For Your Child?</td>
<td>Tue 2/24/2009 9...</td>
<td>14 KB</td>
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<td>ANTHONY DI... What Can A Global Education Do For Your Child?</td>
<td>Mon 2/23/2009 ...</td>
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<td>Fri 2/20/2009 5...</td>
<td>15 KB</td>
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<td>ANTHONY DI... RE: Early Childhood Meeting Today--1:30 pm</td>
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<td>Michael GR... Flyer</td>
<td>Thu 2/19/2009 3:59</td>
<td>3 MB</td>
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<td>White, Mary... re: that Japanese thing</td>
<td>Thu 2/19/2009 3:59</td>
<td>4 KB</td>
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<td>Egelson, Paul... RE: Memminger-ECDC Early Childhood Meeting on Thursday at 11:30--Postponed...</td>
<td>Tue 2/17/2009 4:26</td>
<td>14 KB</td>
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<tr>
<td>Hofmann, Me... FW: February 19th event</td>
<td>Tue 2/17/2009 8:07</td>
<td>56 KB</td>
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<td>Egelson, Paul... Memminger-ECDC Early Childhood Meeting on Thursday at 11:30--Postponed...</td>
<td>Mon 2/16/2009 10:34</td>
<td>10 KB</td>
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<td>Bartel, Virginia... [FACULTYANDSTAFF] Memminger Is Going Global and We Want You to Join...</td>
<td>Mon 2/9/2009 8:07</td>
<td>7 MB</td>
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<td>Welch, Frances... [FACULTYANDSTAFF] FW: Memminger Is Going Global and We Want You to Join...</td>
<td>Sun 2/8/2009 11:34</td>
<td>1 MB</td>
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<td>Thu 1/29/2009 3:59</td>
<td>4 KB</td>
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<td>Bartel, Virginia... RE: ECDC and Memminger--Early Childhood Emphasis</td>
<td>Fri 1/23/2009 3:59</td>
<td>31 KB</td>
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<td>Hofmann, Me... Minutes from College of Charleston/Memminger Partnership Meeting</td>
<td>Thu 1/15/2009 7:34</td>
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<td>Egelson, Paul... invitation for ECDC 2009-10 kindergarten parents</td>
<td>Thu 12/11/2008 5:24</td>
<td>5 KB</td>
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<td>Anthony_Dxx... AutoReply: MES/ECDC collaboration</td>
<td>Wed 12/3/2008 8:07</td>
<td>5 KB</td>
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<td>Welch, Frances... RE: MES initiative</td>
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<td>12 KB</td>
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<td>Wed 11/26/2008 15:34</td>
<td>15 KB</td>
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<tr>
<td>Welch, Frances... FYI Memminger Magnet</td>
<td>Tue 11/25/2008 11:34</td>
<td>11 KB</td>
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<tr>
<td>Welch, Frances... FW: MEMMINGER GLOBAL STUDIES: A UNIVERSITY PARTNERSHIP SCHOOL</td>
<td>Mon 11/10/2008 13:34</td>
<td>13 KB</td>
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<td>Julie C. Huskey Memminger</td>
<td>Mon 7/21/2008 11:34</td>
<td>11 KB</td>
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<td>Bartel, Virginia... [FACULTYANDSTAFF] Consider Memminger Elementary School for your child...</td>
<td>Wed 5/21/2008 17:34</td>
<td>17 KB</td>
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<td>Turner, Laura... Re: Memminger Elementary Career Day</td>
<td>Tue 4/8/2008 4:34</td>
<td>10 KB</td>
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<td>10 KB</td>
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<td>Bartel, Virginia... FW: Alex's lemonade Stand</td>
<td>Tue 10/30/2007 39:34</td>
<td>39 KB</td>
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<td>Bartel, Virginia... Partnership Minutes and no lunch</td>
<td>Thu 9/6/2007 103:34</td>
<td>103 KB</td>
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<td>Bartel, Virginia... RE: Dates changed for Memminger Partnership meetings next year</td>
<td>Wed 8/15/2007 37:34</td>
<td>37 KB</td>
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<td>Bartel, Virginia... RE: Reminders and minutes</td>
<td>Tue 4/10/2007 81:34</td>
<td>81 KB</td>
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<td>Bartel, Virginia... Proposed agenda for Tuesday afternoon</td>
<td>Fri 2/9/2007 57:34</td>
<td>57 KB</td>
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<td>Bartel, Virginia... Partnership minutes now attached</td>
<td>Mon 1/29/2007 67:34</td>
<td>67 KB</td>
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<td>Bartel, Virginia... Family-Community History Project budget</td>
<td>Thu 1/25/2007 39:34</td>
<td>39 KB</td>
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<td>Lanahan, Brian... Memminger Project</td>
<td>Sun 1/21/2007 5:34</td>
<td>7 KB</td>
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<tr>
<td>Lanahan, Brian... RE: Photo Development</td>
<td>Wed 12/13/2006 7:34</td>
<td>7 KB</td>
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<td>Lanahan, Brian... Photo Development</td>
<td>Wed 12/13/2006 5:34</td>
<td>5 KB</td>
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<td>Bartel, Virginia... Dec. 12 Meeting</td>
<td>Fri 12/8/2006 55:34</td>
<td>55 KB</td>
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<td>Bartel, Virginia... budget items</td>
<td>Sun 11/19/2006 33:34</td>
<td>33 KB</td>
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<td>Bartel, Virginia... Partnership Retreat Minutes</td>
<td>Tue 9/12/2006 71:34</td>
<td>71 KB</td>
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</table>
Description of evidence for criterion 8.C.04

This print-out details emails back and forth over the past few years between our program, the neighborhood elementary school, neighborhood parents, campus officials, and others relative to mutual interests and needs.
Candy -  

Really thoughtful review. I have read carefully and have a few questions. May we speak for about 30 minutes some time today? My only conflict is a 9:00 - 10:00 AM conference call.

THANKS.

Dawn

Dawn Huntley  
Strategic Innovations  
864.801.2477  
dfhuntley@justinnovate.com

On Aug 6, 2014, at 2:56 PM, Huntley Dawn <dfhuntley@justinnovate.com> wrote:

    THANKS! Will review with care and give you a call. Need to work on all point deficits!

    Dawn

    Dawn Huntley  
    Strategic Innovations  
    864.801.2477  
    dfhuntley@justinnovate.com

On Aug 6, 2014, at 2:23 PM, Jaruszewicz, Candace L <JaruszewiczC@cofc.edu> wrote:

    Hi Dawn,  
    I marked up the document and cross-referenced narrative with criteria sheet as best I could. My best guess is:

<table>
<thead>
<tr>
<th>Criteria Section</th>
<th>Possible Pts</th>
<th>Points I think we will get</th>
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</table>
1054 evidence for criterion 8.C.04

<table>
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<th>Need &amp; Obj</th>
<th>25 + 5 bonus</th>
<th>30</th>
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<tbody>
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<td>2 Proj. design</td>
<td>30</td>
<td>28 (deduct 1 pt each for 2.1; 2.4)</td>
</tr>
<tr>
<td>3 Infrastructure/mgmt</td>
<td>10</td>
<td>9 (deduct 1 pt for 3.3)</td>
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<tr>
<td>4 Staffing</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>5 partnerships</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>6 (Bonus)</td>
<td>6</td>
<td>3 (6 if promise zones are included)</td>
</tr>
<tr>
<td>7 Budget</td>
<td>15</td>
<td>12 + pts for 7.5)</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>102 +</td>
</tr>
</tbody>
</table>

See my comments for details; primarily-

Editing – need to go back and get all headings & numbering of sub-sections consistent throughout document

Content – really good/thorough; the places I indicated we might get docked a point or two are described in my comment bubbles

Almost there!!!! We should take you out for a drink when it’s done!

CJ

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewicz@cofc.edu

<Charleston Grant Narrative - 8-3-14.CJcomments.docx>
From: JE Collins <jecollins@charlestonfirststeps.org>
Sent: Monday, May 19, 2014 5:15 PM
To: Jaruszewicz, Candace L
Subject: RE: CCSD EHS & HS grant documents

Thank you Candace for so many reasons. Thank you for making yourself available to meet on such short notice. Thanks for your valuable input today. Thanks for agreeing to work with us, and thanks for the documents. It was my pleasure to have met you and I'm looking forward to us working together for young children in Charleston County.

From: Jaruszewicz, Candace L [mailto:JaruszewiczC@cofc.edu]
Sent: Monday, May 19, 2014 4:39 PM
To: JE Collins
Subject: CCSD EHS & HS grant documents

Hi James Ella,
Here are:
- EHS expansions grant final document in Word (I also have this in pdf) The narrative relative to PD is on p. 46
- The PD section of the HS grant (that includes work to be done with EHS personnel)
I do not have the final copy/draft of the entire HS grant, but the PD section is the piece we were talking about today

Nice meeting you and Dawn today; hope we can do some good work together.
cj

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewiczC@cofc.edu
Jaruszewicz, Candace L

From: Welch, Frances C
Sent: Wednesday, December 10, 2014 1:06 PM
To: Jaruszewicz, Candace L; Pohl, Justin
Subject: RE: Early Head Start Child Care Partnership Grant announcement...

Fantastic, Candy! Thanks for this great news!!

Fran

Frances C. Welch, Dean
School of Education, Health, and Human Performance
College of Charleston
86 Wentworth Street
Charleston, SC 29424
843.953.5272 (phone)
843.953.8070 (FAX)
welchf@cofc.edu

From: Jaruszewicz, Candace L
Sent: Wednesday, December 10, 2014 10:57 AM
To: Welch, Frances C; Pohl, Justin
Subject: FW: Early Head Start Child Care Partnership Grant announcement...
Importance: High

Yay! good news for the next Dean’s update, as I was on the grant-writing team which worked really hard on this last summer. We are thrilled. I’ll be watching the online stream from the White House @ 11:45 (see below) which announced these awards as part of their EC Summit.

Candy

From: Katie Elmore [mailto:kelmore@charlestonfirststeps.org]
Sent: Wednesday, December 10, 2014 10:06 AM
To: Dawn Huntley; Jaruszewicz, Candace L; 'Dadavis52@msn.com'; Genise Dawkins; Berta Winns; CCFSC; Crystal Davis; Dale B; J Glen; JE Collins; K Hammond; Kanya Hammond; Kate Smith; Katie Elmore; Linda West; Marilyn Pyatt; Tarsha Walker; Arthur Lee Holmes; Cecil Diggs; Emanuel Williams; Gail Fleming; Harriett Wilder; Karen Warren; Linda Lucas (linda.lucas@charleston.k12.sc.us); Lorena Jordan; Lorraine Powers (l姻19661972@gmail.com); Michelle Johnson; Richardine Singleton-Brown; Ruth Taylor (ruth.taylor@charleston.k12.sc.us); Stephany Hewitt; Violet Washington
Subject: Early Head Start Child Care Partnership Grant announcement...
Importance: High

Good morning friends of First Steps,

What a great morning it is! With much anticipation, Charleston County First Steps is thrilled to announce that we were awarded the Early Head Start Child Care Partnership Grant funding for $1.3M!! The announcement was made at the White House Summit on Early Education hosted by President Obama this morning. You can catch the summit on live stream from 8:15 AM – 3:00 PM on http://www.whitehouse.gov/live.

Many thanks to all of you who put in countless hours reviewing and providing your expertise on the writing of this grant. We are over the moon with excitement and can’t wait to get to work! We will begin preparing for the implementation in early January.
Description of evidence for criterion 8.C.04

After collaborating with our local public school district to write a successful Head Start grant, we were asked by our local First Steps office to help with an expansion grant to open additional Early Head Start classrooms in a high need area of our city. These email excerpts provide documentation of our collaboration on this project.
### Evidence for Criterion 8.C.04

**Date: Today**
- Subject: FW: Early childhood luncheon
  - Hi Candy,
  - Tue 11/10/2015 2... 4 KB

**Date: Last Week**
- Subject: Re: Reggio School in Columbia
  - Candace, you are awesome. Thank you so much for such a speedy response. I had not found that last link. Thank you so much
  - Thu 11/5/2015 3... 13 KB

- Subject: Re: tech
  - Candace, Not sure if you are aware of this article... but you might find it interesting.
  - Thu 11/5/2015 3... 12 KB

- Subject: Reggio School in Columbia
  - Hi Candace! This is Paige Crowe. I am a friend of Jamie Brower, and I was inspired by your center last spring when I visited with
  - Thu 11/5/2015 3... 4 KB

- Subject: Re: tech
  - Great! Thank you so much. This book is for Psychology and it's more about cell phone distraction, but the author decided that
  - Thu 11/5/2015 3... 5 KB

**Date: Two Weeks Ago**
- Subject: 2016 Public Policy Forum
  - Save the date for the 2016 NAEYC Public Policy Forum! View this email in your browser
  - Wed 10/28/2015 4... 47 KB

**Date: Three Weeks Ago**
- Subject: Chairman's Summit
  - Mon 10/19/2015 1... 14 KB

**Date: Last Month**
- Subject: Information on New Resource: Early Educator Central
  - Thu 10/8/2015 3... 27 KB

- Subject: Re: (NCCCE Elst) Tips on saving a child care center
  - Thu 10/8/2015 2... 11 KB

**Date: Older**
- Subject: (NCCCE Elst) Helmets for trikes??
  - Tue 9/29/2015 12... 22 KB

- Subject: RE: Lab School Information
  - Candace, I'm getting this for Deni Titcomb at SCECA. I'll pass along your question.
  - Mon 9/21/2015 2... 22 KB

- Subject: RE: Calling out sick.
  - You might have the same thing I had last week that I'm still not quite over. If so, my sympathies, as I was miserable. Dr. J.
  - Mon 9/21/2015 9... 2 KB

- Subject: (NCCCE Elst) Ideas for sustainability project
  - Dear Carol, I have less time than I'd like to respond to emails here, but I do make time as much as possible to read everyone's
  - Tue 9/15/2015 12... 18 KB

- Subject: PRESS RELEASE: Save the Children Action Network Launches South Carolina ...
  - Wed 9/2/2015 2... 22 KB

- Subject: Dr. J, Thanks again for everything, it really means so much to have such an expert guiding us along this huge endeavor!! We are
  - Wed 7/22/2015 4... 3 KB

- Subject: Spring 2015 Cradle to Career (TCCC) Newsletter
  - If you're having trouble viewing this email, you may see it online
  - Tue 6/30/2015 12... 20 KB

- Subject: Re: [FACULTYANDSTAFF] DID IT!!!!!!
  - Tue 6/23/2015 11... 26 KB

- Subject: RE: A Path Appears Event Panelist Information
  - Fri 3/27/2015 5... 15 KB

- Subject: Spring 2015 Cradle to Career Newsletter (TCCC)
  - Fri 3/27/2015 11... 26 KB

- Subject: Trip Update follow up to my visit last week - Trina
  - Thu 3/19/2015 9... 4 KB

- Subject: OPEN HOUSE invitation
  - Dear friend of the Boiling Center for Children's Wellness (Lean Team and SCPITC), Drop in during our Open House so we can show
  - Wed 2/18/2015 1... 219 KB
evidence for criterion 8.C.04
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<th>FROM</th>
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<tbody>
<tr>
<td>Re: Cap Kits - Charleston visit</td>
<td>Sanderson D.</td>
<td>Candace, I completely understand! Friday is not the best day for a visit with it being Halloween weekend I'm sure your school will</td>
<td>Mon 10/26/2015</td>
<td>6 KB</td>
<td></td>
</tr>
<tr>
<td>Fwd: West Chester University looking to help the N.E. Miles Child Devol...</td>
<td></td>
<td>Forwarding because I don't think you received her email due to the incorrect spelling. Fran sent from my iPad</td>
<td>Mon 10/26/2015</td>
<td>7 KB</td>
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<tr>
<td>Charleston County First Steps Early Head Start - Child Care Partnership M...</td>
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<td>Hello Candace.</td>
<td>Tue 10/20/2015</td>
<td>40 KB</td>
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<td></td>
<td></td>
<td>new emails!!!</td>
<td>Mon 10/19/2015</td>
<td>10 KB</td>
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<tbody>
<tr>
<td>Re: FW: Looking for a student or two</td>
<td></td>
<td>Hi Dr. J., I hope you had a lovely weekend! We had the DSS inspection and it went awesome! We are now just waiting for them</td>
<td>Mon 9/14/2015</td>
<td>4 KB</td>
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<tr>
<td>One more question</td>
<td></td>
<td>Hello there, One more question, we will have to have our emergency kit available on Friday. Do you have supplies for every child?</td>
<td>Tue 9/8/2015</td>
<td>3 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hello Dr. J., I hope you are well. I have a quick question. DSS is coming for hopefully our final inspection on Friday. I was wondering</td>
<td>Tue 9/8/2015</td>
<td>3 KB</td>
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<tr>
<td>Cradle to Career Kindergarten Readiness Mtg 9/10/2015</td>
<td></td>
<td>If you're having trouble viewing this email, you may see it online</td>
<td>Tue 9/1/2015</td>
<td>15 KB</td>
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<td></td>
<td></td>
<td>Tri-County Cradle to Career Collaborative Hi Candy,</td>
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<tr>
<td></td>
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<td>Thanks, Curt. Attached is a simple flyer I formatted, just so I could get something out there. If you have any questions or concerns,</td>
<td>Thu 8/27/2015</td>
<td>2 MB</td>
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<td></td>
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<td>Hey! This is Dave Smith. I hope you all have had a great summer. I am building my fall programs for Corpus Callsum</td>
<td>Wed 8/19/2015</td>
<td>6 KB</td>
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<td></td>
<td>Event Registration Request Confirmation for Back to School Picnic</td>
<td>Wed 8/5/2015</td>
<td>3 KB</td>
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<td></td>
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<td>Thank you for your event registration request for the event(s) listed below. PLEASE PRINT this email for your records and save a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photos/ budget (Becky Winters)</td>
<td>Wed 7/22/2015</td>
<td>3 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hello again, I hope your dad was well, and playing poker tonight!! If you wouldn't mind sending the photos of the</td>
<td>Wed 6/24/2015</td>
<td>4 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beginning with children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friends, Anna turned 7 last week. Tessa will be 5 in two weeks. They do not know about the horrific racist attack. Someday they</td>
<td>Thu 6/2/2015</td>
<td>28 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tri-County First Steps Mad Hatter Garden Tea Party</td>
<td>Fri 4/10/2015</td>
<td>3 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACTIVITIES Party Refreshments &amp; Tea PartiesFace painting &amp; Pink Flamingo CroquetTour of the Garden &amp; Family Scavenger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[FACULTYANDSTAFF] Encyclopaedia Britannica set</td>
<td>Wed 4/8/2015</td>
<td>60 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hate to just put these in the recycle bin. 1972 set with 7 or 8 years of updates. Very good condition. Free. Either pick up in Mt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I brought 7 cd's with me this morning. I am most of the day until about 2pm today! Kristin Rusboldt Athletic Academic Advisor</td>
<td>Wed 4/8/2015</td>
<td>33 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do they have to be CD's? can they be old software installation CD's? Bob Perkins, Ed. D. Associate Professor and Associate</td>
<td>Tue 4/7/2015</td>
<td>7 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I've got some CD's, jewel cases and paper CD holders. Let me know where I should take them.</td>
<td>Tue 4/7/2015</td>
<td>10 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Great! Are you able to come out to Harbor Walk at some point or should I drop them off at main campus tomorrow? Stephanie</td>
<td>Tue 4/7/2015</td>
<td>13 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Great! (btw these are from Kendra Stewart)</td>
<td>Tue 4/7/2015</td>
<td>7 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>You need old music CD's or blank CD's you can burn? Hahaha sorry just wanted to double check. I have old music CD's at home in</td>
<td>Tue 4/7/2015</td>
<td>7 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hi Candace. We have some here at the Riley Center on King Street (284 King, 2nd floor). Let me know if you want them. Maura</td>
<td>Tue 4/7/2015</td>
<td>5 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let me see what I can find. Nice to hear from you. v/r jrs</td>
<td>Tue 4/7/2015</td>
<td>4 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hi Candace. We have some here at the Riley Center on King Street (284 King, 2nd floor). Let me know if you want them. Maura</td>
<td>Tue 4/7/2015</td>
<td>5 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How many do you need? I'm sure that I've got some I can part with.</td>
<td>Tue 4/7/2015</td>
<td>4 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I'm doing spring cleaning at home. When do you need them by? I need to go into my storage room this week. Let me know :-)</td>
<td>Tue 4/7/2015</td>
<td>4 KB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I have quite a few I'd like to get rid of. I will leave them in the Math Department office (339 R.S. Small Bldg.) around noon on</td>
<td>Tue 4/7/2015</td>
<td>7 KB</td>
<td></td>
</tr>
</tbody>
</table>
Description of evidence for criterion 8.C.04

This email log documents contacts and on-going conversations over the most recent year pertaining to a wide range of community involvement activities, collaborations, visits, requests for help, etc. It should be clear that we are a ready source of information for others in the field, willing to partner or assist, and that our program is held in high regard.

8.C.05: Program staff are encouraged and given the opportunity to participate in community or statewide interagency councils or service integration efforts.

We support any activity of this kind; Currently, our director serves as implementation monitor for First Steps $1.3 Million Early HeadStart expansion grant she helped the agency write. Two of our master teachers currently serve on governing councils for local schools and many of our student staff are in leadership roles or programs designed to mentor them for this kind of professional activity.
2015-2016 ECDC Student Staff Community Service Activities

Charleston Miracle League
Pattison's Academy (special needs charter school)
Memminger Elementary School Tutor
Memminger Elementary Reading Partners
Unified Theatre (produces plays with adults who have special needs)
City of Charleston Therapeutic Recreation Program (Art & cooking class)
Best Buddies
Project Playground
SC SECA (South Carolina/Southern Early Childhood Association)
Alternative Break Program
Center Stage (Student Theater)
Rein & Shine
MUSC (Medical University) orthopedics & trauma volunteer
Charleston Hope
The Well
Description of evidence for criterion 8.C.05

Our student staff (assistant teachers) are all college students. We want them to become involved in the kinds of activities described in this standard. We keep track of their activities and encourage and mentor them as we can.
Teaching Fellows

History

The South Carolina Teaching Fellows Program began in 1999. The College of Charleston was selected through a competitive grant process among all private and public institutions that offer teaching training. It is one of the eleven South Carolina Teaching Fellows Institutions.

In March of 2007, the College of Charleston Teaching Fellows welcomed the opening of the new School of Education, Health, and Human Performance. The center includes a large lounge designated for the use of Teaching Fellows to hold meetings, work on school projects as well as hangout.

Program Overview

Administered by the Center for Educator Recruitment, Retention and Advancement (CERRA), the Teaching Fellows Program provides a $24,000 scholarship/loan for a selected number of outstanding high school seniors annually. These candidates wish to pursue a degree in education and a career in South Carolina’s public schools following graduation. The Scholarship is divided among four years and grants $5700 towards a student’s tuition and $300 for summer enrichment programs each year. A Fellow is required to teach in a South Carolina public or magnet school for each year he or she receives the scholarship.

The program is set in a liberal arts institution at which students do not enter the Teacher Education Program until their junior year. During the first two years students take a range of courses that challenge their thinking, teach them content, and add to their development as well-rounded educated individuals. At the College of Charleston it is understood that this scholarship comes with expectations and obligations.

Fellows at the College of Charleston care for one another as we will care for the children in our classes, seeing them as individuals and providing the support each will need to maximize his or her goals. Fellows stand out in classes and on campus, taking leadership roles in organizations such as student government, Greek life and athletic programs.

We have promised the State of South Carolina to assist in attracting and retaining the brightest and best as teachers, to develop Teaching Fellows into teacher-leaders, and to add to the growing pool of South Carolina
teachers, young men and women who are able and willing to be outstanding teachers for all of South Carolina’s children.

**Governance/Committees/Class or Cohort Representatives**

One of the requirements as a College of Charleston Teaching Fellow is to attend meetings held weekly on Wednesday evenings. This time is set aside for Governance Council, Committee or Class Representative Meetings.

I. Governance and Committees

The Teaching Fellows Program at the College of Charleston is governed by the students. The elected Governance Council sets the direction for the program with the established guidelines. Every Fellow serves on at least one major committee: Communications, Recruitment and Retention, Greater Community, Our Community or Professional Development. Each committee works to enrich the Program as whole by planning service projects, fundraiser, professional learning as well as theme events for student fellowship. This governance structure affords multiple opportunities for leadership growth and development on several levels of involvement. It enables Fellows to explore politics in education, learn basic signs to be used with children who are hearing challenged, enjoy a field day with games that can be used on rainy days in the classroom, and become aware of gender differences in the classroom through a workshop.

II. Cohort Representative Meetings

Class Representative Meetings are organized by the elected class representative and serve as a time of fellowship. The members of each class bond while playing games, enjoying snacks or working on a service project.
evidence for criterion 8.C.05
Description of evidence for criterion 8.C.05

We generally have about six student staff members who are designated "Teaching Fellows" - a program in the School of Education that promotes leadership, service, and community involvement. This is a description of the program.
Call Me MISTER

About the Call Me MISTER Program

“Call Me MISTER” was developed by South Carolina’s visionary educational leaders who sincerely believe we can build a better tomorrow by getting you involved today. The mission of the Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) program is to increase the pool of available teachers from a broader more diverse background - particularly among the State’s lowest performing elementary schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.

A teacher recruitment program designed to address the critical shortage of African American male teachers, the Call Me MISTER program seeks to support participants through the following:

- Tuition assistance for admitted students pursuing approved programs of study,
- An academic support system to help assure their success,
- A cohort system for social and cultural support, and
- Job placement support.

The program initially debuted at Clemson University, which continues to administer the program at the state level. Since launching the program in 2007, the College of Charleston MISTER cohort has grown to 20 full-time undergraduate students majoring in education.

To apply for the program at the College of Charleston, click here.

To view an article on the first two CofC Call Me MISTER graduates, click here.
evidence for criterion 8.C.05

MAKE A GIFT

NCATE
The Standard of Excellence in Teacher Preparation
An NCATE Accredited Institution

caATe
Commission on Accreditation of Athletic Training Education
Description of evidence for criterion 8.C.05

We try to hire student staff who are part of the "Call me Mister" program, which recruits and mentors African-American males to be leaders in the teaching profession.

8.C.06: Program leadership is knowledgeable about how policy changes at local, state, tribal, or national levels affect the services and resources available for children and their families.

Modeling advocacy awareness is part of our mission statement. The program maintains resource information notebooks for each of the observation booths and a resource page on our website with links to current information about policy at the local, state, and national levels. We post advocacy and policy updates to our Facebook page. The director currently serves as the Advocacy & Research Committee chair on the governing board of the National Coalition of Campus Child Development Centers and is a past member of the SCAEYC and NAECTE governing boards. We network in many ways, including the NCCCC listserv which links campus programs and the several professional organizations with which we maintain active involvement. We encourage our staff to pursue their personal advocacy priorities, so we have a staff member for example, who attends the US Plan Coalition Conference and serves on their Education Committee.
Table of Contents

1. Class information
   a. Class description
   b. Daily schedule

2. Program information
   a. Philosophy
   b. Curriculum

3. South Carolina Standards

4. Position Statements (executive summaries)
   a. Campus Child Care (NCCCC)
   b. Key points about Developmentally Appropriate Practice (DAP), NAEYC/NAECS/SDE
   c. Early learning standards (NAEYC/NAECS
   d. +/-SDE)
   e. School readiness (NAEYC)
   f. Learning to read and write (NAEYC/IRA)
   g. Early childhood mathematics (NAEYC/NCTM)
   h. Curriculum, assessment, and program evaluation (NAEYC)
   i. Culture & diversity (NAEYC)

5. Relevant resources
Description of evidence for criterion 8.C.06

We provide policy information to parents and visitors in various ways, including resource notebooks in each of our observation booths.
Relevant Resources

Articles in this section were selected for relevance to our program philosophy and curriculum approach and/or of general interest to the developmental characteristics of children at different stages.

Topics include:
- Environment
- Learning through Play
- Curriculum areas of focus
- Reggio Emilia/emergent curriculum
- Documentation of student learning
- Testing
- Parenting & families
- Health issues

PLEASE DO NOT REMOVE ANY MATERIAL FROM BINDERS!!!!!
Description of evidence for criterion 8.C.06

In the observation booth notebooks, we also maintain relevant and recent articles and publications.
ECDC at the College of Charleston shared PBS's video.
Published by Candace Bates Jaruszewicz · October 21 at 4:58pm ·
Why early childhood is SO IMPORTANT!!
0:13/2:05
1,036,519 Views
PBS
October 19 at 10:00am · Alexandria, VA ·
Did you know typical 2-year-old's brain builds up to 2 million new connections every second?
Uncover why the brain's growth halts after the age of 2 on THE BRAIN WITH DAVID EAGLEMAN, continuing Wednesday at 10/9c on PBS

ECDC at the College of Charleston
Published by Candace Bates Jaruszewicz · September 3 ·
Here's a wonderful article from the Washington Post that gets to the heart of something we have observed ourselves over the past few years - Thanks Rachel for passing this to me!
http://www.washingtonpost.com/.../f9c8900f3bc452f2a6abaf009c...

The decline of play in preschoolers — and the rise in sensory issues
Here is a new post from pediatric occupational therapist Angela Hanscom, author of a number of popular posts on this blog, including “Why so many kids can’t sit... 
washingtonpost.com

424 people reached
Description of evidence for criterion 8.C.06

We post timely research and policy information and advocacy resources on our program Facebook page.
Dear Parents:

If your child gets a contagious illness, you may be required to keep her home from school/daycare until the illness is no longer a danger to others. You’ll find a list of contagious illnesses on the S.C. School and Childcare Exclusion List inside this brochure. As you’ll see, for some illnesses, your child will need to provide a parent note or a medical note clearing him or her to return to school/daycare.

The information in this brochure applies to:

- All children in out-of-home childcare, school and 5-year-old kindergarten, and
- Some school-aged children with special healthcare needs and/or certain developmental delays. Your child’s school will let you know if the exclusion guidelines for younger children apply to your medically fragile child.

You can also find the School and Childcare Exclusion List on the DHEC website at: www.scdhec.gov/HealthyChild/TeenHealth/ChildcareExclusion

Questions? Contact your child’s school or childcare provider or your local public health department.

Questions to Consider When Your Child is Sick:

1. Does your child’s illness keep him/her from comfortably taking part in activities?
   - [ ] Yes
   - [ ] No

2. Does your sick child need more care than the staff can give without affecting the health and safety of other children?
   - [ ] Yes
   - [ ] No

3. Could other children get sick from being near your child?
   - [ ] Yes
   - [ ] No

If the answer to any of these questions is “Yes,” please keep your child out of school/daycare.

Frequently Asked Questions

When should my sick child stay home from school or childcare?

If your child feels too sick to go to school or has one of the illnesses listed inside this brochure, keep him home.

Does my child need to stay home when she just has a cold?

Many children with mild colds who have no fever and who feel well enough to go to school or childcare do not need to stay home. Most colds spread in the 3-5 days before a child gets a runny nose, cough, or other symptoms.

Does my child need to be out of school or childcare if she has pink eye?

No, not unless your health care provider recommends it or the child has a fever or pain. Pinkeye is similar to the common cold in that it can be spread to others but usually creeps up without medicine. Frequent, good hand washing is the best way to keep your child from spreading pink eye.

How long will my child need to stay home if he is sick?

It depends. See the inside of this brochure for illness-specific information.

Would my child ever be required to stay out of school for reasons other than her own illness?

If your child is ever exposed to a vaccine-preventable disease (such as measles), she may be asked to stay home from school or childcare. Your school or DHEC will discuss this with you.

If my child is excluded from attending school, what will he need to present in order to return to school or childcare?

Sometimes a parent note or a medical note clearing your child for return to school/daycare is required. See inside this brochure for details.

Could an illness prevent my child from participating in sports and other school-related activities?

Some illnesses or conditions spread by close contact – lice, scabies, shingles, staph or strep skin infections, for instance – may prevent your child from participating in some sports or physical activities. If your child has mononucleosis or CMV, she may be told she can’t participate in physical education or sports in order to avoid injuries. If your child has diarrhea, she should not participate in water activities like swimming, splash pads, or water tables until 2 weeks after the diarrhea stops.
Evidence for criterion 8.C.06

A Quick Reference for Parents with Young Children

A parent note is required for return.
A medical note is required by the child to return to school/chilcare.

**Brachialitis or RSV:**
Keep your child home while he has a fever or is too sick to play with other children.

**Chicken Pox** or **Varicella:**
Your child may return to school/childcare once all of the sores and blisters are dried and scabbed over. If there are no scabs, your child may return after 48 hours.

**Diarrhea:**
For most kinds of diarrhea – meaning 3 or more loose stools in 24 hours – your child should stay home until the diarrhea stops for 24 hours or until a doctor clears the child to return to school or childcare.

**Special Circumstances:**
- **Blood or mucus in stool with diarrhea:** If your student can use the restroom and can contain his stool, he may return to school/childcare.
- **Circumcision:**
  - **Cryptorchidism:**
    - If your student has had a circumcision, he may return to school/childcare after 24 hours.
  - **Gynecomastia:**
    - If your student has had a circumcision, he may return to school/childcare after 24 hours.

**Fever:**
- **Fever by itself:** If your child has a fever of 37.5°C or higher, he may return to school/childcare after 24 hours or until a doctor clears him to return.
- **Fever with Rash:**
  - If your student has a fever, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Hand, Foot, and Mouth Disease:**
If your student has hand, foot, and mouth disease, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Head Lice:**
If your student has head lice, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Hepatitis A:**
If your student has hepatitis A, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Hb (Hemoglobin A1c):**
If your student has diabetes, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Impetigo:**
If your student has impetigo, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Mumps:**
If your student has mumps, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Nasal and Rhinitis:**
If your student has nasal or rhinitis, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Pinkeye:**
If your student has pinkeye, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Rash:**
If your student has a rash, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Sinusitis:**
If your student has sinusitis, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Staphylococcus:***
If your student has staphylococcus, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Tonsillitis:**
If your student has tonsillitis, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Vomiting:**
If your student has vomited 2 or more times in 24 hours, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Whipping Cough:**
If your student has whooping cough, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Winding:**
If your student has winding, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Yellow Fever:**
If your student has yellow fever, he may return to school/childcare after 24 hours or until a doctor clears him to return.

If there is an outbreak of disease in your child’s school or childcare, DHEC may need to change the exclusions found in this document in order to stop the spread of disease.

If your child has not received immunizations, they must be up to date.

Stomach ache:
If your child has an upset stomach, he may need to see a doctor.

Stomach ache (severe) or abdominal pain:
If your child has severe stomach pain for 2 hours or more, you should take him to a doctor or a healthcare provider.

**Strep Throat** or **Streptococcal Pharyngitis:**
If your child has strep throat, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Tuberculosis (TB):**
If your child has active TB, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Whooping Cough** or **Pertussis:**
If your child has whooping cough, he may return to school/childcare after 24 hours or until a doctor clears him to return.

**Winding:**
If your child has winding, he may return to school/childcare after 24 hours or until a doctor clears him to return.
Description of evidence for criterion 8.C.06

We always pass along the most current information from our state regulatory agencies, for example the latest exclusion rules for illness.
REVISING SNACK GUIDELINES & ROUTINES

Why do we need to revise snack guidelines/routines? For matters related to health & safety, DSS/NAEYC refer to Caring for our Children: National Health and Safety Performance Standards (3rd Ed.) - [http://cfoc.nrckids.org/](http://cfoc.nrckids.org/). For nutrition, the CFOC3 defers to USDA guidelines & regulations used by the Child and Adult Care Food Program (CACFP) programs that get subsidies for food programs, so those regulations also apply to all licensed child care programs [http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program](http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program);

What do our present policies/routines state? (See attachment)

What are the updated CFOC3 guidelines that apply to our policies and/or require changes to our practices?

Std. 4.2.05 Meal and snack patterns – 8 or fewer hours = 1 meal & 2 snacks; 8+ hours = 2 meals/2 snacks OR 1 meal, 3 snacks; food 2-3 hour intervals; mid-morning & mid-afternoon snacks

Std. 4.2.09 Written menus and introduction of new foods – programs must develop written menus one month in advance showing all foods to be served during that month & make menus available to parents/guardians (also date/save for 6 months). Menus must be amended to reflect any changes & substitutions must be of equal value

Std. 4.6.0.1 Selection and Preparation of food brought from home – Foods brought from home should conform to program food policies. Must be protected from contamination or spoilage. Policies on celebration foods should inform parents of healthy alternatives, or limit portion sizes of sweets

Std. 4.6.0.2 Nutritional Quality of Food Brought from Home – Program must provide written guidelines to parents of comprehensive planning for meeting nutritional needs of children & suggestions for how parents can help. Facility should have foods available to supplement deficiencies in food brought from home. If home food consistently does not meet requirements, program should provide the food and refer parents to nutritionist.

What add’l changes might occur in the future? Proposed revisions to CACFP by USDA include:

- Dividing fruits & veggies into separate categories
- Requiring cereals confirm to WIC limits for sugar
- 1 serving per day of grains to be whole-grain rich
- Grain-based desserts disallowed to count as grains (i.e. cookies, cakes, etc.)
- 1% milk or fat-free for children 2+

SO NOW WHAT? We need to:

- Revise written policies and materials for parents
- Create standard menu we can repeat each month
- Menus must comply with “Child Care Meal Pattern” for Snacks: each snack must include two of the four food groups

8/14/15cj
REVISING SNACK GUIDELINES & ROUTINES

- Shop to the menu
- Revise as needed to make sure menu prep requirements are reasonable, etc.
- Don’t re-invent the wheel – there are plenty of sample menus available (see examples)
Description of evidence for criterion 8.C.06

These notes document an example of using research on changing policies and standards for nutrition to prepare additional resources for our parents and staff (Program Nutrition Plan)
9: Physical Environment
9.B. Outdoor Environmental Design

9.B.04: The program provides at least 75 square feet of outside play space for each child playing outside at any one time. The total amount of required play space is based on a maximum of one-third of the total center enrollment being outside at one time.

This requirement is mandated by our state licensing regulations. We have enough space for all children to play outside together, but we choose to schedule them by age group for safety purposes.
evidence for criterion 9.B.04
Description of evidence for criterion 9.B.04

This is the blueprint for our facility that includes square foot measurements for each space.

ECDC_sq.ft.chart.docx

This chart indicates calculated capacity per square footage indicated on building blueprints, and that we typically have far fewer children on playground than permitted. We have enough space for all children to be outside at the same time, but we typically only have one half at any given time (either the older 4/5K group or the younger, 2/3's group)

9.B.07: The findings of an assessment by a Certified Playground Safety Inspector are documented and available on-site. The assessment documents
   a. that play equipment is safe, protecting against death or permanently disabling injury for children from two years through kindergarten.
   b. that, through remedial action, the program has corrected any unsafe conditions, where applicable.
   c. that an inspection and maintenance program has been established and is performed on a regular basis to ensure ongoing safety.
   d. that the outdoor play area accommodates abilities, needs, and interests of each age group the program serves.

We do a CPSI report once in each accreditation cycle. It is used to document that our playground continues to meet standards, identify maintenance needs, and for strategic long-range playground planning. We have several means for submitting maintenance/repair requests through our Physical Plant, and a Groundskeeping Department headed by a master horticulturist who help us with landscaping and gardening. Our playground is also the only program in South Carolina certified through the NatureExplore initiative (www.NatureExplore.org) as an outdoor classroom (since 2011). The criteria for this credential focus on all the indicators for this criterion, with a particular focus on access to nature and providing varied activities and areas that meet children's needs and interests.
<table>
<thead>
<tr>
<th>Division/Shop</th>
<th>Location</th>
<th>Request</th>
<th>Timeframe</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAINTING</td>
<td>Playground</td>
<td>(2) <strong>Playhouses</strong> - both also need repairs (listed under carpenters)</td>
<td>Before kids return – DSS issue</td>
<td>Repaint w/existing exterior gray; white block is still ok and can be left alone</td>
</tr>
<tr>
<td></td>
<td>Building exterior</td>
<td><strong>Building façade (wood panels) &amp; Wentworth St. fence</strong> – exterior gray color</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playground &amp; front/rear of bldg</td>
<td><strong>Exterior doors &amp; metal railings</strong>, including (2) Multi-purpose room steel exit doors</td>
<td></td>
<td>Repaint w/ existing exterior gray</td>
</tr>
<tr>
<td></td>
<td>Rms #107/114</td>
<td>(2) <strong>Children’s bathrooms</strong> touch-up, also need significant drywall repairs due to splash-up from nightly floor cleaning with bleach; also replace about 6” caulking on one door frame</td>
<td>Before kids return, DSS issue</td>
<td>Have some paint, may be enough for needed touchups; if not, repaint with similar color</td>
</tr>
<tr>
<td></td>
<td>Rm #123</td>
<td>Adult bathroom wall touch-up below chair rail</td>
<td></td>
<td>Same blue as children’s bathrooms</td>
</tr>
<tr>
<td></td>
<td>Playground</td>
<td><strong>Playground bridge and exterior wood fences, arbor</strong> - waterseal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playground</td>
<td><strong>Large climber</strong> repaint (also needs one repair, see below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rms #105, 108, 111, 115</td>
<td>4 classrooms – retouch wall paint</td>
<td></td>
<td>Have some paint left over from</td>
</tr>
</tbody>
</table>
evidence for criterion 9.B.07

<table>
<thead>
<tr>
<th>Location</th>
<th>Task Description</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
<td>Light wall corner area repaint (white painted area, including baseboards)</td>
<td>previous; if not enough for needed touch-ups, repaint all with [taupe] color</td>
</tr>
<tr>
<td>Playground</td>
<td>Large climber – replace one broken board</td>
<td>Before kids return, DSS safety issue</td>
</tr>
<tr>
<td>Playground</td>
<td>Playhouses – replace white trim boards and railings; cut bigger window holes on backside of each playhouse to match size of windows on front (for better supervision visibility)</td>
<td>Before kids return; DSS supervision issue</td>
</tr>
<tr>
<td>Playground</td>
<td>Boards around small garden abutting picket fence – reframe and add hinged cover</td>
<td>Before kids return, DSS safety issue</td>
</tr>
<tr>
<td>Playground</td>
<td><em>Car</em> climber - Replace floor, seat, and roof boards</td>
<td>Treated wood –</td>
</tr>
<tr>
<td>Playground</td>
<td>Vinyl fence by rear wall – replace one picket &amp; 5 caps</td>
<td>Treated wood</td>
</tr>
<tr>
<td>Room # 119</td>
<td>Library - Frame 4’ x 8’ horizontal area wall &amp; apply whiteboard surface</td>
<td>New project</td>
</tr>
<tr>
<td>Playground</td>
<td>Fence alongside of trike path/sidewalk - Add one more baseboard between existing baseboard &amp; bridge</td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>Trash bin area: is there anything that can be done to fix door to trash area?</td>
<td></td>
</tr>
</tbody>
</table>

**Carpenters**
### Evidence for Criterion 9.B.07

<table>
<thead>
<tr>
<th>Location</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
<td>Garden shed in rear of playground: Nail or screw down</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tin roof where it has come up</td>
<td></td>
</tr>
<tr>
<td>Rm # 111</td>
<td>Cabinet in Sunflower room - Reglue loose veneer strips</td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>Playhouses - Re-hang flower boxes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inside of Wentworth St. fence - Repair loose panels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After repairs/painting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Before repainting</td>
<td></td>
</tr>
<tr>
<td>Hallway, Rms #128, 105, 108, 111, 115</td>
<td>Hallway, kitchen, classroom cabinets - Tighten hinges</td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>Wentworth Street gate - Remove tool hanger bracket &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>replace with pegged board</td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>Tire swings - Replace rubber gaskets</td>
<td>Before kids return; DSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>safety issue</td>
</tr>
<tr>
<td>Playground</td>
<td>Sand box fix nails that are poking out</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sink area: re-glue loose floor tiles</strong></td>
<td>Before floors are done</td>
</tr>
<tr>
<td></td>
<td><strong>Music area: replace rotted stump chairs</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Inside oval wall: replant grass</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>General trimming, etc.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### OTHER

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
<td><em>Rain Barrels</em> – need to fix b/c of flooding problem due to too much volume of rain for barrel system to handle in typical storms that is causing significant pooling of water in low area.</td>
</tr>
<tr>
<td>Roof</td>
<td><em>Leak</em> – finish project [with outside contractors????]</td>
</tr>
<tr>
<td><em>97 Wentworth</em></td>
<td><em>Roof &amp; water issues</em> – need updates on timing of this repair as it will impact how we can use our playground when scaffolding goes up, etc.</td>
</tr>
</tbody>
</table>

### CUSTODIAL

- See attached schedule that we use all the time; highlighted items need to be done over the summer: (orange-night crew [Miss Joyce & Mr. Antone]; green-floor crew; blue-mid-day person [Sherri Gadsden])
Description of evidence for criterion 9.B.07

We do a master list of repairs/upgrade requests in the summer when our program is not in session, in addition to immediate needed requests that are submitted via our university online system. (b) Typically deferred maintenance that requires ventilation (painting, tile repairs, etc.) it can then be done when children or staff are not present.
### My Maint Requests

#### Search for "

*Note: Once the request is assigned to someone for approval, you no longer can edit the request. You can click on the current assigned person name to send email and request changes on your request.*

**Search this results for:**  

1 - 10 of total 326 listed

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
<th>Action Taken</th>
<th>Complete Date</th>
</tr>
</thead>
</table>
| Complete     | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
Most of the toilets are overflooding; this may be due to the heavy rains | Call was dispatched to Larry at 1:19 p.m. Anthony confirmed that all of the toilets would not flush because of heavy rains—went back a little later and all were working fine — sewer line might be tied into storm drain or storm drain tied into sewer line  
McKeefy, Anthony | 10/2/2015 |
| 151342 1st Floor  
Rainstorm Oct 2015 | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
Steam clean area rugs in classrooms Time Available: Fall Break or before | Work scheduled for Fall Break. Cleaned all carpets  
Scott, Alphonso | 10/19/2015 |
| Complete     | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
Construct white board area on wall in Library with sheet stock/whiteboard material(s) and framing around outside @ 4'x8' or whatever is closest size to R 622917 D 140006  
| Getting price from contractor to install wall talker info put in on 9/10/2015. Deferred to Mark Hane on 9/21/2015  
Hane, Mark | 8/20/2015 |
| 150908 1st Floor  
Classrooms  
Campus Safety | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
Repairs have been done on outside equipment and painters can return to stain/paint the large climber and the two playhouses (one blue, one yellow, both with white trim); Time Available: any but if after 9/24, please let us know so we can block off from child use | No action note  
Killer, Bernard | 8/17/2015 |
| Work In Progress | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
10 Banquet tables for picnic event on ECDC playground 60 Chairs - 8 per table August 28, 2015 R 621819 D 140006  
| Delivered and set up 10 Banquet tables for picnic event on ECDC playground with 60 Chairs  
henderson, kevin | 8/31/2015 |
| 149052 1st Floor  
Grounds  
Playground | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
Tried with custodial earlier this summer about our summer cleaning schedule/needed; we now are ready for strip/clean/wax all tile floors and steam area rugs. Time Available: must be finished by August 12 | Scrub and waxed 2 class room, shampoo carpet, hallway, kitchen and playroom  
Scott, Alphonso | 8/10/2015 |
| Complete     | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
Thermostat outside library is reading "E2" and it can't reset so there is no air in that section of the building - Time Available: any | Order t/stat or will replace with a Honeywell 5000 as needed  
Love, Thomas | 6/11/2015 |
| 146099 2nd Floor  
Hallway/Corridor  
Campus Safety | College of Charleston  
91 Wentworth St. N.E. Miles ECDC  
Replace broken board on small bridge; replace broken board on 'art frame' these are both presenting safety hazards so as | Jackie and Keith made the repairs to the bridge they replace two pieces of the rotten 1'x 6'x 3' and also made some repair to the art work on the brick wall hours work 4 hrs work order turn in on | 4/17/2015 |
Description of evidence for criterion 9.B.07
This is an excerpt from our maintenance system log that documents we keep up with needed repairs and long-term maintenance (indicator b).
Jaruszewicz, Candace L

Candy,

James has a class this morning, but he and Darryl are going to come over after and see if they can get the limbs.

Paty

From: Jaruszewicz, Candace L
Sent: Tuesday, November 10, 2015 3:10 PM
To: Cowden, Paty Spearmen
Cc: Merrow, Catherine Lynne
Subject: trees @ ECDC

Hi Paty,
James said he thinks it is a job for the tree trimmers. Do you want us to contact them or should that go through you?
Candy

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewicz@cofc.edu
http://ecdc.cofc.edu/
Description of evidence for criterion 9.B.07

We also have a very responsive university grounds crew - in this case, a request to remove some small broken tree limbs to prevent them from falling out of the tree (indicator b)
evidence for criterion 9.B.07

- ARBOR DAY FOUNDATION
- NATURE EXPLORE
- DIMENSIONS EDUCATIONAL RESEARCH FOUNDATION
- DIMENSIONS EDUCATION PROGRAMS

The Nature Explore Classroom at College of Charleston N.E. Miles Early Childhood Development Center

We are grateful for the opportunity to annually renew our Nature Explore certification, as the process helps us maintain focus on continued improvement.

As a campus-based demonstration and laboratory program, we have a responsibility to model best practices in our community, including connecting children with the natural world. Our efforts focus on commitment to 3 “big ideas”

- Sustainability & ecological responsibility
- Loose parts play
- Collaborations within and external to our campus
In 2014-2015 our program celebrated its founding in 1974. As part of our celebrations, during the year we hosted a 3-part film/discussion series about the value of play, focusing especially on the research about play and brain development, the importance of connecting children with nature, and the role of risk in development of judgment and decision-making. University students participating in the National Service Day came to our program and installed vertical container gardens. We partnered with our university’s Office of Sustainability to participate in Boeing Corporation’s Farm to School initiative, which provided funds that transformed our existing garden space into a new multi-tier sustainable garden with both annual and perennial plantings. Not only will our children enjoy and work in it for years to come, but it will serve as a teaching garden for students and educators in our community.

As the Geology Department continues to send us boxes of rocks, we had to enlarge the rock pond to accommodate. The children spend many, many hours sorting them, using rocks for pretend play, painting or coloring them with chalk, and often just hauling or carrying them around. They have become an indispensable part of our loose parts play.

We love our tree cookies, and one particular feature especially – they decompose! Besides the value of examining the very interesting fungi that grow on them, as they break apart, rather than throw them out, we let the children find other uses for them. They have become very popular as “outdoor blocks,” stepping stones, game pieces for “big checkers” and “food” in the mud kitchen.

We invited rangers from the Center for Birds of Prey, who brought adult and baby birds of prey and helped the children understand their role in our local ecosystem and the fragility of their environment. Scientists at the university’s Grice Marine Laboratory also again brought their “touch” tank with local saltwater animals for the children to handle.

Remida Day is an annual family event at our center inspired by the community activities in Reggio Emilia, Italy that focus on repurposing and recycling materials in interesting and aesthetic ways. For our 5th Annual celebration, graduate students from the EDEE 613 Curriculum and Development in ECE class helped the children collect egg cartons, popsicle sticks, old CD’s, twigs and pine straw, bottle caps, and fabric scraps to make both take home and stay-at-school “objets d’art.”

The 4/5K kids dug such a big hole looking for dirt to use for mud kitchen play that we had to go get more. Our Grounds crew keeps a large sand pile in the parking lot adjacent to our playground (for sandbagging against flooding) They now allow the children to take as much as they want/need for their projects and we have observed the transporting of said sand, to be a very worthwhile activity in and of itself – it requires planning, teamwork, and a lot of effort.

The Boeing Corporation again partnered with us as part of their employee volunteer program. 20 volunteers spent a Saturday (on the hottest day of the summer) erecting a new garden storage shed, assembling two new picnic tables, painting and re-staining outdoor structures, and building us an adobe “cobb bench” as part of the 4th Annual College of Charleston Early Childhood Summit Conference, June 18-19, 2015.
Professional Staff Development included two additional Nature Explore workshops and attending sessions at Association for Constructivist Teaching Conference, MEPI (Montessori) Conference, U.S. Coalition Play Conference. Staff delivered or facilitated a variety of activities as part of our role as advocates for outdoor education.

C. Jaruszewicz, Ph. D., Director
- View Certified Nature Explore Classrooms

Sign up for our e-newsletter
Description of evidence for criterion 9.B.07

This is the website information about our year 4 re-certification with the Nature Explore organization. It describes how we continue to work on providing activities and spaces that nurture children's abilities and interests (indicator d)
# N.E. Miles Playground Equipment Checklist

**DATE** ________________  **Inspected By** ________________

<table>
<thead>
<tr>
<th>Item</th>
<th>OK</th>
<th>Repair (note needed repair)</th>
<th>Replace (note reason)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large climber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BF Picnic Table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potting Bench</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mud Kitchen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BF Garden Fence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BF Garden Arbor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village Picnic Table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ball Hoop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance Beam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BF Benches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wentworth Fence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wentworth Gate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village fence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village Arbor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow Playhouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue Playhouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playhouse Flower Boxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grace's Garden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carriage Climber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandbox</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand Toys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tire Swings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garden Shed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trash Shed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood picnic table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Frame</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back Benches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digging Area Fence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P Lot Gate/fence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back gate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brick walls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps, chairs, awning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Railings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sidewalks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mulch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flower Planters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bikes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wagons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoses/faucets</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11/13/2015
Description of evidence for criterion 9.B.07

We use a checklist to inspect the playground and exterior areas of the program property regularly. This information is then used to submit work orders to our Physical Plant for anything that needs to be repaired or replaced (indicator c).

CPSI_Playground_Inspection_11.30.15.pdf

The most recent CPSI Inspection on 11.30.2015 revealed no major issues and the minor recommendations were submitted to our Physical Plant and corrected within two days.
9.C.: Building and Physical Design

9.C.01: There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas. (The primary activity area does not include diaper stations, cribs, large structures that cannot be removed or moved aside easily, toilets, any sick-child area, staff rooms, corridors, hallways, stairways, closets, lockers or cubbies, laundry rooms, janitor rooms, furnace rooms, storage areas, and built-in shelving. Specialty areas such as computer rooms, reading rooms, and lunchrooms, where children are expected to remain seated for short periods of time may be excluded from the minimum space requirement.)

This is a requirement of our state licensing regulations.
evidence for criterion 9.C.01
Description of evidence for criterion 9.C.01
The university maintains complete building specs & prints on all structures and inventories/updates annually.

ECDC_sq.ft.chart.docx
This chart provides capacity information based on our building blueprints and current DSS space requirements, indicating we keep capacity lower than required.

9.C.03: Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.

The university completely gutted and renovated our building in 2001-2002 and it meets ADA requirements that were in place at that time.

These photos document essential ADA features.
evidence for criterion 9.C.03
Description of evidence for criterion 9.C.03

Our newest playground structure is also handicapped accessible.

9.C.06:
   a. The routine frequency of cleaning and sanitation in the facility is carried out as indicated in the Cleaning and Sanitation Frequency Table at http://www.naeyc.org/academy/criteria/sanitation.html.
   b. Staff clean and sanitize toilet seats, toilet handles, toilet bowls, doorknobs, or cubicle handles and floors either daily or immediately if visibly soiled.
   c. Staff clean and sanitize potty chairs, if in use, after each child's use.

a. We meet with the head supervisor of our university custodial services at least annually to review compliance with this criterion. b. This is part of twice daily custodial duties, and teachers do if/as necessary during the day. c. We don't use potty chairs.
## Cleaning, Sanitizing, and Disinfecting Frequency Table

**Revised October, 2013**

### Areas | Before Each Use | After Each Use | Daily (At the End of the Day) | Weekly | Monthly | Comments
--- | --- | --- | --- | --- | --- | ---
**Food Areas**
Food preparation surfaces | Clean, Sanitize | Clean, Sanitize |  |  |  | Use a sanitizer safe for food contact
Eating utensils & dishes |  | Clean, Sanitize |  |  |  | If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; use of an automated dishwasher will sanitize
Tables & highchair trays Clean | Clean, Sanitize | Clean, Sanitize |  |  |  |  
Countertops | Clean | Clean, Sanitize |  |  |  | Use a sanitizer safe for food contact
**Food preparation appliances** | Clean | Clean, Sanitize |  |  |  |  
Mixed use tables | Clean, Sanitize |  |  |  |  | Before serving food
Refrigerator |  |  |  |  |  |  
**Toilet & Diapering Areas**
Changing tables | Clean, Disinfect |  |  |  |  |  
Potty chairs | Clean, Disinfect |  |  |  |  | Use of potty chairs is not recommended, but if used should be cleaned and disinfected after each use.
Handwashing sinks & faucets |  | Clean, Disinfect |  |  |  |  
Countertops | Clean, Disinfect |  |  |  |  |  
Toilets | Clean, Disinfect |  |  |  |  |  
Diaper pails | Clean, Disinfect |  |  |  |  |  
Floors | Clean, Disinfect |  |  |  |  | Damp mop with a floor cleaner/disinfectant


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## Cleaning, Sanitizing, and Disinfecting Frequency Table
(see criteria 5.A.08, 5.C.01, 5.C.02, and 9.C.06)

<table>
<thead>
<tr>
<th>Areas</th>
<th>Before Each Use</th>
<th>After Each Use</th>
<th>Daily (At the End of the Day)</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic mouthed toys</td>
<td>Clean</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td><strong>Reserve for use by only one child; use dishwasher or boil for one minute</strong></td>
</tr>
<tr>
<td>Pacifiers</td>
<td>Clean</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td><strong>Clean after each use if head lice present</strong></td>
</tr>
<tr>
<td>Hats</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Clean after each use if head lice present</strong></td>
</tr>
<tr>
<td>Door &amp; cabinet handles</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles)</strong></td>
</tr>
<tr>
<td>Floors</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Daily: Vacuum when children are not present; clean with a carpet cleaning method consistent with local health regulations and only when children will not be present (until the carpet is dry)</strong> <strong>Monthly: Clean carpets at least monthly in infant areas and at least every three months in other areas when soiled</strong></td>
</tr>
<tr>
<td>Carpets and large area rugs</td>
<td>Clean</td>
<td>Clean</td>
<td>Clean</td>
<td></td>
<td></td>
<td><strong>Daily: Vacuum when children are not present; clean with a carpet cleaning method consistent with local health regulations and only when children will not be present (until the carpet is dry)</strong> <strong>Monthly: Clean carpets at least monthly in infant areas and at least every three months in other areas when soiled</strong></td>
</tr>
<tr>
<td>Small rugs</td>
<td>Clean</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td><strong>Daily: Shake outdoors or vacuum</strong> <strong>Weekly: Launder</strong></td>
</tr>
<tr>
<td>Machine washable cloth toys</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Launder</strong></td>
</tr>
<tr>
<td>Dress-up clothes</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Launder</strong></td>
</tr>
<tr>
<td>Play activity centers</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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# Cleaning, Sanitizing, and Disinfecting Frequency Table

Revised October, 2013

<table>
<thead>
<tr>
<th>Drinking Fountains</th>
<th>Clean, Disinfect</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer keyboards*</td>
<td>Clean, Sanitize</td>
<td>Use sanitizing wipes, do not use spray</td>
</tr>
<tr>
<td>Phone receivers</td>
<td>Clean</td>
<td></td>
</tr>
</tbody>
</table>

**Sleeping Areas**

| Bed sheets & pillow cases | Clean | Clean before use by another child |
| Crib, cradle, & mats | Clean | Clean before use by another child |
| Blankets | Clean |  |

*It is best practice to use alternatives to carpets in the childcare environment.

*Each Use* should be defined as use by each group of children, not each individual child. Keyboards connected to computers should be cleaned daily if one group is in the room all day, or after each different group of children uses the room. These guidelines do not apply to keyboards that are unplugged and used for dramatic play.

## Definitions

| Cleaning | Physically removing all dirt and contamination, oftentimes using soap and water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later. |
| Sanitizing | Reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations. Sanitizing can be achieved with an unscented, household grade solution of bleach and water. |
| Disinfecting | Destroying or inactivating most germs on any inanimate object, but not bacterial spores. Disinfecting can be achieved with an unscented, household grade solution of bleach and water. |
| Germs | Microscopic living things (such as bacteria, viruses, parasites and fungi) that causes disease. |

*Use the manufacturer instructions for bleach/water solution measurements.*

*Look for the EPA registration number on the product label, which will describe the product as a cleaner, sanitizer, or disinfectant. Use the least toxic product for the particular job and use according to manufacturer’s instructions.*

*Refer to Caring for Our Children (http://nrckids.org/CFOC3), Appendix J, for instructions on how to safely prepare bleach solutions when using a product that is not EPA-registered.*


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Description of evidence for criterion 9.C.06

Our internally developed cleaning schedules are based on requirements from the most recent NAEYC C&S Chart.
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

<table>
<thead>
<tr>
<th>Time &amp; Crew (Ms. Sherri)</th>
<th>Required Task</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Day</td>
<td>Make new bleach SANITIZING solution for kitchen</td>
<td>Daily: Arrival - 11:11:15</td>
<td>Use recipe posted on inside of kitchen cleaning cupboard &amp; test strips (if needed to verify)</td>
</tr>
<tr>
<td></td>
<td>Wash snack prep &amp; serving dishes in dishwasher</td>
<td>Teachers are responsible for scraping, rinsing and/or soaking if needed &amp; stacking neatly - leaving sinks, drains, and adjacent counter workspace clear; follow instructions for dishwasher (fill/on; monitor temp before 1st load; start; when done, drain; off)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare cart w/glasses, milk &amp; spoons for 2/3's</td>
<td>Use mobile cart &amp; tray for each class: Small glasses for 2's (12); Lg. Glasses for 3's (15); Fill one glass pitcher w/milk for each class; Spoons for each class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Handle dishes/silverware/glasses without touching surfaces that will touch child's mouth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Deliver milk &amp; to 2/3's classrooms; Prepare cart for 4/5's</td>
<td>Daily 11:15-11:30</td>
<td>Lg. Glasses (25) &amp; 2 glass pitchers for 4/5's; spoons;</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Assigned to another campus building</td>
<td>Daily: 11:30-12:00</td>
<td>(Across the street)</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Deliver milk &amp; utensils to 4/5's classrooms</td>
<td>Daily @ 12:15-12:30</td>
<td>CLEAN &amp; SANITIZE* tables before eating</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Clean-up classrooms after lunch</td>
<td>Daily: 2's @ 12:00</td>
<td>Sweep floor area around tables; CLEAN &amp; SANITIZE* table surfaces (use clean paper towel for each table top; may use classroom bleach bottles); Mop up any spills from floor in eating area;</td>
</tr>
</tbody>
</table>

Revised 9.30.15
# ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>3's @ 12:15</td>
<td>Classroom, child bathroom, &amp; kitchen receptacles: Empty, replace trashbags w/clean bag &amp; remove to designated outdoor trash –</td>
</tr>
<tr>
<td>4/5K: @ 1:10</td>
<td>Get glasses &amp; dishes &amp; return them to kitchen; teachers &amp; children clean up after themselves in 4/5K</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Wash glasses, pitchers, spoons in dishwasher Follow instructions for dishwasher cycle;</td>
</tr>
<tr>
<td>Daily 1:15-1:30</td>
<td>Prepare milk pitchers &amp; store for next day on designated refrigerator shelf Replace dried glasses on storage shelf</td>
</tr>
<tr>
<td></td>
<td>Sweep kitchen floor</td>
</tr>
<tr>
<td></td>
<td>Kitchen countertops, tabletop, refrigerator, milk dispenser, cabinet &amp; door handles</td>
</tr>
<tr>
<td></td>
<td><strong>CLEAN &amp; SANITIZE</strong>*, using bleach solution &amp; paper towels.</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Clean up spills, wipe down</td>
</tr>
<tr>
<td>Mid-day</td>
<td>Refrigerator MONTHLY Empty, defrost, <strong>CLEAN</strong></td>
</tr>
<tr>
<td>Evening</td>
<td>Sweep &amp; mop all tile floors Daily</td>
</tr>
<tr>
<td></td>
<td>Kitchen, hallways, bathrooms, classrooms, multi-purpose room</td>
</tr>
<tr>
<td></td>
<td><strong>DISINFECT</strong> BATHROOM FLOORS &amp; FLOOR BY DIAPERING AREA</td>
</tr>
</tbody>
</table>

Revised 9.30.15
## ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>Vacuum area rugs and carpeted spaces</td>
<td>Daily</td>
<td>Classrooms, office spaces, library, &amp; multi-purpose room</td>
</tr>
<tr>
<td>Evening</td>
<td>Shake outdoors area rugs too small to vacuum</td>
<td>Daily</td>
<td>If any, usually located in front of classroom sinks</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>DISINFECT</strong> * Counters, tabletops, Desks, computer keyboards, &amp; phone receivers*</td>
<td>Daily</td>
<td>Classrooms, office spaces; Use prepared bleach solution OR commercial disinfectants</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; SANITIZE</strong> * Desks, computer keyboards, &amp; phone receivers*</td>
<td>Daily</td>
<td>Offices &amp; library; Use prepared bleach solution OR commercial cleaner/sanitizer (may use wipes)</td>
</tr>
<tr>
<td>Evening</td>
<td>Remove trash to designated outdoor disposal area &amp; replace trash bags in all receptacles</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, office and library, kitchen, playground sidewalk; make sure replacement bags fit receptacles</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>DISINFECT</strong> * Diaper Pail*</td>
<td>Daily</td>
<td>Remove trash bag insert; disinfect pail; put in new trash bag; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean all glass entrance/exit doors in hallways &amp; classrooms</td>
<td>Daily/As needed &amp; Summer</td>
<td>Do not remove decals (they need to be in place for safety purposes)</td>
</tr>
</tbody>
</table>

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Evening</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em><em>CLEAN &amp; DISINFECT</em> All door &amp; cabinet handles</em>*</td>
<td>Daily</td>
<td>Classrooms, hallway, office spaces, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td></td>
<td><em><em>CLEAN &amp; DISINFECT</em> Drinking fountains</em>*</td>
<td>Daily</td>
<td>Hallway &amp; playground between Seashell/Sunflower classroom; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td></td>
<td><em><em>CLEAN &amp; DISINFECT</em> all sinks, faucets</em>*</td>
<td>Daily</td>
<td>Classrooms, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td></td>
<td><strong>CLEAN &amp; DISINFECT, &amp; refill soap dispensers</strong></td>
<td>Daily</td>
<td>Liquid soap only; kitchen, adult &amp; child bathrooms, classrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td></td>
<td><em><em>CLEAN, DISINFECT</em> &amp; refill towel &amp; toilet paper dispensers</em>*</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, kitchen; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td></td>
<td><em><em>CLEAN &amp; DISINFECT</em> Toilet bowls, seats, handles, other touchable surfaces</em>*</td>
<td>Daily</td>
<td>Child &amp; adult bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td></td>
<td><strong>Sweep exterior entrance areas &amp; rugs</strong></td>
<td>Daily</td>
<td>Classroom playground doors, Wentworth &amp; playground entrances</td>
</tr>
<tr>
<td></td>
<td><strong>Wash, rinse, &amp; DISINFECT Mops &amp; cleaning rags after use</strong></td>
<td>Daily</td>
<td>Store with mop end up in hallway mechanical closet; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td></td>
<td><strong>CLEAN &amp; refill Hallway hand sanitizer dispensers</strong></td>
<td>Weekly or as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Dust flat surfaces</strong></td>
<td>As needed</td>
<td>Classrooms, library, office spaces</td>
</tr>
</tbody>
</table>

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>Wipe down classroom cabinet surfaces</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Teacher office desks/keyboards</td>
<td>Daily</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean interior glass surfaces</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Classroom offices, main office, library; light wall in hallway</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Dust Window blinds</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Maintain/clean out laundry storage closet area</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Keep laundry room swept and neat. Store custodial supplies in organized manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Launder any cleaning items as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain/clean out hallway mechanical closet storage area</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Keep swept and clear of all materials except mops/buckets &amp; ladder. DHEC PROHIBITS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STORAGE OF MISCELLANEOUS AND/OR FLAMMABLE ITEMS or anything that could block access to electrical panels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean Hallway Cubbies</td>
<td>Monthly/as needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>(Parents are supposed to empty each Friday)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CLEAN &amp; DISINFECT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All classroom furniture &amp; shelves</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Remove materials from shelves, clean, and put back; Use prepared bleach solution OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>commercial disinfectant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean all interior &amp; exterior glass surfaces</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Including glass panels at wall/ceiling area &amp; glass block windows in multi-purpose room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cabinet doors</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Remove tape/adhesive residue; wash down</td>
<td></td>
</tr>
</tbody>
</table>

Revised 9.30.15
## ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Area</th>
<th>Schedule</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; multipurpose room area rugs</td>
<td>Quarterly: July, Fall Break, winter Break, Spring Break</td>
<td>Steam clean</td>
<td></td>
</tr>
<tr>
<td>Office &amp; library carpeting</td>
<td>Summer</td>
<td>Steam clean</td>
<td></td>
</tr>
<tr>
<td>All tile floors &amp; baseboards</td>
<td>Summer</td>
<td>Strip/wax</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Disinfectant/Disinfectant Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seashell Teacher</td>
<td>Before opening</td>
<td>Daily</td>
<td>Make up enough** DISINFECTANT** solution for the day for diapering area needs. (see posted directions)</td>
</tr>
<tr>
<td>Seashell staff</td>
<td>CLEAN &amp; DISINFECT Changing table</td>
<td>After each use</td>
<td>Use prepared bleach solution OR commercial cleaner/disinfectant</td>
</tr>
<tr>
<td>Seashell staff</td>
<td>CLEAN &amp; DISINFECT Potty Chairs (if we are using)</td>
<td>After each use</td>
<td>Use prepared bleach solution OR commercial cleaner/disinfectant</td>
</tr>
<tr>
<td>Seashell staff</td>
<td>Any toys that go in child's mouth</td>
<td>After each use</td>
<td>Put in collection basket and run all toys in basket through dishwasher at end of day</td>
</tr>
<tr>
<td>Teachers</td>
<td>Before opening</td>
<td>Daily</td>
<td>For all classroom areas (except diapering in Seashell Class) Make up enough new <strong>SANITIZING</strong> solution in spray bottle for the day (see posted directions)</td>
</tr>
</tbody>
</table>

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>CLEAN Rest mats</th>
<th>Weekly (Friday)</th>
<th>CLEAN - SANIZING IS RECOMMENDED BUT NOT REQUIRED, AS OUR MATS ARE NOT USED BY MULTIPLE CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>CLEAN &amp; SANITIZE Table &amp; counter surfaces</td>
<td>Before &amp; after each use</td>
<td>Use prepared bleach solution OR commercial cleaner/disinfectant</td>
</tr>
<tr>
<td>Teachers</td>
<td>Floors</td>
<td>As needed</td>
<td>Clean up spills/loose debris</td>
</tr>
<tr>
<td>Teachers</td>
<td>Bathrooms</td>
<td>As needed</td>
<td>Make sure trash is placed in receptacles and no standing water on floors</td>
</tr>
<tr>
<td>Teachers</td>
<td>Personal dishes</td>
<td>As needed</td>
<td>Clean up your own dishes</td>
</tr>
<tr>
<td>Teachers</td>
<td>Classroom cooking activities</td>
<td>As needed</td>
<td>Scrape, rinse and/or soak dishes for mid-day helper</td>
</tr>
<tr>
<td>Teachers</td>
<td>Center materials</td>
<td>Weekly</td>
<td>Clean</td>
</tr>
<tr>
<td>Teachers</td>
<td>Dress-up clothes &amp; art smocks</td>
<td>At least weekly</td>
<td>Launder</td>
</tr>
<tr>
<td>Teachers</td>
<td>Computer keyboards</td>
<td>After each use by child</td>
<td>N/A – we do not have children using keyboards except in dramatic play, which is also N/A;</td>
</tr>
<tr>
<td>Teachers</td>
<td>Dress-up hats</td>
<td>Daily</td>
<td>CLEAN/SPRAY with disinfectant; if head lice are present, either don’t use hats, or CLEAN/SPRAY after each use</td>
</tr>
</tbody>
</table>

| Emergenc y clean ups: | Any surface contaminated with body fluids (vomit, urine, stool, blood) e.g., toilet overflows, vomiting or | Immediately | CLEAN & DISINFECT WITH BBP PROPORTIONS BLEACH/WATER & USE UNIVERSAL PRECAUTIONS (i.e. gloves, mask, etc. as appropriate) |

Call 9550

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

soiling rugs or floor, etc.

***SEE BLEACH SOLUTIONS CHART FOR MIXING OF SANITIZING/DISINFECTING SOLUTIONS

Revised 9.30.15
Description of evidence for criterion 9.C.06

We review and revise annually and/or as needed with our Custodial Department and personnel. This chart is based on the most recent NAEYC Cleaning and Frequency Chart, that complies with CFOC3 standards.

9.C.08:
   a. Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.
   b. The program excludes baby walkers.

This criterion is one of our state licensing regulations and our compliance is observed at every announced or unannounced inspection. We don't use baby walkers.
CHAPTER EIGHT—PHYSICAL SITE

PHYSICAL SITE – INDOOR SPACE AND CONDITION

Indoor Space and Condition

**POLICY:** Knowledge of any significant health or safety risk, including but not limited to soil, water, or building contamination, is grounds for denial of an approval, license or registration to operate a child care facility. (04/01/2008)

114-507 A. (1) The director shall provide at least thirty-five (35) square feet of indoor play space per child, measured by Department staff from wall to wall. Department staff shall determine the total number of children to be cared for in each room by measuring and computing the rooms separately. Bathrooms, reception areas, isolation rooms, halls and space occupied by cupboards, shelves, furniture and equipment which are accessible to children for their use shall be allowable space. Kitchens, storage rooms, and storage cabinets used solely for or by staff shall be excluded. Halls, although included in total indoor space, shall not be used for activities or storage of furniture and equipment.

**POLICY:** All rooms shall be measured baseboard to baseboard, where the floor meets the wall. The measuring wheel may be used outside to measure the playground only. (1/31/06)

Ventilation

114-507 A. (2) Ventilation

(a) Child care areas, dining areas, kitchens, and bathrooms shall be ventilated by mechanical ventilation, such as fans or air conditioning, or at least one operable window.

(b) If freestanding fans are used, fans shall have a stable base, be equipped with protective guards and be placed in a safe location.

(c) Windows, including windows in doors, when utilized for ventilation purposes shall be securely screened to prevent the entrance of insects.

**POLICY:** All windows, doors, or other openings to the exterior of the facility shall be properly screened to prevent entry by insects or other unwanted animals. If windows are not available for ventilation, doors may be propped open only if properly screened. (8/25/08)

(d) Windows accessible to children under 5 years of age that are above ground level of the building shall be adjusted to limit the opening to less than 6 inches or protected with guards that do not block outdoor light.

Door and Window Glass

114-507 A. (3) Safety glass shall be used on clear glass windows and doors that are within thirty-two inches above floor level and that are accessible to children. Decals shall be applied
to all glass or sliding patio doors and placed at eye level of the children being cared for at the facility.

**POLICY:** “Safety glass” may include plastic coated or wire reinforced glazing material that is non-toxic and non-flammable. (11/1/06)

**Lighting**

114-507 A. (4) (a) Rooms, hallways, interior stairs, outside steps, outside doorways, porches, ramps, and fire escapes shall be lighted.

(b) At least twenty foot candles of light shall be required on all work surfaces in food preparation, equipment washing, utensil washing, hand-washing areas, and toilet rooms.

(c) Adequate, safe lighting for individual activities, for corridors, and for bathrooms shall be provided.

**POLICY:** Nap time lighting shall be sufficient to see each child clearly. (1/31/06)

**Environmental Hazards**

114-507 A. (5) (a) Safety barriers shall be placed around all heating and cooling sources, such as hot water pipes, fixed space heaters, wood- and coal-burning stoves, hot water heaters, and radiators, that are accessible to children to prevent accidents or injuries upon contact by the child.

**POLICY:** To protect children, safety barriers shall be a minimum of 4 feet in height and a minimum of 36 inches in distance from the source. (See Resource Manual for DHEC/Fire recommendation.) The barrier shall be made of non-combustible materials and may not include plants, trees or shrubs. (6/1/07)

(b) Knives, lighters, matches, projectile toys, tobacco products, microwave ovens, and other items that could be hazardous to children shall not be accessible to children.

(c) To prevent lead poisoning in children, child care centers shall meet applicable lead base paint requirements, as established by the South Carolina Department of Health and Environmental Control (DHEC), pursuant to South Carolina Code annotated Section 44-53-1310, et seq., and Regulation Number (61-85). (See Resource Manual Section 8 for Section 44-53-1310.)

**POLICY:** If DHEC determines that a licensed family child care home or a group child care home applicant needs a lead risk assessment, it must be completed and, if lead is found, the assessment must be cleared prior to the issuance of the license. (6/1/07)

NOTE: THE ABOVE REGULATION WHICH REFERS TO DHEC'S REGULATION #61-85. DHEC IS IN THE PROCESS OF REPEALING THAT REGULATION. PER A DHEC REPRESENTATIVE, THE REGULATION IS OUTDATED AND DHEC IS UNABLE TO USE IT IN CURRENT LEAD ACTIVITIES. ALSO, THE STATUTE FOR CHILDHOOD LEAD POISONING WAS REVISED DURING THE LAST LEGISLATIVE SESSION MAKING A REGULATION UNNECESSARY AT THIS TIME. MORE INFORMATION WILL BE MADE AVAILABLE DURING THE NEXT OPERATING MANUAL UPDATE.
(d) Floors, walls, ceilings, windows, doors and other surfaces shall be free from hazards such as peeling paint, broken or loose parts, loose or torn flooring or carpeting, pinch and crush points, sharp edges, splinters, exposed bolts and openings that could cause head or limb entrapment.

(e) The use of sinks, equipment, and utensil-washing sinks, or food preparation sinks for the cleaning of garbage and refuse containers, mops or similar wet floor cleaning tools, and for the disposal of mop water or similar liquid waters is prohibited.

(f) Children shall not be present in the area during construction or remodeling and not in the immediate area during cleaning or in such a manner as not to create a condition that might result in an accident or cause harm to the health and safety of the children.

(g) The following items shall be secured or inaccessible to children for whom they are not age appropriate:

**POLICY:** All pillows, quilts, comforters, sheepskins, stuffed toys, bumper pads, and other soft products shall be removed from the crib while the infant is sleeping. If a blanket is used, the infant shall be placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant’s chest. The infant’s head shall remain uncovered during sleep. (8/25/08)

(i) Items that may cause strangulation such as blind cords, plastic bags, necklaces, and drawstrings on clothing and string;

(ii) Items that may cause suffocation such as sand, beanbag chairs, pillows, soft bedding, and stuffed animals; and

**POLICY:** All pillows, quilts, comforters, sheepskins, stuffed toys, bumper pads, and other soft products shall be removed from the crib while the infant is sleeping. If a blanket is used, the infant shall be placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant’s chest. The infant’s head shall remain uncovered during sleep. (8/25/08)

(iii) Items that may cause choking such as materials smaller than 1 1/4 inch in diameter, items with removable parts smaller than 1 1/4 inch in diameter, Styrofoam objects and latex balloons.

**Water Supply**

114-507 A. (6) (a) The water supply shall meet applicable requirements for water quality and testing in accordance with DHEC.

(b) The center shall have hot and cold water under pressure. (Fifty PSI recommended) If an individual private well water supply is used, the director shall obtain approval pursuant to DHEC to ensure safe location, construction, and proper maintenance and operation of the system.

(c) Hot water shall be between 100 to 120 degrees Fahrenheit.

(d) Safe drinking water shall be available to children at all times and there shall be no use of common drinking cups.

(e) If a water fountain is available, it shall be of an angle-jet design, maintained in good repair and kept sanitary. There shall be no possibility of mouth or nose submersion.

**POLICY:** Drinking fountains shall have an angled jet and orifice guard above the rim of the fountain. The pressure shall be regulated so the water stream does not contact the orifice or
splash on the floor, but shall rise at least two (2) inches above the orifice guard so that children will not put their mouths on the fountain. (National Health & Safety Performance Standard, Second Edition) (5/1/06) Due to the likelihood of contamination, drinking fountains shall not be located on hand-washing sinks. (Addition to policy 8/25/08)

(f) Ice used for any purpose shall be made from water from an approved source. The ice shall be handled and stored in a sanitary manner.

**Temperature**

114-507 A. (7) (a) Temperature shall be maintained between 68 and 80 degrees Fahrenheit as appropriate to the season while children are present in the center.

**POLICY:** Regulatory Specialists will only cite a facility for being too hot or too cold if they have access to either of the following: (1) a thermometer or (2) a thermostat that is connected to the heating/air conditioning controls. (4/01/08)

(b) When outdoor temperature exceeds 90 degrees Fahrenheit, caution shall be used when children are involved in outdoor physical activities.

**POLICY:** In the event of cold weather, refer to the National Standard below. (3/6/07)

**POLICY:** When the inside temperature exceeds the regulatory limit due to a failure of the heating or air conditioning system and the problem cannot be corrected within four (4) hours, parents must be contacted to pick up their children. (amended 8/1/06)

**POLICY:** (NATIONAL STANDARD – National Health and Safety Performance Standards, Second Edition) A draft-free temperature of 65 degrees F to 75 degrees F shall be maintained at 30% to 50% relative humidity during the winter months. A draft-free temperature of 68 degrees F to 82 degrees F shall be maintained at 30% to 50% humidity during the summer months. All rooms that children use shall be heated, cooled, and ventilated to maintain the required temperatures, humidity, and air exchange and to avoid accumulation of odors and fumes. Air exchange shall be a minimum of 15 cubic feet per minute (or 7.5 liters/second) per person of outdoor air. (1/31/06)

**Sanitation**

114-507 A. (8) (a) Clean and sanitary conditions shall be maintained indoors and outdoors, including indoor and outdoor recreational equipment and furnishings.

(b) Measures to control insects, rodents, and other vermin shall be taken to prevent harborage, breeding, and infestation of the premises.

**POLICY:** In facilities where a rodent or insect infestation is observed, professional treatment must be provided by a licensed exterminator. Proof of professional service must be provided upon request. (1/11/06)

(c) All solid wastes shall be disposed of at sufficient frequencies and in such a manner not to create a rodent, insect, or vermin problem.

(d) Trash in diapering areas shall be kept in closed, hands-free operated, plastic lined receptacles in good repair.

**POLICY:** Hands-free trash receptacles shall be defined as foot pedal-operated. (5/1/06)
(e) Trash in kitchen areas shall be kept in closed, plastic lined receptacles.
(f) Trash in children’s restrooms, classrooms, and eating areas shall be kept in plastic lined receptacles.
(g) Trash receptacles outside the building, shall be watertight with firm fitting lids that prevent the penetration of insects and rodents.
(h) Trash disposal and sewage system construction and usage shall be in accordance with local standards and ordinances.
(i) The use of child care room, bathroom, or kitchen sinks for cleaning of trash receptacles or cleaning equipment is prohibited.

Doors

114-507 A. (9) (a) Protective gates shall be of the type that do not block emergency entrances and exits and that prevent finger pinching and head or limb entrapment.

Landings, Stairs and Handrails

114-507 A.(10) (a) Children shall not have access to a door that swings open to a descending stairwell or outside steps, unless there is a landing that is at least as wide as the doorway at the top of the stairs.
(b) Each ramp and each interior stairway and outside steps exceeding two steps shall be equipped with a secure handrail at the height appropriate for the sizes of the children at the center.

**POLICY:** Handrails must be thirty-six inches high and located on both sides of risers unless otherwise protected by walls or other barriers. (11/1/06)

(c) Stairs shall have a non-skid surface.
(d) Each porch and deck that has over an 18-inch drop shall have a well-secured railing.

**POLICY:** Handrails must be thirty-six inches high and located on both sides of risers unless otherwise protected by walls or other barriers. (11/1/06)

(e) Interior stairs that are not enclosed shall have a barrier to prevent falls.

Electrical Sources

114-507 A.(11) (a) The center shall be connected with an electrical source.
(b) Electrical outlets and fixtures shall be connected to the electrical source in a manner that meets local electrical codes, as certified by an electrical code inspector. – NFPA 70 and 99 Compliance.
(c) Electrical outlets shall be securely covered with childproof covers or safety plugs when not in use in all areas accessible to children.
(d) No electrical device accessible to children shall be located so that it could be plugged into the outlet while in contact with a water source, such as sinks, tubs, shower areas, or swimming/wading pools, unless ground fault devices are utilized.
Bathrooms

114-507 A. (12) (a) There shall be at least one flush toilet for every 20 children over two years of age. Staff shall be included when determining availability of toilets if there are no staff rest rooms.

(b) If seat adapters are used for toilet training, they shall be cleaned and sanitized after each use.

c) Toilet training equipment shall be provided to children who are being toilet trained.

d) There shall be at least one sink with hot and cold running water under pressure for every 20 children over two years of age. Sinks shall be located in or near each toilet area.

(e) Toilets and sinks shall be at heights accessible to the children using them or shall be equipped with safe and sturdy platforms or steps.

(f) Privacy shall be provided for toilets used by preschool and school age children.

POLICY: If the bathroom is outside of the classroom, all children must be escorted to the bathroom. For children ages 5 and up, once it is verified that no one is in the bathroom, a caregiver is not required to be in the bathroom with the child. (1/31/06)

POLICY: Privacy for preschool children is defined as an enclosed bathroom. Privacy for school-age children is defined as an enclosed toilet. (8/1/06)

(g) Floor and wall surfaces in the toilet area shall have smooth, washable surfaces. Carpeting is not permitted in the toilet area.

(h) Toilets, toilet seat adapters, sinks and restrooms shall be cleaned at least daily and shall be in good repair.

(i) Liquid or granular soap and disposable towels shall be provided at each sink.

POLICY: Bar soap is not allowed. (1/31/06)

(j) Children shall not be left unattended in a bathtub or shower.

(k) Easily cleanable receptacles shall be provided for waste material. Toilet rooms used by women shall be provided with at least one covered waste receptacle.

(l) Bathroom facilities shall be completely enclosed.

Outdoor Space

114-507 B. (1) The director shall provide at least seventy-five (75) square feet of outdoor play space per child. Where outdoor space is insufficient at the center, the director and/or staff may take the children outdoors in shifts or utilize parks or other outdoor play areas which meet safety requirements and which are easily accessible.

POLICY: If a facility only operates between 6:00 p.m. and 6:00 a.m., outdoor play is not required. For a facility offering night care (i.e., 6:00 p.m. until 8:00 a.m.) and allowing children outside for play, adequate lighting must be provided so that children are clearly visible at all times. (11/1/06)
114-507 B. (2) The outdoor space shall be free from hazards and litter.
114-507 B. (3) Outdoor walkways shall be free from debris, leaves, ice, snow, and obstruction.
114-507 B. (4) Children shall be restricted from unsafe areas and conditions such as traffic, parking areas, ditches, and steep slopes by a fence or natural barrier that is at least four feet high.

(Note: See Resource Manual Section 6 for Handbook for Public Playground Safety Published by the U.S. Consumer Product Safety Commission.)

Furniture, Toys and Recreational Requirements

114-507 C. Furniture, toys, and recreational equipment shall:
   (1) Be clean and free from hazards such as broken or loose parts, rust or peeling paint, pinch or crush points, unstable bases, sharp edges, exposed bolts, and openings that could cause head or limb entrapment;

**POLICY:** Broken toys are to be discarded. (8/1/06)

   (2) Meet the standards of the US Consumer Products Safety Commission (CPSC), if applicable. Recalled products listed by the CPSC shall not be accessible to children;
   (3) Be developmentally and size appropriate, accommodating the maximum number of children involved in an activity at any one time;
   (4) The sides of playpens shall remain latched as long as a child is using the playpen. If playpens are used they shall have waterproof, washable, comfortable pads;
   (5) All arts and crafts and play materials shall be nontoxic;
   (6) Outdoor recreational equipment shall be made of durable, non-rusting, non-poisonous materials, and shall be sturdy;
   (7) Stationary outdoor equipment shall be firmly anchored and shall not be placed on a concrete or asphalt surface. Cushioning material such as mats, wood chips or sand shall be used under climbers, slides, swings, and large pieces of equipment;
   (8) Swings shall be located to minimize accidents and shall have soft and flexible seats;
   (9) Cushioning material shall extend at least six (6) feet beyond the equipment and swings;

**POLICY:** Cushioning material shall be a minimum of six inches deep. (1/31/06)

**POLICY:** Pea gravel is acceptable as a cushioning material under playground equipment. Fine gravel and medium gravel are both acceptable as long as the stones are rounded, as found in river washed or tumbled stone. Both types of gravel must have an uncompressed depth of 12 inches if used under equipment 6 to 10 feet high. At lower than 6 feet, an uncompressed depth of 6 inches is sufficient. Gravel may not be used to cover asphalt or concrete. (Revised policy 8/25/08)

**POLICY: (National Standard – (National Health and Safety Performance Standards, Second Edition))** All pieces of playground equipment shall be surrounded by a shock-absorbing surface. This material may be either the unitary or the loose-fill type, as defined by the guidelines of the U.S. Consumer Product Safety Commission (CPSC) and the standard of the American Society for Testing and Materials (ASTM), extending at least 6 feet beyond the perimeter of the stationary equipment. These shock-absorbing surfaces must conform to the standard stating that the impact of falling from the height of the structure will be less than or equal to peak deceleration 200G and a Head Injury Criterion (HIC) of 1000. Organic materials
that support colonization of molds and bacteria shall not be used. This standard applies whether the equipment is installed outdoors or indoors. (1/31/06)

**POLICY:** Six feet beyond the equipment and swings is defined as six feet beyond the fall zone. See Resource Manual Section 8, Handbook for Playground Safety, for diagram of zone for single-axis swings and multi-axis swings. (8/1/06)

**POLICY AMENDMENT:** The benchmark for defining the fall zone should be a 6’ perimeter. However, other factors should be taken into consideration (i.e., fence, next to a building, compliance history, supervision issues). Grandfathering and allowing reasonable timeframes for compliance may be considered. (11/1/06)

(NOTE: SEE RESOURCE MANUAL SECTION 8 FOR ADDITIONAL INFORMATION ON DEPTH REQUIREMENTS FOR MATERIALS USED UNDER PLAY EQUIPMENT.)

114-507 C. (10) Slides shall have secure guards along both sides of the ladder and placed in a shaded area;
(11) Outdoor metal equipment shall be located in shaded areas or otherwise protected from the sun;
(12) Outdoor equipment shall be arranged so that children can be seen at all times;
(13) The height of play equipment shall be developmentally and size appropriate;
(14) Sand in a sand box shall be securely covered when not in use and, if outdoors constructed to provide for drainage;
(15) Indoor recreational equipment and furnishings shall be cleaned and disinfected when they are soiled or at least once weekly and shall be of safe construction and free of sharp edges and loose or rusty points. Indoor recreational equipment and furnishings shall be clean and shall be of safe construction and free of sharp edges and loose or rusty points; and
(16) A properly fitting bicycle helmet that is approved by American National Standards Institute, Snell Memorial Foundation, or American Society for Testing and Materials, shall be worn by each child when riding a bicycle, skateboard, roller blades, or skates. Helmets are optional for use with tricycles.

**POLICY:** Protective helmets must be worn by all children skating outdoors. Children who are in care at indoor skating facilities are not required to wear helmets. (revised 4/01/08)

**Rest Equipment**


**POLICY:** Cribs purchased from a manufacturer or retail outlet with acrylic end panels which meet or exceed all ASTM, JPMA and CPSC standards may be used, as approved by the State Fire Marshal’s Office. (6/1/07)

(2) Individual, clean, developmentally appropriate cribs, cots, or mats shall be provided for each infant, toddler and preschool child, labeled with the child’s name and used only by that child.

**POLICY:** Bedding (sheets, pillows, blankets, sleeping bags) shall be of a type that can be washed. Each child’s bedding shall be kept separate from other children’s bedding, on the bed or stored in individually labeled bins, cubbies, or bags. (8/25/08)
**POLICY:** Play pens, portable cribs, and play yards are acceptable for napping as long as they meet the requirements of the US Consumer Products Safety Commission (CPSC). (11/1/06)

(3) Cribs, cots, and mats shall be made of easily cleanable material.

**POLICY:** Crib mattresses shall be firm and have a nonporous, easy-to-wipe surface. They must be manufactured for sale in the United States as infant sleeping equipment, and they must be fitted in the crib so that no more than two fingers can fit between the mattress and the crib side in the lowest position. (8/25/08)

(4) Placement of sleeping and napping equipment shall allow ready access to each child by staff.

**POLICY:** Bunk beds of all types are prohibited due to placement preventing ready access in all circumstances. (11/1/06)

(5) Individual, clean, appropriate coverings shall be provided.

**POLICY:** Bedding (sheets, pillows, blankets, sleeping bags) shall be of a type that can be washed. Each child’s bedding shall be kept separate from other children’s bedding, on the bed or stored in individually labeled bins, cubbies, or bags. (8/25/08)

(6) Cots and mats shall be stored so that the surface on which a child lies does not touch the floor.

**POLICY:** Cots should not be stored in a bathroom unless they are stored a minimum of 10 feet from the toilet or unless they are in an enclosed storage area. (8/21/07)

(SEE RESOURCE MANUAL SECTION 8 FOR CPSC INFORMATION ON CRIB SAFETY.)

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**Environmental Hazards**

114-507 E. (1) Poisons or harmful agents

(a) Poisons or harmful agents shall be kept locked, stored in the original containers, labeled and inaccessible to children.

(b) Poisons or harmful agents shall be purchased in childproof containers, if available.

(c) Play materials, including arts and crafts, shall be non-poisonous.

(d) Poisonous plants are not permitted.

(SEE RESOURCE SECTION 8 FOR ADDITIONAL INFORMATION ON POISONOUS PLANTS AND SAFE PLANTS.)

(e) Pesticides shall be of a type applied by a licensed exterminator in a manner approved by the United States Environmental Protection Agency. Pesticides shall be used in strict compliance with label instructions and should not be used while children are present. Pesticide containers shall be prominently and distinctly marked or labeled for easy identification of contents and stored in a secure site accessible only to authorized staff.
POLICY: In facilities where a rodent or insect infestation is observed, professional treatment must be provided by a licensed exterminator. Proof of professional service must be provided upon request. (1/11/06)

114-507 E. (2) Water hazards
(a) Swimming pools located at the center or used by the center shall conform to the regulations of DHEC for construction, use, and maintenance.
(b) Swimming pools, stationary wading pools and other water sources such as ditches, streams, ponds, and lakes shall be made inaccessible to children by a secure fence that is at least 4 feet high; exits and entrances shall have self-closing, positive latching gates with locking devices.
(c) Children shall not be permitted in hot tubs, spas, or saunas.
(d) Children shall not be permitted to play in areas where there are swimming pools or other water sources without constant supervision.

114-507 E. (3) Firearms, weapons, and ammunition are not permitted in the center or on the premises without the express permission of the authorities in charge of the premises or property. This does not apply to a guard, law enforcement officer, or member of the armed forces, or student of military science.

Policy: Guns and other weapons may not be brought into a child care facility even when the person with the weapon has a permit to carry a weapon. (7/30/09) (Refer to South Carolina Code of Laws Section 23-31-215. Issuance of permits.)

114-507 E. (4) Animals: The following requirements apply in regard to animals:
(a) Healthy animals which present no apparent threat to the health and safety of the children shall be permitted, provided they are cleaned, properly housed, fed and cared for and have had required vaccinations, as appropriate. Live animals shall be excluded from areas where food for human consumption is stored, prepared or served.

POLICY: Regarding animals in classrooms, DHEC states that animals are allowed as long as they are housed properly. Children should always wash their hands thoroughly after contact with animals. (1/31/06)

POLICY: Dogs, cat and ferrets must have rabies vaccinations. (8/1/06)
(b) Animals shall not be permitted if a child in the room or area is allergic to the specific type of animal.
(c) Animal litter and waste shall not be accessible to children.
(d) Reptiles and rodents shall not be accessible to children without adult supervision.

POLICY: Green slider turtles are not allowed in facilities because they carry salmonella. (8/1/06)

POLICY: Reptiles may not be handled by children. Staff who handle and prepare food shall not handle reptiles due to the salmonella threat. (1/31/06)
Description of evidence for criterion 9.C.08

Our DSS child care regulations cover all physical facility requirements and are consistent with NAEYC standards.
Report

Child Care - Educational
South Carolina DSS
Child Care Licensing
2634 Two Notch Road, Suite 217
Columbia, SC 29204
Phone: 803-988-9020
Fax: 803-988-9029
Email: http://childcare.sc.gov/main/general/programs/lfs.aspx

Activity Date: 3/27/2014 12:10:00
Activity Number: I-robe-14-0074
Activity Cause: Periodic
Inspector Name: Jeff Roberts
Inspector Phone: 8433231338

Occupancy Type: Educational
Property Use: Child Care - Educational
Total Violation: 0
Corrected Violation: 0
Hours: 1.28

YOU ARE HEREBY NOTIFIED that this is an official Fire and Life Safety REPORT of the SCDSS Child Care Regulatory Services, in accordance with SC 23:9:30, stating the defects found to exist in the herein referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days, unless other wise stated below, to complete the specified repairs or improvements. If corrections are not completed within the time set above, both this REPORT and a SUPPLEMENTAL REPORT detailing the failure to comply with the Fire codes will be provided to the licensing department which requested this inspection.

You are further notified that the owner, agent, or party in control of said building or structure may request "Administrative Reconsideration" for findings of this REPORT within fourteen (14) days of receipt, by writing to the SCDSS CCL Director at the address above and stating the specified ground for reconsideration.

Director:
Name: Candace Jeruzewicz

Violations Corrected:
Are all Fire violations corrected?: No violations noted at time of the inspection.
Are all Health violations corrected?: No violations noted at the time of inspection

Hours of operation approved for:
Facility is approved for: Less than 24 hour care.

Records and Reports

1. Is written "Fire Evacuation Plan" available in accordance with the International Fire Code? [Yes]
2. Is "Fire Safety Plan" posted to include Site and Floor Plan? [Yes]
3. Is the "Fire Evacuation Plan" and "Fire Safety Plan" maintained and reviewed annually? [Yes]
4. Are employees trained in the contents of the Fire Evacuation and Safety Plan and documented at least annually? [Yes]
5. Are monthly fire drills conducted in accordance with the International Fire Code? [Yes]
6. Are fire drills documented in accordance with the International Fire Code? [Yes]
7. Is Fire Alarm Inspected, Tested, Maintained and Documented at least once a year by a SC Licensed person? [Yes]
8. Are deficiencies noted on Fire Alarm Inspection report/s corrected? [Yes]
9. 14, Are Fire extinguishers (and hood suppression) inspected monthly (by employee) and documented on tag? [Yes]
10. Are Fire Extinguishers serviced and maintained Annually by a SC licensed Company? [Yes]
11. Is the emergency power for lights and exit signs tested and documented monthly and annually? [Yes]
12. Is address number properly posted for facility in accordance with the International Fire Code? [Yes]
13. Is Fire Department Access to building maintained? [Yes]
14. If a Lockdown policy is provided for the facility, does it meet the code requirements and has it been approved by the Fire Official I.e. (Local Fire Marshal, State Fire Marshal or DSS Fire Marshal)? [Yes]

Page 1 of 4
Party:
N.E. Miles ECDC
(9534)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

Safety
1. Does the facility provide adequate lighting for activities in the corridors and bathrooms?
   Yes

2. Is the facility free from hazards in the floors, walls, ceilings, windows and doors and other surfaces?
   Yes

3. Does the facility have safety glass in the doors and windows that are within 32 inches of the floor where accessible to children?
   Yes

4. Are decals applied to glass doors and sliding glass doors at eye level of children?
   Yes

5. Is all furniture, toys and recreational equipment free from hazards?
   Yes

6. Is all outdoor recreational equipment made of durable, non-rusting, non-poisonous material and are sturdy?
   Yes

Housekeeping and Electrical
1. Is storage in the facility orderly, compact, accessible and away from ignition sources?
   Yes

2. Is storage kept clear from mechanical and electrical rooms?
   Yes

5. Are decorative items and curtains flame resistant or treated and maintained flame resistant?
   Yes

6. Does the facility prohibit the use of portable unvented heaters?
   Yes

9. Are electrical boxes, receptacles, panels, etc. properly covered?
   Yes

10. Are electrical panels properly labeled?
    Yes

13. Is minimum of 30 inches clearance maintained in front of electric panels?
    Yes

14. Are portable electric heaters used in accordance with the Fire Code and DSS regulation?
    Yes

15. Are Electrical Rooms properly identified?
    Yes
Health

1. Does the facility's diaper changing station meet the recommendations of the Center for Disease Control and Prevention? Yes
2. Does diaper changing occur only at the diapering area in the bathroom? Yes
3. Does the facility maintain a closed, sealed, and labeled hands-free plastic-lined receptacle within reach of the diaper changing area to place solid disposable diapers and wipes separate from other trash? Yes
4. Are the facility's outdoor spaces free from hazards and litter? Yes
5. Does the facility restrict children from all unsuitable areas by a fence or barriers of at least 4 ft in height? Yes
6. Does the facility have measures in place to control insects, rodents, and other vermin to prevent harboring, breeding, and infestation on the premises? Yes
7. Does the facility meet applicable lead base requirements? Yes
8. Does the facility store all poisons and harmful agents in their original labeled containers in a locked and inaccessible area to children? Yes
9. Does the facility maintain clean and sanitary conditions indoors and outdoors, including recreational equipment and furnishings? Yes
10. Does the facility provide at least 1 flushing toilet for every 20 children over 2 years of age, including staff when there is no designated staff restroom? Yes
11. Does the facility provide toilet training equipment for children being toilet trained? Yes
12. Is the facility's bathroom completely enclosed? Yes
13. Does the facility clean toilets, toilet seat adapters, and sinks daily? Yes
14. Does the facility provide liquid or granular soap and disposable towels at each sink? Yes
15. Does the facility provide a smooth and washable floor and wall surfaces in the toilet area? Yes
16. Does the facility meet the water supply requirements for quality and tested in accordance with DHCC? Yes
17. Does the facility have a water fountain available with an angle jet design, maintained in good working order, sanitary with the possibility of mouth or nose submersion? Yes
18. Does the facility dispose of all solid waste at a sufficient frequency to avoid a rodent, insect, or vermin problem? Yes
19. Does the facility prohibit the use of common drinking cups? Yes
20. Does the facility staff thoroughly wash their hands and exposed arms with soap and warm water in an approve sink before starting work, during work as often as need to keep them clean? Yes
21. Are fingernails trimmed? Yes
22. Does the facility have accurate thermometers placed in conspicuous locations? Yes
23. Does the facility clean all surfaces to be free of the accumulation of dust, dirt, and other debris? Yes
24. Is bathroom ventilation provided and working properly? Yes

Means of Egress

2. Is exit access maintained clear from obstructions? Yes
4. Are all doors in the means of egress provided with single action direct acting hardware? Yes
5. Are all doors in the means of egress provided with manual flush or surface bolts? Yes
6. Are all doors in the means of egress provided with deadbolts? Yes
8. Are fence gates unlocked when used as part of a means of egress? Yes
9. Are wedges or manual hold open devices removed from rated doors? Yes
10. Are EXIT and EXIT directional signs illuminated? Yes
11. Are emergency lights or emergency power for EXIT signs operable? Yes
12. Does the "access control system" provided on any required exit door meet current code requirements? Yes
Evidence for criterion 9.C.08

Party:
N.E. Miles ECDC
(9534)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

Occupancy Type: Educational
Property Use: Child Care - Educational
Total Violation: 0
Corrected Violation: 0
Hours: 1.28

Existing SCRR Child Care

3. Are smoke detectors tied to Fire Alarm provided for each room occupied by children except RR? (after 6/25/99 opening date or alarm replacement)
   Yes

4. Are special protective covers for electrical receptacles in rooms occupied by clients?
   Yes

Violation

No New Violation

Pre-existing Violation

No Pre-existing Outstanding Violation

Comments:
This Day Care does no cooking meals.
Description of evidence for criterion 9.C.08

Our licensing is a biennial process. This is the most recent inspection report conducted by the Fire Inspector, noting no deficiencies. We don't use baby walkers.

9.C.10:

a. Fully equipped first-aid kits are readily available and maintained for each group of children.
b. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.

There is a first aid kit in each classroom and on the playground, with additional supplies in the office. Each teacher keeps a field trip bag ready with an additional kit. The classrooms are located immediately adjacent to the playground, and readily accessible. This is a DSS regulation.

In addition to each classroom kit and portable field trip kit, extra kits and supplies are stored in the office.
Teachers have a field trip bag for each classroom that includes a first aid kit, emergency information for each child, and any emergency medications (such as an Epipen).
## FIRST AID KITS CHECKLIST

### OFFICE/MASTER FIRST AID KIT CHECKLIST

<table>
<thead>
<tr>
<th>REQUIRED AMOUNT</th>
<th>ITEM</th>
<th>AMOUNT IN STOCK</th>
<th>AMOUNT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Large/Extra Large Bandages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Standard Bandages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Junior Bandages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Knee/Elbow Bandages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Knuckle/Finger Bandages</td>
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</tr>
<tr>
<td>20</td>
<td>Eye Occlusor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Box</td>
<td>Alcohol Pads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Box</td>
<td>Safety Pads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Box</td>
<td>Sting Pads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2 x 2 in. Gauze Pads</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>3 x 3 in. Gauze Pads</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>4 x 4 in. Gauze Pads</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Gauze Roll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Box</td>
<td>Application Swabs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Hypoallergenic First Aid Tape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Anti-itch Ointments</td>
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<tr>
<td>2</td>
<td>Antibiotic Ointments</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Antiseptic Hand Gels</td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Antiseptic Wipes</td>
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<td></td>
</tr>
<tr>
<td>1 Box</td>
<td>After-bite Towelettes</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Instant Cold Pack</td>
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</tr>
<tr>
<td>1</td>
<td>4 oz. Bottle Eye Wash</td>
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<td></td>
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<tr>
<td>1</td>
<td>Burn Gel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Thermometer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Scissors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Kid-friendly Tweezers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Unscented Soap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ear Syringe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Bottle</td>
<td>Peroxide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Epipens**
<table>
<thead>
<tr>
<th>REQUIRED AMOUNT</th>
<th>ITEM</th>
<th>AMOUNT IN STOCK</th>
<th>AMOUNT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pack</td>
<td>Survival Wrap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cold Pack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2 x 2 in. Gauze Pads</td>
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<tr>
<td>3</td>
<td>3 x 3 in. Gauze Pads</td>
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<tr>
<td>1 Box</td>
<td>Knee/Elbow Bandages</td>
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<td>1 Box</td>
<td>Knuckle/Finger Bandages</td>
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<tr>
<td>1 Box</td>
<td>Standard Bandages</td>
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<tr>
<td>1 Box</td>
<td>Junior Bandages</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Elastic Bandage</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Sting Pad</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Antibiotic Ointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 pack</td>
<td>Antiseptic Wipes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Burn Gel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description of evidence for criterion 9.C.10
This is the checklist of items for each first aid kit.
CHAPTER SIX—HEALTH, SANITATION AND SAFETY

Child Health

114-505 A. (1) There shall be a statement from a parent/guardian attesting to the health status of the child within 30 days prior to admission and utilizing the appropriate DSS Form.

POLICY: The health status referred to in this regulation is a history of the child’s health for the last 30 days before enrolling in the facility and must be completed at the time of admission on DSS Form 2900. (1/31/06)

(2) Children shall be excluded from child care when they exhibit the conditions listed in the South Carolina Department of Health and Environmental Control Exclusion Policy, State Law 1976, Code Section 44-1-110, 44-1-140, and 44-29-10. (SEE SCHOOL EXCLUSION LIST IN RESOURCE MANUAL SECTION 4.) (SEE CODE SECTIONS 44-1-110, 44-1-140, AND 44-29-10 IN RESOURCE MANUAL SECTION 6.)

(3) During hours of operation there shall be no smoking or consumption of alcoholic beverages in the areas used by children or in the food preparation or storage areas. Smoking shall be permitted only in designated areas, a safe distance from the center. Consumption of alcoholic beverages or use of other non-prescription narcotic or illegal substances is prohibited on the center premises. People who appear to be under the influence of alcohol or other drugs shall not be in the center when children are present.

(SEE RESOURCE MANUAL SECTION 6 FOR TITLE 44, CHAPTER 95, CLEAN INDOOR AIR ACT WITH REGARD TO PLACES WHERE SMOKING IS PROHIBITED.)

POLICY: If a parent/guardian or other person appears to be under the influence of alcohol or drugs and intends to leave the facility with a child, the director of the facility has the responsibility of deciding how best to handle the situation. If the director contacts Child Care Licensing and Regulatory Services for assistance, staff shall advise the director that only a court of law or an officer of the court has the right to deny access by a parent to their own child. (1/31/06)

Sanitation

114-505 B. (1) Staff shall ensure that children’s faces and hands are clean.
114-505 B. (2) Furniture, toys, and equipment that come into contact with children’s mouths shall be washed, rinsed, and sanitized daily and more often if necessary.

POLICY: This regulation includes stuffed animals. (1/31/06)

POLICY: After several washings, stuffed animals should be discarded to prevent unraveling that could present a choking hazard. (8/1/06)

POLICY: Furniture, toys, and equipment can be sanitized by using a sanitizing solution spray, dishwasher, washing machine, or the manual dishwashing method. If sanitizing solution is sprayed, it must be allowed to dry. Disinfectant wipes do not sanitize and cannot be used. (11/1/06)

114-505 B. (3) Furniture, toys and equipment soiled by secretion or excretion shall be sanitized before reuse.
114-505 B. (4) Linens and blankets as well as cribs, cots, and mats shall be cleaned at least weekly.
114-505 B. (5) If playpens are used, they shall have waterproof, washable, comfortable pads.
114-505 B. (6) If children brush their teeth at the center, each child shall have a separate, labeled toothbrush, stored with bristles exposed to circulating air, and not in contact with another toothbrush.

**POLICY:** Toothbrush covers are permitted if they allow for air circulation. (5/1/06)

**POLICY:** Toothbrush covers, if used, should be cleaned with bleach solution to prevent mold. (8/1/06)

### Emergency Medical Plan

114-505 C. (1) The center shall have an emergency medical plan to address the following:
   (a) Medical conditions under which emergency care and treatment is warranted;
   (b) Steps to be followed in a medical emergency;
   (c) The hospital or source of health care to be used;
   (d) The method of transportation to be used; and
   (e) An emergency staffing plan.

**POLICY:** The Emergency Medical Plan must be in writing, and the Regulatory Specialist will review the plan at initial licensure/registration and at each renewal or as needed. (1/31/06)

114-505 C. (2) Emergency information for the child shall be taken with the child to the hospital or emergency location.

114-505 C. (3) A staff person shall remain with the child at the hospital or emergency location until the parent arrives.

### Medications or Medical Procedures

114-505 D. (1) Written, signed and dated parental consent is required prior to the administration of any prescription or over the counter medication or administration of special medical procedures:
   (a) All medications shall be used only for the child for whom the medication is labeled;
   (b) Medications shall not be given in excess of the recommended dose; and
   (c) Prescribed special medical procedures ordered for a specific child shall be written, signed, and dated by a physician or other legally authorized healthcare provider.

114-505 D. (2) Storage of medications:
   (a) All medications shall be kept in their original labeled containers and have child protective caps. The child’s first and last name shall be on all medications;
   (b) All medications shall be stored in a separate locked container under proper conditions of sanitation, temperature, light, and moisture; and

**POLICY:** If an emergency medication is needed, such as an EpiPen or inhaler, it should be stored in a First Aid Kit that is readily accessible in the event of an emergency. Staff should be trained in the recognition of symptoms in children in the use of the emergency
medication. Parents should complete and maintain on file at the facility an Emergency Consent Form that identifies and gives consent for the use of any special medication prescribed for the child, as well as consent for the use of Neosporin or any other over the counter antibacterial medication listed in the contents of the facility’s first aid kits. (11/1/06 amended 7/30/09)

**POLICY:** Medications intended for adult use must be stored separately from medications prescribed for children. The storage area must also be in a location inaccessible to children. Due to the privacy concerns and rights of the staff described by HIPPA regulations, caregivers and other staff may provide their own locked containers which may be stored in locations inaccessible to children. (1/29/09)

(c) Discontinued and expired medications shall not be used and shall be returned to the parent or disposed of in a safe manner.

**POLICY:** Diaper ointments, Neosporin, and other common over-the-counter products are considered to be medicines and are to be used and stored according to regulations. (8/1/06)

114-505 D. (3) Medication log:

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

**POLICY:** With the exception of training, all logs required by these regulations must be maintained on file at the facility for a minimum of one year. (1/31/06)

114-505 D. (4) Medication errors:

(a) Medication errors, e.g. failure to administer a medication at the prescribed time, administering an incorrect dosage of medication or administering the wrong medication; shall be recorded in the child’s record; and

(b) The parent shall be immediately notified and notified in writing of a medication error or a suspected adverse reaction to a medication.

**First Aid Kit**

114-505 E. (1) A first aid kit shall be available for the treatment of minor cuts and abrasions and shall be stored in a location inaccessible to children.

**POLICY:** First aid kits shall be restocked after use, and an inventory shall be conducted at least monthly. (5/1/06) (See Resource Manual Section 6 for example of suggested contents of a first aid kit.)

**POLICY:** Rubber gloves are to be included in the First Aid Kit. Antibiotic ointment should be used with care as some children may be allergic. (8/1/06)

**Diapering**

114-505 F. (1) Each room in which children who wear diapers are cared for shall have its own diaper-changing area adjacent to the hand-washing sink.
POLICY: “Adjacent” is defined as “close to” and does not include across the room or on the other side of a door. The caregiver can turn around to wash their hands provided that the proper diaper changing procedures are followed. (11/1/06)

114-505 F. (2) Facilities caring for infants shall provide a diaper changing area located within clear view.

POLICY: “The diaper changing area” is defined as the surface used for diapering, the hand-washing sink, and the “hands-free” operated trash can. (11/1/06)

POLICY: If the diaper changing area is not in “clear view” upon entering the classroom, mirrors may be used to provide a “clear view” of the entire diaper changing area. However, a mirror may never be used to provide “clear view” into a bathroom. (11/1/06)

114-505 F. (3) Diaper changing procedures shall be consistent with those recommended by the Center for Disease Control and Prevention.

POLICY: Children’s hands shall be washed in the lavatory after each individual diaper change. In the case of infants, hands may be cleaned with single-use, pre-moistened towelettes. (1/3/06)

114-505 F. (4) Diapering surfaces shall be sanitizable.
114-505 F. (5) Diapering surfaces shall be clean, seamless, waterproof and sanitary.
114-505 F. (6) Diapering surfaces shall be cleaned and sanitized after each use by washing to remove visible soil followed by wiping with an approved sanitizing solution (e.g. 1 tablespoon of chlorine bleach per 1 quart of water) and/or disposable, non-absorbent paper sheets approved for this purpose and shall be discarded immediately after each diapering.

SEE RESOURCE MANUAL SECTION 6 FOR APPROVED SANITIZERS FOR DIAPER CHANGING TABLES. (National Health and Safety Performance Standards, Second Edition)

POLICY: Only bleach/water solution may be used on the diaper changing table. Allow to dry for ten (10) seconds and then it may be wiped with a clean paper towel or clean dry cloth. After one week, old bleach/water solution should be discarded and a new bleach/water solution made for use. (8/1/06)

114-505 F. (7) Blood contaminated materials and diapers shall be discarded in a plastic bag with a secure tie. Surfaces contaminated with blood or blood-containing body fluids shall be cleaned with a solution of chlorine bleach and water.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/06)

114-505 F. (8) Diapering shall occur only at a diapering changing area or in a bathroom.

POLICY: Diaper changing areas cannot be located in bathrooms. (11/1/06)

POLICY: Pull-ups may be changed in restrooms, but all other diapers must be changed in a diaper changing area. (11/1/06)

114-505 F. (9) Diaper changing areas shall not be used for any purpose other than for diapering.
114-505 F. (10) Individual disposable wipes shall be used at each diaper change and shall be placed in a plastic-lined, covered container and disposed of properly, and kept out the reach of children.

114-505 F. (11) Each waste and diaper container shall be labeled and clean and free of build-up of soil and odor. Wastewater from such cleaning operations shall be disposed of as sewage.

114-505 F. (12) Soiled disposable diapers and disposable wipes shall be kept in a closed, labeled hands-free operated, plastic lined receptacle within reach of diaper changing area separate from other trash. Soiled non-disposable items shall be kept in a sealed plastic bag after feces shall be disposed of through the sewage.

114-505 F. (13) Disposable non-absorbent paper sheets shall be disposed of immediately after diapering is completed.

114-505 F. (14) Soiled disposable diapers shall be disposed outside the building daily. Soiled non-disposable diapers shall be kept in a sealed plastic bag and returned to the parent daily.

114-505 F. (15) Staff shall check diapers and clothing at a frequency that ensures prompt changing of diapers and clothing.

**POLICY:** All child care facilities, including centers that do not care for infants or children who are not toilet trained, must clean and change the clothing of children promptly if they become soiled with urine or feces. If the child experiences diarrhea or appears to be ill, the facility will follow their Exposure control Plan to prevent the spread of disease. (8/25/08)

114-505 F. (16) No child shall be left unattended while being diapered.

**Staff Health**

114-505 G. (1) The director shall maintain the following records in the center for herself/himself, staff, and emergency person(s):

(a) Medical statements required by the Department and completed by the staff person verifying that his/her health is satisfactory. Medical statements shall be updated as necessary;

(b) A health assessment from a health care provider assessing the ability of the staff person to work with children. The health assessment shall be completed within three months prior to employment or within the first month of employment and shall include health history, physical exam, vision and hearing screening, tuberculosis screening, and a review of immunization status. A new health assessment shall be obtained by the director and staff at least every four years after the initial assessment; and

**POLICY:** When the employee has been identified as low-risk at the initial screening, no additional testing is required according to the guidelines approved by the Board of Health and Environmental Control. (5/1/07)
POLICY: Caregivers may claim the right to refuse a TB test because it violates their religious beliefs, but they must still obtain a written statement from a health professional that they are free of communicable tuberculosis. (4/01/08)

POLICY: Paid students may substitute for full-time caregivers and may be counted in the staff to child ratio under the following conditions:

1. they meet all requirements of full-time caregivers, or
2. they meet all requirements of an Emergency Person and remain under the direct supervision of a qualified caregiver at all times. (4/01/08)

SC Statute – Section 44-29-150
Staff of schools and child care centers to be evaluated for tuberculosis before initial hiring.

No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis according to guidelines approved by the Board of Health and Environmental Control. Re-evaluation will not be required for employment in consecutive years unless otherwise indicated by such guidelines.

(c) Written evidence from a physician or health resource attesting that each staff person is free from communicable tuberculosis at the time of employment and subsequently according to state statute.

114-505 G. (2) No person who is known to be afflicted with any disease in a communicable form, or who is a known carrier of such a disease, or who is afflicted with boils, infected wounds, or sores or acute respiratory infection, shall work in any capacity in a child care center in which there is likelihood of such person transmitting disease or infection to other individuals.

114-505 G. (3) Any staff member, including the director, emergency person(s) and volunteer(s) who, upon examination or as a result of tests, shows a condition that could be detrimental to the children or staff, or which would prevent satisfactory performance of duties, shall not continue work at the child care center until the healthcare provider indicates that the condition no longer presents a threat to children or staff.

114-505 G. (4) Staff persons shall wash their hands with soap and warm running water upon arrival at the center, before preparing or serving food, before assisting a child with eating, after assisting a child with toileting or diapering, before and after toileting, after administering medication, after cleaning, after assisting with wiping noses, after contact with body fluids, after contact with animals and after using cleaning materials. Hands shall be washed even if gloves are worn to perform these tasks.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/06)
POLICY: Hand sanitizer may not be used instead of soap and water. However, it may be used after washing hands with soap and water. (8/1/06)

114-505 G. (5) Staff shall be excluded when they exhibit the conditions listed in the SC Department of Health and Environmental Control Exclusion Policy, pursuant to Section 44-1-110, 44-1-140, and 44-29-10 of the South Carolina Code Ann. (2002).

(SEE RESOURCE MANUAL SECTION 6 FOR DHEC EXCLUSION LIST FOR EMPLOYEES IN OUT-OF-HOME CHILD CARE SETTINGS.)

Fire Safety and Emergency Preparedness

114-505 H. (1) Private and public child care centers shall comply with the regulations and codes of the State Fire Marshal.

(SEE RESOURCE MANUAL SECTION 6 FOR INFANT FIRE REGULATIONS, 19-300.11 A & B. AND OTHER PERTINENT REGULATIONS OF THE STATE FIRE MARSHAL.)

114-505 H. (2) In the event of a natural disaster or unscheduled closing of a child care center, the capacity may be exceeded temporarily to accommodate the displaced children. The director shall notify the Department of the situation and maintain appropriate staff:child ratios at all times. Required records shall be kept on file for the new enrollees.

114-505 H. (3) The facility shall have an up to date written plan for evacuating in case of fire, a natural disaster, or other threatening situation that may pose a health or safety hazard. The facility shall also include procedures for staff training in this emergency plan.

POLICY: Staff orientation shall include training on the evacuation plan. The plan must include a posted evacuation route, the procedures followed during evacuation, and an alternative destination. (revised 5/1/06)

Transportation

114-505 I. (1) If the center provides or arranges for transportation through contract, the following transportation requirements apply:

(a) The staffing ratios specified in 114-504 B.(1) through (3) apply. The driver of the vehicle shall not be counted in the ratios for infants or toddlers.

(b) Each child shall be secured in an individual, age-appropriate safety restraint at all times the vehicle is in motion.

POLICY: The capacity of a vehicle used by the facility to transport children is defined by the number of available restraints. (1/31/06)

POLICY: All children under the age of two years must be placed in an appropriate child restraint device any time they are transported, regardless of the type vehicle used. The restraint device must be adequately secured to the vehicle. (11/1/06)
**POLICY:** Vehicles that do not provide appropriate methods (seat belts) to secure a child restraint device cannot be used to transport children under the age of two years. When children under two years of age are transported, the restraint requirements in this section do not apply to vehicles not required by federal or state law to be equipped with seat restraints. For example, public transportation, such as school buses, city buses and taxi cabs are not required to have seat belts. If a center uses one of these methods to transport children, child restraint seats are not required for children over the age of two years. (11/1/06)

(c) Safety restraints shall be used in accordance with the manufacturer’s instructions.

d) A child shall not be left unattended in a vehicle.

e) Transportation placement of children in the vehicle shall be in accordance with all applicable state and federal laws.

**POLICY:** If a fifteen-passenger van is parked visibly on the premises of a child care facility, the director must provide a written statement to Child Care Regulatory Services that the van will not be used for the transportation of children. (11/1/06)

(f) The driver shall have a valid regular or commercial driver’s license and shall be in compliance with Section 16-13-40(A)(4) of the Code of Laws of 1976.

(g) There shall be a first aid kit and emergency information on each child in the vehicle.

(h) Use of tobacco products is prohibited in the vehicle.

(i) Written consent from the parent is required prior to transportation.

(j) When the facility provides transportation to and from the child's home, the facility staff shall be responsible for picking the child up and returning the child to a designated location.

(k) The director and/or staff of the center shall provide the driver of the vehicle with a record that lists the name, address, and telephone number of the center, as well as names of children being transported.

114-505 I. (2) The following requirements apply for safe pick-up and drop-off:

(a) The center shall have safe crossways and pick-up and drop-off locations and communicate these locations to the parents.

(b) Children shall be directly supervised during boarding and exiting vehicles.

(c) The director and/or staff shall have on file, in the facility, written permission from parent(s)/guardian(s) for transporting children to and from the home, school, or other designated places, including center-planned field trips and activities.

(d) Written transportation plans for routine travel shall be on file. Plans shall include a checklist to account for the loading and unloading of children at every location.

SEE INFORMATION ON JACOB’S LAW IN RESOURCE MANUAL SECTION 6.

SEE RESOURCE MANUAL SECTION 6 FOR TITLE 56, CHAPTER 5, ARTICLES 47 & 48 OF THE UNIFORM ACT REGULATING TRAFFIC ON HIGHWAYS, CHILD PASSENGER RESTRAINT SYSTEM & SAFETY BELTS.
Description of evidence for criterion 9.C.10
DSS regulation 114-505E addresses first aid kit requirements consistent with NAEYC standard.

9.C.13: Areas that have been recently painted, carpeted, tiled, or otherwise renovated are ventilated before they are used by children.

We only do deferred and/or major maintenance in the summer months when children are not present, or over college break periods. This is also a DSS licensing requirement

ECDC_Summer_2015_Work_Orders.docx
This set of maintenance requests indicates painting done when school is not in session.
9.D: Environmental Health

9.D.02: When the water supply source is a well or other private source (i.e., not served by a public supply), on-site documentary evidence verifies that the local regulatory health authority has determined the water to be safe for human consumption.

The entire campus is served by the Charleston Public Water supply.

9.D.03: Program staff protect children and adults from exposure to high levels of air pollution from smog or heavy traffic by limiting outdoor and physical activity as a precaution during smog or other air pollution alerts.

Our area typically does not have air pollution or smog; we do not operate in the summer months when humidity levels could potentially create this hazard. DSS regulations prohibit outdoor play in temperatures above 90 degrees. We monitor the local air quality alert system and the College has a NOAA weather station that provides alerts when needed.
evidence for criterion 9.D.03
Description of evidence for criterion 9.D.03

The College posts current weather on the inter-campus news/information page to which each employee has 24/7 access.
Evidence for criterion 9.D.03
Description of evidence for criterion 9.D.03

We can also monitor air quality alerts via local online information.

9.D.06: The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

This is a DSS/DHEC regulation. Signs are posted at the entrances to our property and the College campus has been entirely Smoke-free since July 1, 2014.

No Smoking signs are posted at entrances.
OFFICIAL POLICY
6.1.5
Tobacco-Free Campus Policy

Policy Adoption Date: October 18, 2013
Policy Implementation Date: July 1, 2014

1.0 PREFACE

It is the intent of this Tobacco-Free Campus Policy to promote a safe, clean, and healthy environment for College of Charleston (hereafter, "College") employees, students, visitors, and guests. The Policy shall promote the existence of a tobacco-free environment for our campus community, so that the negative effects of tobacco use are minimized for community members.¹

Reasonable and ongoing efforts shall be made to alert the campus community, including visitors to campus, regarding the status of the College as a tobacco-free campus. Appropriate signage on campus shall describe the Policy.

Effective implementation of this policy depends on the courtesy, cooperation, and respect of all members of the campus community.

2.0 DEFINITION

Except as otherwise specified in this Policy, “tobacco products” include, but are not limited to, cigarettes; cigars; pipes; chewing tobacco; snuff; electronic cigarettes ¹; water pipes (hookahs); bidis; kreteks; and all other technologies or devices allowing for the ingestion, combustion, inhalation, or other use of tobacco.

¹ Effective October 21, 2013, and until December 31, 2015, and as resources permit, the College shall provide cessation programs for all members of the campus community who wish to end their use of tobacco products. Additional information on tobacco cessation programs is available from the South Carolina Department of Health and Environment Control (DHEC) at (803) 545-4467 and at http://www.scdhec.gov/health/chcdp/tobacco/quit-for-keeps/index.htm.

¹ Electronic cigarettes use liquid nicotine, which is derived from tobacco plants. Testing by the Food and Drug Administration has found known carcinogens and toxic chemicals in some of the nicotine cartridges for two leading brands of electronic cigarettes.
3.0 STATEMENT OF POLICY

Use of all tobacco products is prohibited in all College-owned or leased buildings; in all buildings on College-owned or leased land; on all College-owned or leased property, including outdoor seating areas; and in all College-owned, leased, and rented vehicles. Use of tobacco products is prohibited in all those places here identified, including but not limited to, offices (including private offices), classrooms, laboratories, stairwells, elevators, restrooms, hallways, porches and piazzas, rooftops, indoor and outdoor athletic facilities, residence halls and historic properties, shuttle buses, shuttle bus stops, parking structures and parking areas on College-owned or College-leased property, sidewalks on College-owned or College-leased property, lobbies and waiting areas, outdoor benches, green spaces on campus, and other common areas.

Use of tobacco products is permitted in personal vehicles parked or being driven on College-owned or leased property, provided that the windows and doors of such personal vehicles are closed (i.e., tobacco products are used in an enclosed vehicle space) and tobacco waste products are stored in the vehicle and disposed of at off-campus locations.

This policy does not restrict or prohibit the lawful possession of tobacco products on the College of Charleston campus.

4.0 EXCEPTIONS

The President of the College (or the President’s designee), at his or her sole discretion, may permit limited and appropriate individual exceptions to this policy in support of the requirements of sponsored research related to tobacco, consistent with the mission of the College. Such exceptions must be made in writing and shall be in effect only for the duration of the research study. Smoke produced in the conduct of such sponsored research shall be treated as a contaminant and controlled.

The President of the College (or the President’s designee), at his or her sole discretion, may permit limited and appropriate individual exceptions to this policy (e.g., in support of religious or artistic activities), consistent with the obligations of Constitutional law and other applicable laws and regulations. Such exceptions must be made in writing and shall be in effect only for the duration of the activity approved by the President (or the President’s designee). Smoke produced in the conduct of such activity shall be treated as a contaminant and controlled.

Use of tobacco products may be permitted on properties the College owns but leases or regarding which the College otherwise conveys an interest (e.g., an easement) to a non-College party, according to the provisions of the applicable lease or agreement, upon a compelling reason, and with the prior written approval of the Executive Vice President for Business Affairs (or her or his designee).
5.0 SALE AND ADVERTISEMENT OF TOBACCO PRODUCTS

The sale, sampling, or advertisement of tobacco products shall be prohibited on the College of Charleston campus and in all College publications.

6.0 POLICY COVERAGE

This Policy shall be applicable to the College Board of Trustees; faculty and staff of the College, whether part-time, full-time, or temporary; students while attending or employed by the College; contractors and consultants performing work or providing services on College-owned or leased property; individuals and organizations renting, leasing, or otherwise granted permission to use campus facilities; College affiliates; alumni and alumnæ, guests, visitors, or invitees of the College; and members of the general public. All members of the campus community and members of the general public shall comply with this policy.

7.0 POLICY VIOLATION AND DISCIPLINE

Employees of the College may be disciplined for violation of this policy, consistent with the provisions of College Policy 9.1.2. Students of the College may be disciplined for violations of this policy, consistent with the Student Code of Conduct.

Other individuals who violate Policy 6.1.5 and are not covered by the terms of Policy 9.1.2 or the Student Code of Conduct may be warned by the Department for Public Safety. Visitors or members of the general public who refuse to comply with the Policy may be asked to leave campus by the Department of Public Safety.

8.0 POLICY MAINTENANCE

Unless other individuals are designated by the President of the College, the Vice President of Human Resources and the Executive Vice President for Student Affairs shall be responsible for the maintenance of this Policy. Those responsible for the maintenance of the policy shall cause a review of this Policy to be undertaken at least once during each five-year period.

9.0 OPERATING PROCEDURES

The President’s Executive Team, subject to review and determination by the President of the College, may approve operating procedures to implement this Policy. Such procedures may not be inconsistent with this Policy nor may they eliminate or expand the scope of the prohibitions already described in the Policy.

10.0 EFFECTIVE DATE

Effective July 1, 2014, the predecessor Policy 6.1.5, “Smoking Policy,” as adopted in 2006, is repealed in its entirety and replaced by the new Policy, “Tobacco-Free Campus
Policy,” also to be designated Policy 6.1.5. The predecessor Policy 6.1.5, “Smoking Policy,” shall remain in effect through June 30, 2014.

No penalty shall be levied under the terms of the new Policy prior to July 1, 2014.

11.0 AMENDMENTS

This Policy may be amended consistent with the provisions of the Campus Wide Policy Making Procedures.

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Description of evidence for criterion 9.D.06
While our program has been smoke-free always, our campus has been tobacco-free since July 1, 2014

9.D.08:
   a. The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants.
   b. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.
   c. The program uses the techniques known as Integrated Pest Management (IPM) so the least hazardous means are used to control pests and unwanted vegetation.

DSS and DHEC standards and regulations are consistent with this criterion. The University Physical Plant and Grounds Crews maintain our property; the university contracts with an external pest control service for all campus needs.
CHAPTER EIGHT—PHYSICAL SITE

PHYSICAL SITE – INDOOR SPACE AND CONDITION

Indoor Space and Condition

POLICY: Knowledge of any significant health or safety risk, including but not limited to soil, water, or building contamination, is grounds for denial of an approval, license or registration to operate a child care facility. (04/01/2008)

114-507 A. (1) The director shall provide at least thirty-five (35) square feet of indoor play space per child, measured by Department staff from wall to wall. Department staff shall determine the total number of children to be cared for in each room by measuring and computing the rooms separately. Bathrooms, reception areas, isolation rooms, halls and space occupied by cupboards, shelves, furniture and equipment which are accessible to children for their use shall be allowable space. Kitchens, storage rooms, and storage cabinets used solely for or by staff shall be excluded. Halls, although included in total indoor space, shall not be used for activities or storage of furniture and equipment.

POLICY: All rooms shall be measured baseboard to baseboard, where the floor meets the wall. The measuring wheel may be used outside to measure the playground only. (1/31/06)

Ventilation

114-507 A. (2) Ventilation
   (a) Child care areas, dining areas, kitchens, and bathrooms shall be ventilated by mechanical ventilation, such as fans or air conditioning, or at least one operable window.
   (b) If freestanding fans are used, fans shall have a stable base, be equipped with protective guards and be placed in a safe location.
   (c) Windows, including windows in doors, when utilized for ventilation purposes shall be securely screened to prevent the entrance of insects.

POLICY: All windows, doors, or other openings to the exterior of the facility shall be properly screened to prevent entry by insects or other unwanted animals. If windows are not available for ventilation, doors may be propped open only if properly screened. (8/25/08)

   (d) Windows accessible to children under 5 years of age that are above ground level of the building shall be adjusted to limit the opening to less than 6 inches or protected with guards that do not block outdoor light.

Door and Window Glass

114-507 A. (3) Safety glass shall be used on clear glass windows and doors that are within thirty-two inches above floor level and that are accessible to children. Decals shall be applied
to all glass or sliding patio doors and placed at eye level of the children being cared for at the facility.

**POLICY:** “Safety glass” may include plastic coated or wire reinforced glazing material that is non-toxic and non-flammable. (11/1/06)

### Lighting

114-507 A. (4) (a) Rooms, hallways, interior stairs, outside steps, outside doorways, porches, ramps, and fire escapes shall be lighted.

(b) At least twenty foot candles of light shall be required on all work surfaces in food preparation, equipment washing, utensil washing, hand-washing areas, and toilet rooms.

(c) Adequate, safe lighting for individual activities, for corridors, and for bathrooms shall be provided.

**POLICY:** Nap time lighting shall be sufficient to see each child clearly. (1/31/06)

### Environmental Hazards

114-507 A. (5) (a) Safety barriers shall be placed around all heating and cooling sources, such as hot water pipes, fixed space heaters, wood- and coal-burning stoves, hot water heaters, and radiators, that are accessible to children to prevent accidents or injuries upon contact by the child.

**POLICY:** To protect children, safety barriers shall be a minimum of 4 feet in height and a minimum of 36 inches in distance from the source. (See Resource Manual for DHEC/Fire recommendation.) The barrier shall be made of non-combustible materials and may not include plants, trees or shrubs. (6/1/07)

(b) Knives, lighters, matches, projectile toys, tobacco products, microwave ovens, and other items that could be hazardous to children shall not be accessible to children.

(c) To prevent lead poisoning in children, child care centers shall meet applicable lead base paint requirements, as established by the South Carolina Department of Health and Environmental Control (DHEC), pursuant to South Carolina Code annotated Section 44-53-1310, et seq., and Regulation Number (61-85). (See RESOURCE MANUAL SECTION 8 FOR SECTION 44-53-1310.)

**POLICY:** If DHEC determines that a licensed family child care home or a group child care home applicant needs a lead risk assessment, it must be completed and, if lead is found, the assessment must be cleared prior to the issuance of the license. (6/1/07)

NOTE: THE ABOVE REGULATION WHICH REFERS TO DHEC'S REGULATION #61-85. DHEC IS IN THE PROCESS OF REPEALING THAT REGULATION. PER A DHEC REPRESENTATIVE, THE REGULATION IS OUTDATED AND DHEC IS UNABLE TO USE IT IN CURRENT LEAD ACTIVITIES. ALSO, THE STATUTE FOR CHILDHOOD LEAD POISONING WAS REVISED DURING THE LAST LEGISLATIVE SESSION MAKING A REGULATION UNNECESSARY AT THIS TIME. MORE INFORMATION WILL BE MADE AVAILABLE DURING THE NEXT OPERATING MANUAL UPDATE.
(d) Floors, walls, ceilings, windows, doors and other surfaces shall be free from hazards such as peeling paint, broken or loose parts, loose or torn flooring or carpeting, pinch and crush points, sharp edges, splinters, exposed bolts and openings that could cause head or limb entrapment.

(e) The use of sinks, equipment, and utensil-washing sinks, or food preparation sinks for the cleaning of garbage and refuse containers, mops or similar wet floor cleaning tools, and for the disposal of mop water or similar liquid waters is prohibited.

(f) Children shall not be present in the area during construction or remodeling and not in the immediate area during cleaning or in such a manner as not to create a condition that might result in an accident or cause harm to the health and safety of the children.

(g) The following items shall be secured or inaccessible to children for whom they are not age appropriate:

**POLICY:** All pillows, quilts, comforters, sheepskins, stuffed toys, bumper pads, and other soft products shall be removed from the crib while the infant is sleeping. If a blanket is used, the infant shall be placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant’s chest. The infant’s head shall remain uncovered during sleep. (8/25/08)

(i) Items that may cause strangulation such as blind cords, plastic bags, necklaces, and drawstrings on clothing and string;

(ii) Items that may cause suffocation such as sand, beanbag chairs, pillows, soft bedding, and stuffed animals; and

**POLICY:** All pillows, quilts, comforters, sheepskins, stuffed toys, bumper pads, and other soft products shall be removed from the crib while the infant is sleeping. If a blanket is used, the infant shall be placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant’s chest. The infant’s head shall remain uncovered during sleep. (8/25/08)

(iii) Items that may cause choking such as materials smaller than 1 1/4 inch in diameter, items with removable parts smaller than 1 1/4 inch in diameter, Styrofoam objects and latex balloons.

**Water Supply**

114-507 A. (6) (a) The water supply shall meet applicable requirements for water quality and testing in accordance with DHEC.

(b) The center shall have hot and cold water under pressure. (Forty PSI recommended) If an individual private well water supply is used, the director shall obtain approval pursuant to DHEC to ensure safe location, construction, and proper maintenance and operation of the system.

(c) Hot water shall be between 100 to 120 degrees Fahrenheit.

(d) Safe drinking water shall be available to children at all times and there shall be no use of common drinking cups.

(e) If a water fountain is available, it shall be of an angle-jet design, maintained in good repair and kept sanitary. There shall be no possibility of mouth or nose submersion.

**POLICY:** Drinking fountains shall have an angled jet and orifice guard above the rim of the fountain. The pressure shall be regulated so the water stream does not contact the orifice or
splash on the floor, but shall rise at least two (2) inches above the orifice guard so that
children will not put their mouths on the fountain. (National Health & Safety Performance
Standard, Second Edition) (5/1/06) Due to the likelihood of contamination, drinking fountains
shall not be located on hand-washing sinks. (Addition to policy 8/25/08)

(f) Ice used for any purpose shall be made from water from an approved source.
The ice shall be handled and stored in a sanitary manner.

Temperature

114-507 A. (7) (a) Temperature shall be maintained between 68 and 80 degrees Fahrenheit as
appropriate to the season while children are present in the center.

POLICY: Regulatory Specialists will only cite a facility for being too hot or too cold if they
have access to either of the following: (1) a thermometer or (2) a thermostat that is connected
to the heating/air conditioning controls. (4/01/08)

(b) When outdoor temperature exceeds 90 degrees Fahrenheit, caution shall be
used when children are involved in outdoor physical activities.

POLICY: In the event of cold weather, refer to the National Standard below. (3/6/07)

POLICY: When the inside temperature exceeds the regulatory limit due to a failure of the
heating or air conditioning system and the problem cannot be corrected within four (4) hours,
parents must be contacted to pick up their children. (amended 8/1/06)

POLICY: (NATIONAL STANDARD – National Health and Safety Performance Standards,
Second Edition) A draft-free temperature of 65 degrees F to 75 degrees F shall be maintained
at 30% to 50% relative humidity during the winter months. A draft-free temperature of 68
degrees F to 82 degrees F shall be maintained at 30% to 50% humidity during the summer
months. All rooms that children use shall be heated, cooled, and ventilated to maintain the
required temperatures, humidity, and air exchange and to avoid accumulation of odors and
fumes. Air exchange shall be a minimum of 15 cubic feet per minute (or 7.5 liters/second) per
person of outdoor air. (1/31/06)

Sanitation

114-507 A. (8) (a) Clean and sanitary conditions shall be maintained indoors and outdoors,
including indoor and outdoor recreational equipment and furnishings.

(b) Measures to control insects, rodents, and other vermin shall be taken to prevent
harborage, breeding, and infestation of the premises.

POLICY: In facilities where a rodent or insect infestation is observed, professional treatment
must be provided by a licensed exterminator. Proof of professional service must be provided
upon request. (1/11/06)

(c) All solid wastes shall be disposed of at sufficient frequencies and in such a
manner not to create a rodent, insect, or vermin problem.

(d) Trash in diapering areas shall be kept in closed, hands-free operated, plastic
lined receptacles in good repair.

POLICY: Hands-free trash receptacles shall be defined as foot pedal-operated. (5/1/06)
(e) Trash in kitchen areas shall be kept in closed, plastic lined receptacles.
(f) Trash in children's restrooms, classrooms, and eating areas shall be kept in plastic lined receptacles.
(g) Trash receptacles outside the building, shall be watertight with firm fitting lids that prevent the penetration of insects and rodents.
(h) Trash disposal and sewage system construction and usage shall be in accordance with local standards and ordinances.
(i) The use of child care room, bathroom, or kitchen sinks for cleaning of trash receptacles or cleaning equipment is prohibited.

Doors

114-507 A. (9) (a) Protective gates shall be of the type that do not block emergency entrances and exits and that prevent finger pinching and head or limb entrapment.

Landings, Stairs and Handrails

114-507 A.(10) (a) Children shall not have access to a door that swings open to a descending stairwell or outside steps, unless there is a landing that is at least as wide as the doorway at the top of the stairs.
(b) Each ramp and each interior stairway and outside steps exceeding two steps shall be equipped with a secure handrail at the height appropriate for the sizes of the children at the center.

POLICY: Handrails must be thirty-six inches high and located on both sides of risers unless otherwise protected by walls or other barriers. (11/1/06)

(c) Stairs shall have a non-skid surface.
(d) Each porch and deck that has over an 18-inch drop shall have a well-secured railing.

POLICY: Handrails must be thirty-six inches high and located on both sides of risers unless otherwise protected by walls or other barriers. (11/1/06)

(e) Interior stairs that are not enclosed shall have a barrier to prevent falls.

Electrical Sources

114-507 A.(11) (a) The center shall be connected with an electrical source.
(b) Electrical outlets and fixtures shall be connected to the electrical source in a manner that meets local electrical codes, as certified by an electrical code inspector. – NFPA 70 and 99 Compliance.
(c) Electrical outlets shall be securely covered with childproof covers or safety plugs when not in use in all areas accessible to children.
(d) No electrical device accessible to children shall be located so that it could be plugged into the outlet while in contact with a water source, such as sinks, tubs, shower areas, or swimming/wading pools, unless ground fault devices are utilized.
Bathrooms

114-507 A. (12) (a) There shall be at least one flush toilet for every 20 children over two years of age. Staff shall be included when determining availability of toilets if there are no staff rest rooms.

(b) If seat adapters are used for toilet training, they shall be cleaned and sanitized after each use.

(c) Toilet training equipment shall be provided to children who are being toilet trained.

(d) There shall be at least one sink with hot and cold running water under pressure for every 20 children over two years of age. Sinks shall be located in or near each toilet area.

(e) Toilets and sinks shall be at heights accessible to the children using them or shall be equipped with safe and sturdy platforms or steps.

(f) Privacy shall be provided for toilets used by preschool and school age children.

**POLICY:** If the bathroom is outside of the classroom, all children must be escorted to the bathroom. For children ages 5 and up, once it is verified that no one is in the bathroom, a caregiver is not required to be in the bathroom with the child. (1/31/06)

**POLICY:** Privacy for preschool children is defined as an enclosed bathroom. Privacy for school-age children is defined as an enclosed toilet. (8/1/06)

(g) Floor and wall surfaces in the toilet area shall have smooth, washable surfaces. Carpeting is not permitted in the toilet area.

(h) Toilets, toilet seat adapters, sinks and restrooms shall be cleaned at least daily and shall be in good repair.

(i) Liquid or granular soap and disposable towels shall be provided at each sink.

**POLICY:** Bar soap is not allowed. (1/31/06)

(j) Children shall not be left unattended in a bathtub or shower.

(k) Easily cleanable receptacles shall be provided for waste material. Toilet rooms used by women shall be provided with at least one covered waste receptacle.

(l) Bathroom facilities shall be completely enclosed.

Outdoor Space

114-507 B. (1) The director shall provide at least seventy-five (75) square feet of outdoor play space per child. Where outdoor space is insufficient at the center, the director and/or staff may take the children outdoors in shifts or utilize parks or other outdoor play areas which meet safety requirements and which are easily accessible.

**POLICY:** If a facility only operates between 6:00 p.m. and 6:00 a.m., outdoor play is not required. For a facility offering night care (i.e., 6:00 p.m. until 6:00 a.m.) and allowing children outside for play, adequate lighting must be provided so that children are clearly visible at all times. (11/1/06)
114-507 B. (2) The outdoor space shall be free from hazards and litter.
114-507 B. (3) Outdoor walkways shall be free from debris, leaves, ice, snow, and obstruction.
114-507 B. (4) Children shall be restricted from unsafe areas and conditions such as traffic, parking areas, ditches, and steep slopes by a fence or natural barrier that is at least four feet high.

(Note: See Resource Manual Section 6 for Handbook for Public Playground Safety Published by the U.S. Consumer Product Safety Commission.)

**Furniture, Toys and Recreational Requirements**

114-507 C. Furniture, toys, and recreational equipment shall:

1. Be clean and free from hazards such as broken or loose parts, rust or peeling paint, pinch or crush points, unstable bases, sharp edges, exposed bolts, and openings that could cause head or limb entrapment;

**POLICY: Broken toys are to be discarded. (8/1/06)**

2. Meet the standards of the US Consumer Products Safety Commission (CPSC), if applicable. Recalled products listed by the CPSC shall not be accessible to children;
3. Be developmentally and size appropriate, accommodating the maximum number of children involved in an activity at any one time;
4. The sides of playpens shall remain latched as long as a child is using the playpen. If playpens are used they shall have waterproof, washable, comfortable pads;
5. All arts and crafts and play materials shall be nontoxic;
6. Outdoor recreational equipment shall be made of durable, non-rusting, non-poisonous materials, and shall be sturdy;
7. Stationary outdoor equipment shall be firmly anchored and shall not be placed on a concrete or asphalt surface. Cushioning material such as mats, wood chips or sand shall be used under climbers, slides, swings, and large pieces of equipment;
8. Swings shall be located to minimize accidents and shall have soft and flexible seats;
9. Cushioning material shall extend at least six (6) feet beyond the equipment and swings;

**POLICY: Cushioning material shall be a minimum of six inches deep. (1/31/06)**

**POLICY: Pea gravel is acceptable as a cushioning material under playground equipment. Fine gravel and medium gravel are both acceptable as long as the stones are rounded, as found in river washed or tumbled stone. Both types of gravel must have an uncompressed depth of 12 inches if used under equipment 6 to 10 feet high. At lower than 6 feet, an uncompressed depth of 6 inches is sufficient. Gravel may not be used to cover asphalt or concrete.** (revised policy 8/25/08)

**POLICY: (NATIONAL STANDARD – (National Health and Safety Performance Standards, Second Edition) All pieces of playground equipment shall be surrounded by a shock-absorbing surface. This material may be either the unitary or the loose-fill type, as defined by the guidelines of the U.S. Consumer Product Safety Commission (CPSC) and the standard of the American Society for Testing and Materials (ASTM), extending at least 6 feet beyond the perimeter of the stationary equipment. These shock-absorbing surfaces must conform to the standard stating that the impact of falling from the height of the structure will be less than or equal to peak deceleration 200G and a Head Injury Criterion (HIC) of 1000. Organic materials**
that support colonization of molds and bacteria shall not be used. This standard applies whether the equipment is installed outdoors or indoors. (1/31/06)

**POLICY:** Six feet beyond the equipment and swings is defined as six feet beyond the fall zone. See Resource Manual Section 8, Handbook for Playground Safety, for diagram of zone for single-axis swings and multi-axis swings. (8/1/06)

**POLICY AMENDMENT:** The benchmark for defining the fall zone should be a 6’ perimeter. However, other factors should be taken into consideration (i.e., fence, next to a building, compliance history, supervision issues). Grandfathering and allowing reasonable timeframes for compliance may be considered. (11/1/06)

(NOTE: SEE RESOURCE MANUAL SECTION 8 FOR ADDITIONAL INFORMATION ON DEPTH REQUIREMENTS FOR MATERIALS USED UNDER PLAY EQUIPMENT.)

114-507 C. (10) Slides shall have secure guards along both sides of the ladder and placed in a shaded area;
(11) Outdoor metal equipment shall be located in shaded areas or otherwise protected from the sun;
(12) Outdoor equipment shall be arranged so that children can be seen at all times;
(13) The height of play equipment shall be developmentally and size appropriate;
(14) Sand in a sand box shall be securely covered when not in use and, if outdoors constructed to provide for drainage;
(15) Indoor recreational equipment and furnishings shall be cleaned and disinfected when they are soiled or at least once weekly and shall be of safe construction and free of sharp edges and loose or rusty points. Indoor recreational equipment and furnishings shall be clean and shall be of safe construction and free of sharp edges and loose or rusty points; and
(16) A properly fitting bicycle helmet that is approved by American National Standards Institute, Snell Memorial Foundation, or American Society for Testing and Materials, shall be worn by each child when riding a bicycle, skateboard, roller blades, or skates. Helmets are optional for use with tricycles.

**POLICY:** Protective helmets must be worn by all children skating outdoors. Children who are in care at indoor skating facilities are not required to wear helmets. (revised 4/01/08)

**Rest Equipment**


**POLICY:** Cribs purchased from a manufacturer or retail outlet with acrylic end panels which meet or exceed all ASTM, JPMA and CPSC standards may be used, as approved by the State Fire Marshal’s Office. (6/1/07)

(2) Individual, clean, developmentally appropriate cribs, cots, or mats shall be provided for each infant, toddler and preschool child, labeled with the child’s name and used only by that child.

**POLICY:** Bedding (sheets, pillows, blankets, sleeping bags) shall be of a type that can be washed. Each child’s bedding shall be kept separate from other children’s bedding, on the bed or stored in individually labeled bins, cubbies, or bags. (8/25/08)

Chapter 8: Physical Site
POLICY: Play pens, portable cribs, and play yards are acceptable for napping as long as they meet the requirements of the US Consumer Products Safety Commission (CPSC). (11/1/06)

(3) Cribs, cots, and mats shall be made of easily cleanable material.

POLICY: Crib mattresses shall be firm and have a nonporous, easy-to-wipe surface. They must be manufactured for sale in the United States as infant sleeping equipment, and they must be fitted in the crib so that no more than two fingers can fit between the mattress and the crib side in the lowest position. (8/25/08)

(4) Placement of sleeping and napping equipment shall allow ready access to each child by staff.

POLICY: Bunk beds of all types are prohibited due to placement preventing ready access in all circumstances. (11/1/06)

(5) Individual, clean, appropriate coverings shall be provided.

POLICY: Bedding (sheets, pillows, blankets, sleeping bags) shall be of a type that can be washed. Each child’s bedding shall be kept separate from other children’s bedding, on the bed or stored in individually labeled bins, cubbies, or bags. (8/25/08)

(6) Cots and mats shall be stored so that the surface on which a child lies does not touch the floor.

POLICY: Cots should not be stored in a bathroom unless they are stored a minimum of 10 feet from the toilet or unless they are in an enclosed storage area. (8/21/07)

(SEE RESOURCE MANUAL SECTION 8 FOR CPSC INFORMATION ON CRIB SAFETY.)

Environmental Hazards

114-507 E. (1) Poisons or harmful agents
   (a) Poisons or harmful agents shall be kept locked, stored in the original containers, labeled and inaccessible to children.
   (b) Poisons or harmful agents shall be purchased in childproof containers, if available.
   (c) Play materials, including arts and crafts, shall be non-poisonous.
   (d) Poisonous plants are not permitted.

(SEE RESOURCE SECTION 8 FOR ADDITIONAL INFORMATION ON POISONOUS PLANTS AND SAFE PLANTS.)

(e) Pesticides shall be of a type applied by a licensed exterminator in a manner approved by the United States Environmental Protection Agency. Pesticides shall be used in strict compliance with label instructions and should not be used while children are present. Pesticide containers shall be prominently and distinctly marked or labeled for easy identification of contents and stored in a secure site accessible only to authorized staff.
POLICY: In facilities where a rodent or insect infestation is observed, professional treatment must be provided by a licensed exterminator. Proof of professional service must be provided upon request. (1/11/06)

114-507 E. (2) Water hazards
   (a) Swimming pools located at the center or used by the center shall conform to the regulations of DHEC for construction, use, and maintenance.
   (b) Swimming pools, stationary wading pools and other water sources such as ditches, streams, ponds, and lakes shall be made inaccessible to children by a secure fence that is at least 4 feet high; exits and entrances shall have self-closing, positive latching gates with locking devices.
   (c) Children shall not be permitted in hot tubs, spas, or saunas.
   (d) Children shall not be permitted to play in areas where there are swimming pools or other water sources without constant supervision.

114-507 E. (3) Firearms, weapons, and ammunition are not permitted in the center or on the premises without the express permission of the authorities in charge of the premises or property. This does not apply to a guard, law enforcement officer, or member of the armed forces, or student of military science.

Policy: Guns and other weapons may not be brought into a child care facility even when the person with the weapon has a permit to carry a weapon. (7/30/09) (Refer to South Carolina Code of Laws Section 23-31-215, issuance of permits.)

114-507 E. (4) Animals: The following requirements apply in regard to animals:
   (a) Healthy animals which present no apparent threat to the health and safety of the children shall be permitted, provided they are cleaned, properly housed, fed and cared for and have had required vaccinations, as appropriate. Live animals shall be excluded from areas where food for human consumption is stored, prepared or served.

POLICY: Regarding animals in classrooms, DHEC states that animals are allowed as long as they are housed properly. Children should always wash their hands thoroughly after contact with animals. (1/31/06)

POLICY: Dogs, cat and ferrets must have rabies vaccinations. (8/1/06)
   (b) Animals shall not be permitted if a child in the room or area is allergic to the specific type of animal.
   (c) Animal litter and waste shall not be accessible to children.
   (d) Reptiles and rodents shall not be accessible to children without adult supervision.

POLICY: Green slider turtles are not allowed in facilities because they carry salmonella. (8/1/06)

POLICY: Reptiles may not be handled by children. Staff who handle and prepare food shall not handle reptiles due to the salmonella threat. (1/31/06)
Description of evidence for criterion 9.D.08
DSS Regulation 114-507 A covers this criterion.
"Charleston's Pest Control Puts the Client and Their Needs First"

Anchor Pest Management is proud to serve families and individuals in Charleston, SC and James Island. We are built on the principle that quality and excellent customer service are valued more than volume. The safety of you and your family, along with the environment, is very important to us. Our South Carolina exterminators are on the forefront of modern termite control and pest control technology and application ethics, getting you RESULTS without the worry. Let us be the ones to help keep your home pest free, because we get what bugs you!

- Industry Leader in new pest and termite control treatments and methods
- Actively serving on state and local associations and committees
- Award winning service provider in the Charleston area, including James Island
- Family friendly pest control programs and constant communication
- Criminal background checks, driving records and random drug testing for all employees
His extensive knowledge and passion for helping people is unmatched. He is also friendly, prompt and reasonable. Kudos to Karl and the entire Anchor Pest Management Family!
- Rebecca Epstein
843-906-9457

Special Offers Referral Program Pay Online

NEWS

7 Ways to Keep Pests Out of Your Home
Everyone wants to live in beautiful Charleston, South Carolina - not just people, but rodents, ants, termites, palmetto bugs, bees, wasps, and mosquitoes, too! At one point or another, every home in the Lowcountry will suffer from pests. Once they’re in the house, you can try getting rid of them yourself or you can contact... Read more »

Signs of Termite Infestation in Your Home
Of course you know that termites are bad news. These destructive pests that can destroy the value of your home as well as your home itself, eating away at the wood and plaster so fast it can suffer major damage in a few short years or even months. And because of Charleston’s location in the... Read more »
evidence for criterion 9.D.08

See my ratings

See my service reviews

Best Charleston Pest Control Services

Anchor Pest Management, Inc.
Description of evidence for criterion 9.D.08

The university currently uses a locally owned company, Anchor Pest. This is website information about the company
Jaruszewicz, Candace L

From: Cowden, Paty Spearmen
Sent: Monday, August 31, 2015 7:47 AM
To: patti@anchorpestmanagement.com
Cc: Jaruszewicz, Candace L
Subject: FW: bug spray guys

Importance: High

Patti,

Can you try to schedule another fogging for ECDC? Also if you could talk to the guys about more frequent fogging if needed? I can add $ to the blanket purchase order if necessary.

Thanks,

Paty

From: Jaruszewicz, Candace L
Sent: Friday, August 28, 2015 5:11 PM
To: Cowden, Paty Spearmen
Cc: Merrow, Catherine Lynne
Subject: bug spray guys

Hi Paty,
With all the rain, the mosquitos are back already. Is there a way we can ask them to come in more frequently even if it means we use up our allocation of visits, and then might need to pay for more later in the fall?

Candy

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewicz@cofc.edu
http://ecdc.cofc.edu/
Hey Ladies,

Just realized I didn't get back with you Candace! I am having Daniel come out today between 4-4:30 to fog the ECDC. He is finishing up an appt in MP at 3:45-4, but is headed your way directly after that.

Normally, Karl would come out over the weekend, but he was out of town all weekend and couldn't make it. I apologize for the delay. Hope you have a happy mosquito-free first day of school tomorrow!

If you have any issues, please don't hesitate to contact me at the number below. With all the rain we have been having, I know that those pesky mosquitos are wrecking havoc around the area!

Hope you have a great day!

Patti
Mosquito Sniper/
Anchor Pest Management, LLC
647 Dupont Rd
Charleston, SC 29407
843-906-9457
www.anchorpestmanagement.com
www.facebook.com/bugme

-------- Original Message --------
Subject: Fwd: bug guy
From: "Cowden, Paty Spearmen" <CowdenP@cofc.edu>
Date: Fri, August 21, 2015 1:57 pm
To: "patti@anchorpestmanagement.com" <patti@anchorpestmanagement.com>
Cc: "Jaruszewicz, Candace L" <JaruszewiczC@cofc.edu>

Patti, I'm on vacation. Can you schedule them to be fogged?
Thank you!
Paty

Sent from my iPhone

Begin forwarded message:

From: "Jaruszewicz, Candace L" <JaruszewiczC@cofc.edu>
Date: August 21, 2015 at 12:53:54 PM EDT
To: "Cowden, Paty Spearmen" <CowdenP@cofc.edu>
Subject: bug guy

Hi Paty,
I am going to need the bug guys to come for their first fall visit over this weekend or at the latest next Monday as our playground is a mosquito
festival right now. I forgot their name – can you give it to me so I can call them?
Thanks,
Candy

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewiczcz@cofc.edu
http://ecdc.cofc.edu/
Description of evidence for criterion 9.D.08

This email documents that both the university grounds department and our pest service are responsive to requests that are off the regular scheduled visits.
Jaruszewicz, Candace L

<table>
<thead>
<tr>
<th>From:</th>
<th>Cowden, Paty Spearmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent:</td>
<td>Friday, September 19, 2014 3:10 PM</td>
</tr>
<tr>
<td>To:</td>
<td>Jaruszewicz, Candace L</td>
</tr>
<tr>
<td>Subject:</td>
<td>RE: Plants</td>
</tr>
</tbody>
</table>

Cool!

<table>
<thead>
<tr>
<th>From:</th>
<th>Jaruszewicz, Candace L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent:</td>
<td>Friday, September 19, 2014 2:44 PM</td>
</tr>
<tr>
<td>To:</td>
<td>Cowden, Paty Spearmen</td>
</tr>
<tr>
<td>Subject:</td>
<td>RE: Plants</td>
</tr>
</tbody>
</table>

Love pittisporum and we don’t have any of it anywhere else, so let’s do it.

<table>
<thead>
<tr>
<th>From:</th>
<th>Cowden, Paty Spearmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent:</td>
<td>Friday, September 19, 2014 2:33 PM</td>
</tr>
<tr>
<td>To:</td>
<td>Jaruszewicz, Candace L</td>
</tr>
<tr>
<td>Subject:</td>
<td>RE: Plants</td>
</tr>
</tbody>
</table>

The holly ferns are not prickly at all. I do have 4 small variegated pittisporum that are non-poisonous that would look nice.

<table>
<thead>
<tr>
<th>From:</th>
<th>Jaruszewicz, Candace L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent:</td>
<td>Thursday, September 18, 2014 3:23 PM</td>
</tr>
<tr>
<td>To:</td>
<td>Cowden, Paty Spearmen</td>
</tr>
<tr>
<td>Subject:</td>
<td>RE: Plants</td>
</tr>
</tbody>
</table>

Bummer; really anything that is safe; are they prickly?

<table>
<thead>
<tr>
<th>From:</th>
<th>Cowden, Paty Spearmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent:</td>
<td>Thursday, September 18, 2014 3:22 PM</td>
</tr>
<tr>
<td>To:</td>
<td>Jaruszewicz, Candace L</td>
</tr>
<tr>
<td>Subject:</td>
<td>Plants</td>
</tr>
</tbody>
</table>

Candy,

Both hydrangeas and azaleas are poisonous. I checked the holly ferns and they are ok so should we do that? I’ll look in our inventory yard to see if we might have something else that would work.

Paty
Description of evidence for criterion 9.D.08

This email trail documents collaboration with our Head Groundskeeper about making sure we have no poisonous plants
Custodial Services

Custodial Services is responsible for the general cleaning of the academic and administrative buildings on campus, as well as, the grounds around those buildings. The following duties are generally performed by Custodial Services on a daily basis:

- Empty trash cans in offices, classrooms, & academic/administrative common areas
- Dust accessible furniture
- Sweep floors. Mop spills or stains on floors as needed
- Clean chalk boards and dry erase boards in classrooms
- Clean glass doors
- Clean bathrooms and restock paper products
- Empty trash cans throughout the campus grounds
- Pick-up trash/cigarette butts around buildings

The following duties are performed by Custodial Services at least once per week (more often if needed or requested):

- Vacuum carpets

The following duties are performed by Custodial Services at least quarterly (more often if needed or requested):

- Strip and wax all tile common area and classroom floors
- Shampoo carpets in common areas
- Upon request, tiled office floors can be stripped and waxed and carpeted office floors can be shampooed. The cleaning time will be coordinated with the requestor
Description of evidence for criterion 9.D.08

This information from Campus Custodial documents some of the required services from the Portfolio Tool guidance for indicator "c" are done either daily or weekly.
<table>
<thead>
<tr>
<th>Time &amp; Crew (Ms. Sherri)</th>
<th>Required Task</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Day</td>
<td>Make new bleach SANITIZING solution for kitchen</td>
<td>Daily: Arrival – 11·11:15</td>
<td>Use recipe posted on inside of kitchen cleaning cupboard &amp; test strips (if needed to verify)</td>
</tr>
<tr>
<td></td>
<td>Wash snack prep &amp; serving dishes in dishwasher</td>
<td>Teachers are responsible for scraping, rinsing and/or soaking if needed &amp; stacking neatly – leaving sinks, drains, and adjacent counter workspace clear; follow instructions for dishwasher (fill/on; monitor temp before 1st load; start; when done, drain; off)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare cart w/glasses, milk &amp; spoons for 2/3's</td>
<td>Use mobile cart &amp; tray for each class: Small glasses for 2’s (12); Lg. Glasses for 3’s (15); Fill one glass pitcher w/milk for each class; Spoons for each class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Handle dishes/silverware/glasses without touching surfaces that will touch child’s mouth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Deliver milk &amp; to 2/3’s classrooms; Prepare cart for 4/5’s</td>
<td>Daily 11·15–11·30</td>
<td>Lg. Glasses (25) &amp; 2 glass pitchers for 4/5’s; spoons;</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Assigned to another campus building</td>
<td>Daily: 11·30–12·00</td>
<td>(Across the street)</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Deliver milk &amp; utensils to 4/5’s classrooms</td>
<td>Daily @ 12·15–12·30</td>
<td>CLEAN &amp; SANITIZE* tables before eating</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Clean-up classrooms after lunch</td>
<td>Daily: 2’s @ 12·00</td>
<td>Sweep floor area around tables; CLEAN &amp; SANITIZE* table surfaces (use clean paper towel for each table top; may use classroom bleach bottles); Mop up any spills from floor in eating area;</td>
</tr>
</tbody>
</table>

Revised 9.30.15
**ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)**

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3's @ 12:15</td>
<td>Classroom, child bathroom, &amp; kitchen receptacles: Empty, replace trashbags w/clean bag &amp; remove to designated outdoor trash –</td>
</tr>
<tr>
<td>4/5K: @ 1:10</td>
<td>Get glasses &amp; dishes &amp; return them to kitchen; teachers &amp; children clean up after themselves in 4/5K</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Wash glasses, pitchers, spoons in dishwasher</td>
</tr>
<tr>
<td>Daily 1:15-1:30</td>
<td>Follow instructions for dishwasher cycle;</td>
</tr>
<tr>
<td>Replace dried glasses on storage shelf</td>
<td></td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Prepare milk pitchers &amp; store for next day on designated refrigerator shelf</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Sweep kitchen floor</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Kitchen countertops, tabletop, refrigerator, milk dispenser, cabinet &amp; door handles</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Stove, Microwave &amp; refrigerator</td>
</tr>
<tr>
<td>Mid-Day</td>
<td><strong>CLEAN &amp; SANITIZE</strong>*, using bleach solution &amp; paper towels.</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Clean up spills, wipe down</td>
</tr>
<tr>
<td>Mid-Day</td>
<td>Refrigerator, MONTHLY Empty, defrost, <strong>CLEAN</strong></td>
</tr>
<tr>
<td>Evening</td>
<td>Sweep &amp; mop all tile floors</td>
</tr>
<tr>
<td>Evening</td>
<td>Daily Kitchen, hallways, bathrooms, classrooms, multi-purpose room</td>
</tr>
<tr>
<td><strong>DISINFECT</strong>* BATHROOM FLOORS &amp; FLOOR BY DIAPERING AREA</td>
<td></td>
</tr>
</tbody>
</table>

Revised 9.30.15
<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Area Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>Vacuum area rugs and carpeted spaces</td>
<td>Daily</td>
<td>Classrooms, office spaces, library, &amp; multi-purpose room</td>
</tr>
<tr>
<td>Evening</td>
<td>Shake outdoors area rugs too small to vacuum</td>
<td>Daily</td>
<td>If any, usually located in front of classroom sinks</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>DISINFECT</strong> * Counters, tabletops, Desks*</td>
<td>Daily</td>
<td>Classrooms, office spaces; Use prepared bleach solution OR commercial disinfectants</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; SANITIZE</strong> * Desks, computer keyboards, &amp; phone receivers*</td>
<td>Daily</td>
<td>Offices &amp; library; Use prepared bleach solution OR commercial cleaner/sanitizer (may use wipes)</td>
</tr>
<tr>
<td>Evening</td>
<td>Remove trash to designated outdoor disposal area &amp; replace trash bags in all receptacles</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, office and library, kitchen, playground sidewalk; make sure replacement bags fit receptacles</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>DISINFECT</strong> * Diaper Pail*</td>
<td>Daily</td>
<td>Remove trash bag insert; disinfect pail; put in new trash bag; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean all glass entrance/exit doors in hallways &amp; classrooms</td>
<td>Daily/As needed &amp; Summer</td>
<td>Do not remove decals (they need to be in place for safety purposes)</td>
</tr>
</tbody>
</table>

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Evening</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong> All door &amp; cabinet handles</td>
<td>Daily</td>
<td>Classrooms, hallway, office spaces, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong> Drinking fountains</td>
<td>Daily</td>
<td>Hallway &amp; playground between Seashell/Sunflower classroom; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong> all sinks, faucets</td>
<td>Daily</td>
<td>Classrooms, bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT, &amp; refill soap dispensers</strong></td>
<td>Daily</td>
<td>Liquid soap only; kitchen, adult &amp; child bathrooms, classrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN, DISINFECT</strong> &amp; refill towel &amp; toilet paper dispensers</td>
<td>Daily</td>
<td>Classrooms, adult &amp; child bathrooms, kitchen; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong> <em>Toilet bowls, seats, handles, other touchable surfaces</em></td>
<td>Daily</td>
<td>Child &amp; adult bathrooms; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td>Sweep exterior entrance areas &amp; rugs</td>
<td>Daily</td>
<td>Classroom playground doors, Wentworth &amp; playground entrances</td>
</tr>
<tr>
<td>Evening</td>
<td>Wash, rinse, &amp; DISINFECT Mops &amp; cleaning rags after use</td>
<td>Daily</td>
<td>store with mop end up in hallway mechanical closet; Use prepared bleach solution OR commercial disinfectant</td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; refill Handway hand sanitizer dispensers</strong></td>
<td>Weekly or as needed</td>
<td>Classrooms, library, office spaces</td>
</tr>
<tr>
<td>Evening</td>
<td>Dust flat surfaces</td>
<td>As needed</td>
<td>Classrooms, library, office spaces</td>
</tr>
</tbody>
</table>

Revised 9.30.15
### ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>Wipe down classroom cabinet surfaces</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Teacher office desks/keyboards</td>
<td>Daily</td>
</tr>
<tr>
<td>Evening</td>
<td>Clean interior glass surfaces</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Classroom offices, main office, library, light wall in hallway</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Dust Window blinds</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Maintain/clean out laundry storage closet area</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Keep laundry room swept and neat. Store custodial supplies in organized manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Launder any cleaning items as needed.</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Maintain/clean out hallway mechanical closet storage area</td>
<td>As needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>Keep swept and clear of all materials except mops/buckets &amp; ladder. DHEC PROHIBITS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STORAGE OF MISCELLANEOUS AND/OR FLAMMABLE ITEMS or anything that could block access to electrical panels</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Clean Hallway Cubbies</td>
<td>Monthly/as needed &amp; Summer</td>
</tr>
<tr>
<td></td>
<td>(Parents are supposed to empty each Friday)</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td><strong>CLEAN &amp; DISINFECT</strong> All classroom furniture &amp; shelves</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Remove materials from shelves, clean, and put back; Use prepared bleach solution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR commercial disinfectant</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Clean all interior &amp; exterior glass surfaces</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Including glass panels at wall/ceiling area &amp; glass block windows in multi-purpose room</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Cabinet doors</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Remove tape/adhesive residue; wash down</td>
<td></td>
</tr>
</tbody>
</table>

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

<table>
<thead>
<tr>
<th>Floor</th>
<th>Task</th>
<th>Frequency</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; multi-purpose room area rugs</td>
<td>Quarterly: July, Fall Break, winter Break, Spring Break</td>
<td>Steam clean</td>
<td></td>
</tr>
<tr>
<td>Office &amp; library carpeting</td>
<td>Summer</td>
<td>Steam clean</td>
<td></td>
</tr>
<tr>
<td>All tile floors &amp; baseboards</td>
<td>Summer</td>
<td>Strip/wax</td>
<td></td>
</tr>
</tbody>
</table>

Seashell Teacher
Before opening: Daily
Make up enough DISINFECTANT solution for the day for diapering area needs. (see posted directions)

Seashell staff
CLEAN & DISINFECT Changing table: After each use
Use prepared bleach solution OR commercial cleaner/disinfectant

Seashell staff
CLEAN & DISINFECT Potty Chairs (if we are using): After each use
Use prepared bleach solution OR commercial cleaner/disinfectant

Seashell staff
Any toys that go in child's mouth: After each use
Put in collection basket and run all toys in basket through dishwasher at end of day

Teachers
Before opening: Daily
For all classroom areas (except diapering in Seashell Class) Make up enough new SANITIZING solution in spray bottle for the day (see posted directions)

Revised 9.30.15
## ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

**Source:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Task</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td><strong>CLEAN</strong> Rest mats</td>
<td>Weekly (Friday)</td>
<td><strong>CLEAN</strong> - SANITIZING IS RECOMMENDED BUT NOT REQUIRED, AS OUR MATS ARE NOT USED BY MULTIPLE CHILDREN</td>
</tr>
<tr>
<td>Teachers</td>
<td><strong>CLEAN &amp; SANITIZE</strong> Table &amp; counter surfaces</td>
<td>Before &amp; after each use</td>
<td>Use prepared bleach solution OR commercial cleaner/disinfector</td>
</tr>
<tr>
<td>Teachers</td>
<td>Floors</td>
<td>As needed</td>
<td>Clean up spills/loose debris</td>
</tr>
<tr>
<td>Teachers</td>
<td>Bathrooms</td>
<td>As needed</td>
<td>Make sure trash is placed in receptacles and no standing water on floors</td>
</tr>
<tr>
<td>Teachers</td>
<td>Personal dishes</td>
<td>As needed</td>
<td>Clean up your own dishes</td>
</tr>
<tr>
<td>Teachers</td>
<td>Classroom cooking activities</td>
<td>As needed</td>
<td>Scrape, rinse and/or soak dishes for mid-day helper</td>
</tr>
<tr>
<td>Teachers</td>
<td>Center materials</td>
<td>Weekly</td>
<td>Clean</td>
</tr>
<tr>
<td>Teachers</td>
<td>Dress-up clothes &amp; art smocks</td>
<td>At least weekly weekly</td>
<td>Launder</td>
</tr>
<tr>
<td>Teachers</td>
<td>Computer keyboards</td>
<td>After each use by child</td>
<td>N/A - we do not have children using keyboards except in dramatic play, which is also N/A;</td>
</tr>
<tr>
<td>Teachers</td>
<td>Dress-up hats</td>
<td>Daily</td>
<td><strong>CLEAN/SPRAY</strong> with disinfectant; if head lice are present, either don’t use hats, or <strong>CLEAN/SPRAY</strong> after each use</td>
</tr>
</tbody>
</table>

### Emergency Clean ups:

- Any surface contaminated with body fluids (vomit, urine, stool, blood) e.g., toilet overflows, vomiting or

Call 5550

<table>
<thead>
<tr>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLEAN &amp; DISINFECT WITH BBP PROPORTIONS BLEACH/WATER &amp; USE UNIVERSAL PRECAUTIONS</strong> (i.e. gloves, mask, etc. as appropriate)</td>
<td></td>
</tr>
</tbody>
</table>

Revised 9.30.15
ECDC CLEANING SCHEDULE (Custodial Staff & Teachers)

Source:

soiling rugs or floor, etc.

***SEE BLEACH SOLUTIONS CHART FOR MIXING OF SANITIZING/DISINFECTING SOLUTIONS

Revised 9.30.15
Description of evidence for criterion 9.D.08
This schedule documents that cleaning requirements listed in the Portfolio Guidance for indicator c are met

IPM_Memo.pdf
This email from our campus head Groundskeeper describes how we follow IPM requirements/guidelines.
10: Leadership and Management
10.A.: Leadership

10.A.01: The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.

Our program mission is fully articulated and consistent with our philosophy and includes goals for families and children.
Who We Are

History

The College of Charleston (CoC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (EHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CoC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment, all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GAs) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TAs) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CoC, the Charleston County School District (CCSD), and other early childhood programs in the LowCountry and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

Mission

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."

Home

Who We Are

Program & Visitor Info

Licensing & Accreditation

Staff

Curriculum

Projects

Parents

Faculty & Students

Research & Publications

Resource Links

Dr. Candace Jaruszewicz,
Director
Email: ecdd@cofc.edu
Phone: 843.953.5606
Fax: 843.953.5508

page last updated: August 20, 2010

http://spinner.cofc.edu/~child/ecdc/whoweare.html
Goals:

By providing a demonstration program committed to excellence, children:
- Explore & develop their interests and abilities.
- Develop self-direction as learners and citizens.
- Understand and practice tolerance and respect for others.
- Are fully included in all dimensions of our program.

By providing a supportive environment and resources, parents:
- Feel accepted and welcomed.
- Express confidence that their children are being well cared for and nurtured.
- Engage as partners and advocates for high quality early childhood education.

As an integral part of the School of Education, Health, and Human Performance, we:
- Support the academic goals of faculty and students across campus.
- Enhance the development of student employees' professional skills and dispositions.
- Add to the knowledge base about early childhood education and child development.

Keeping these goals in focus is an ongoing process that we use multiple means to assess. See our Program Goals and Assessment Plan (pdf).

Philosophy

At ECDC, we believe the purpose of early childhood education is to help children acquire skills and dispositions needed to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, we learn these things in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program.

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:
- Identify and support children's interests.
- Observe their growth and development.
- Plan and facilitate activities appropriate to their interests and developmental levels.
- Monitor, assess, interpret, and document their learning.
- Respect and include families in the learning process.


3. Swiss psychologist Jean Piaget's body of work described the theory of cognitive development, a process whereby children progress through a series of four distinct developmental stages. As they process experiences, they actively construct ideas and schemas about the world through a process known as constructivism. Piaget's theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process, and Lawrence Kohlberg, who applied the theory to moral development.

The N.E. Miles Early Childhood Development Center is a part of the School of Education, Health and Human Performance at the College of Charleston. Questions or problems with the site should be referred to Candace Jasenski or Heidi Staingha.
Description of evidence for criterion 10.A.01

This information is included in all important program documents, including our website.
evidence for criterion 10.A.01

N.E. Miles Early Childhood Development Center

Program Title: N.E. Miles Early Childhood Development Center
Program Name: N.E. Miles Early Childhood Development Center
Program Type: Academic Support
Start: 7/1/2015
End: 6/30/2016
Program Assessment: Candace Jaruszewicz
Coordinator:
Coordinator's Email: jaruszewicz@ccfc.edu
Coordinator's Phone: 843-963-5609
Coordinator's Office: 91 Wentworth Street
Address:
Assigned assessment committees member:
DAC/AAC representative:
Administrative Unit:
Director receiving assessment updates:
Program follows specialized accreditation standards:
Name of accrediting organization:
National Association for the Education of Young Children (NAEYC)
Date of last program review for the accrediting organization:
Spring 2011
Date of next program review:
Site Visit window currently open, due before 3/30/2016
Program/Department:
ECDC's three-part mission is to provide:
- A demonstration preschool for research, observation and practicum purposes
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community

Unit/School/College Mission:
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Assessment Process:
The program engages in assessment for documentation to the College of Charleston, the National Association for the Education of Young Children (NAEYC), and South Carolina Department of Social Services (DSS) of continuous quality monitoring and improvement. We have a complex set of layered goals and outcomes, those that align with the university's strategic plan, and those that align with accreditation or regulatory requirements focused on children, families, and our community.

We collect both quantitative and qualitative data from multiple sources and adhere to an also complex timeline for reporting out results to the three entities to whom we are accountable.

1. DSS: Licensed child care programs must comply with the South Carolina child care laws that focus primarily on health, safety, and supervision. Any all-day program that serves more than 12 children is classified as a child care center, and must be licensed to operate. Re-licensing occurs every other year with additional unannounced inspection visits at least once per year. This process focuses more on monitoring that program improvement and represents a minimum level of program quality documentation.

2. NAEYC: National accreditation can be pursued via numerous organizations/processes. We participate in the NAEYC process because (a) it is the most recognized, (b) reflects a high level of rigor, and (c) provides standards and criteria consistent with those applied to accreditation of the EHHF/EDU early childhood teacher education programs, which are also evaluated by NAEYC for the CAEP system. NAEYC accreditation takes place over a five-year repeatable cycle. After the initial accreditation (2005), the program submits annual reports documenting maintenance of standards compliance in years 1-4 and then re-accreditation including a site visit evaluation occurs in the fifth year before the program anniversary date. This process represents the highest level of ongoing quality improvement assessment available.

3. College of Charleston: As a unit housed in the School of Education, Health, and Human Performance, the ECDC provides (a) academic support for teacher education, (b) student support as an employment and practicum field site, (c) research support for faculty and students, (d) child care support for campus employees (@ 85%) and a limited number of families from the general community, and (e) resources and service for early childhood programs and advocacy initiatives in the general and larger communities. Therefore, our assessment process for addressing outcomes that support the strategic plan for the university includes the embedded processes we follow for licensing and accreditation.
Comments and Attachments: We are currently in year 5 of our accreditation cycle with NAEYC, with renewal due by May 1, 2016. Renewal materials have been submitted, self-assessment materials completed, and we are due for our site visit sometime before 3/30/16.

Our state license through the Department of Social Services is current till 9/26/2016 and we will renew during summer of 2018.

Administrative Unit Director receiving assessment updates: Dean (Frances Welch)

Program Coordinator (Frances Welch)

Dean (Frances Welch)

Dean (Frances Welch)

Items Supporting This Program Information and Assessment Process

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>1</td>
<td>Demonstrate best practice</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
<tr>
<td>Outcome</td>
<td>2</td>
<td>Promote scholarly inquiry and Professional Development</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
<tr>
<td>Outcome</td>
<td>3</td>
<td>Model advocacy and community service</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
<tr>
<td>Outcome</td>
<td>4</td>
<td>Child Care</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
</tbody>
</table>
1. Demonstrate best practice

Outcome Number: 1

Title: Demonstrate best practice

As a demonstration program, the ECDC provides a model of excellence by operating as a state-licensed facility and achieving national recognition as an accredited program for its efforts to provide high-quality early childhood education. We do this as we:

1. Achieve and maintain successful NAEYC (National Association for the Education of Young Children) re-accreditation over the five-year accreditation cycle
2. Achieve successful biennial re-licensing through South Carolina Department of Social Services (DSS) in even years
3. Achieve successful annual re-certification as a "NatureExplore" classroom via the Arbor Foundation

Program/Unit:

2. Assessment

Methods: The measure matches the outcome, uses appropriate direct and indirect methods, and measures desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

NAEYC:
1. Completed and submitted Renewal Materials before stated re-accreditation (or annual maintenance) deadline, (via NAEYC forms and data collection tools)
2. Completed classroom and program E-folios prior to site visit and maintain throughout accreditation period (using Houghton Mifflin Harcourt SchoolChapters - www.schoolchapters.com)
3. Completed NAEYC site visit protocols within the designated site visit window or unannounced visit

DSS:
1. Completed renewal materials and inspections according to DSS timelines during summer prior to expiration of license (DSS data collection forms)
2. Documentation of continued compliance with DSS regulations and unannounced interim site inspections (site visit reports)

NatureExplore:
1. Complete and submit application for annual re-certification prior to July 1 expiration date. (powerpoint report posted to program website)

Notes:
Upload current NAEYC accreditation letter, DSS license, NE certificate

3. Assessment

Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:

Target met for measure 1?: Did results for measure 1 demonstrate improvement from previous assessments?:

Target met for measure 2?: Did results for measure 2 demonstrate improvement from previous assessments?:

Please describe your selections above for each measure:

NAEYC:
The NAEYC accreditation process incorporates several measures, all of which must meet designated threshold levels of performance either prior to submission, during the off-site pre-visit review process, or at the site visit. These materials are all provided by the accrediting organization. In order to pass, the program must meet 100% required criteria, 80% of criteria for each of the 10 standards, and at least 70% criteria for each age/class group observed. There are more than 400 criteria embedded within the 10 standards.

Data collection tools provided by NAEYC include:
Templates for Renewal Materials and Annual Reports
Parent Surveys (minimum overall score of 80% "yes" responses required before submission)
Staff Surveys (minimum overall score of 80% "yes" responses required before submission)
Classroom Folio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each criterion)
Program Folio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each criterion)
On-site classroom observations using criterion-referenced tool.
2. DSS Licensing
The program must comply with 100% child care licensing regulations. These include
100% current immunization forms
100% staff with current security clearances, health forms
100% staff have met state annual training hours requirement
1 staff per classroom with current First Aid, CPR
Pass: DHEC building/fire inspection
Pass licensing inspection
Submit to unannounced visits at least once annually and correct any cited deficiencies.

3. NatureExplore Certification
This voluntary certification requires annual submission of documentation that program standards have been maintained.
Submission materials include:
Narrative
Images

4. Use of Assessment
Results: What changes were made based on the results
(i.e.: revisions to course content or course offerings,
revision admission standards, revise program offerings,
implement training or workshops, modify services or processes):

5. Budget Changes:
Comments and Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2015
End: 6/30/2016
Progress: On Schedule

Items This Outcome Supports

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Develop nationally recognized graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>10</td>
<td>Pursue national recognition for the College of Charleston's personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Program Information and Assessment Processes</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promote scholarly inquiry and Professional Development

Outcome Number: 2

Title: Promote scholarly inquiry and Professional Development

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.:

   - Target met for measure 1?:
   - Did results for measure 1 demonstrate improvement from previous assessments?:
   - Target met for measure 2?:
   - Did results for measure 2 demonstrate improvement from previous assessments?:

Notes:

Insert spreadsheet that documents aggregate #s for staff items
Insert chart from Annual Report with demographic information
Insert chart from Annual Report with visitor, practicum, research numbers
Upload IVT & Director Training transcripts? Or just summarize total # hrs for each & report in aggregate.

Please describe your selections above for each measure:

4. Use of Assessment Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or

Documentation for items 1, 2, 3, & 4 are those required by CoC, DSS, and/or NAEYC. Documentation of items 3,4, and 5 provide us with data that can be reported out annually in CoC annual reports, website, etc.
Description of evidence for criterion 10.A.01

The university recently moved to a new system for goal-setting and documentation of continuous improvement. This document and the one following detail our program assessment plan, which includes identified goals and how they are connected to program, school/unit, and university strategic plan goals.
1. Evidence for criterion 10.A.01

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Develop and retain a highly qualified and diverse faculty and staff.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td>1</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
</tbody>
</table>
Model advocacy and community service

Outcome Number: 3

Title: Model advocacy and community service

1. Outcome: The specific, measurable, attainable, results oriented, and time bound outcomes are the welfare of young children in our community, state, region, nationally, and internationally.

2. Assessment Methods: The measures for this outcome are largely qualitative in nature:
   1. Annual reporting process - numerate and describe activities that meet criteria of outcome.
   2. Testimonials and communications that provide evidence of activities related to outcome.
   3. Compilation of narratives and images posted to social media and website that document collaborations and initiatives.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.:
   - Target met for measure 1?
   - Did results for measure 1 demonstrate improvement from previous assessments?
   - Target met for measure 2?
   - Did results for measure 2 demonstrate improvement from previous assessments?

Please describe your selections above for each measure:

4. Use of Assessment Results: What changes were made based on the results (i.e.; revisions to course content or course offerings, revise admission standards, revise
Evidence for criterion 10.A.01

- Program offerings, implement training or workshops, modify services or processes

5. Budget Changes:

Comments and Attachments:

Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2016
End: 6/30/2016

Progress:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina.</td>
<td>07/01/2015</td>
<td>09/30/2016</td>
<td>College of Charleston</td>
</tr>
</tbody>
</table>

Program Information and Assessment Process:

| N.E. Miles Early Childhood Development Center | 07/01/2016 | 09/30/2016 | N.E. Miles Early Childhood Development Center |

Last modified 09/19/2016 at 2:29 PM by Carolee Andrews
Created 09/15/2016 at 11:49 PM by Class RIS User
Child Care

Outcome Number: 4
Title: Child Care

1. Outcome: The program meets University expectations for fiscal accountability.
   - Population reflects diversity of campus and balanced sample for research purposes.
   - Program serves children with special needs.
   - Program provides annual process that documents progress towards meeting stated goals for children and families.

bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

2. Assessment
   - Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

   3. Assessment
      - Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:
      - Did results for measure 1 demonstrate improvement from previous assessments?
      - Target met for measure 2?
      - Did results for measure 2 demonstrate improvement from previous assessments?

Please describe your selections above for each measure:

1. Waiting list application information is kept on a spreadsheet.
2. Current enrollment information is kept on a spreadsheet and coded for demographics including ethnicity, gender, campus affiliation, special needs, home/2nd language, etc.
3. Fiscal accountability follows required university budgeting process and monitored by EHHP fiscal office.
4. Assessment of goals required by NAEYC for children, families and community follows an annual timeline represented on the chart below (includes follow-up measures implemented as of 10/27/15)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment Tools</th>
<th>Timeline</th>
<th>Analysis</th>
<th>Reporting</th>
<th>Application</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explore &amp; develop interests and abilities</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td>NAEYC Spreadsheet (item and category analysis)</td>
<td>CoC Annual Report;</td>
<td>Revise curriculum as needed</td>
<td>Add Spanish language component</td>
</tr>
<tr>
<td>2. Develop self-direction as learners and citizens</td>
<td>Child Assessment Data</td>
<td>December &amp; May</td>
<td>Assessment Conferences with Master Teachers</td>
<td>Parent/Teacher Conference Reports;</td>
<td>Annual Master Teacher Professional Development Plans</td>
<td>Completed for 2015-2016</td>
</tr>
<tr>
<td>3. Understand and practice tolerance and respect for others</td>
<td>Unsolicted feedback</td>
<td>On-going as received</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fully included in all dimensions of our program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Feel accepted and welcomed</td>
<td>New Family Survey</td>
<td>September</td>
<td>Survey Data Tabulation; Content Analysis of narratives;</td>
<td>CoC Annual Report;</td>
<td>Revise policies as needed</td>
<td>Snack Manus &amp; Nutrition Plan</td>
</tr>
<tr>
<td>2. Express confidence that their children are being well cared for and nurtured</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td></td>
<td>Annual Report to Families</td>
<td>Revise procedures as needed</td>
<td>Security measures</td>
</tr>
<tr>
<td>3. Engage as partners and advocates for high quality early childhood education</td>
<td>Unsolicted feedback</td>
<td>On-going as received</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Support academic goals of faculty and students</td>
<td>Campus Survey; Student Employee Survey</td>
<td>April</td>
<td>Tabulation; item analysis</td>
<td>CoC Annual Report;</td>
<td>Revise research &amp; practicum protocols as needed</td>
<td>Fall 2015 Semester Pracicum &amp; research applications in-progress or scheduled</td>
</tr>
<tr>
<td>2. Enhance development of student employee professional skills and dispositions</td>
<td>Performance Evaluations; Student Employee Survey</td>
<td>December &amp; May</td>
<td>Item analysis of Performance reviews; Tabulation of surveys</td>
<td>Annual Report to Families</td>
<td>GA &amp; TA Professional Development as needed</td>
<td>DSS Accreditation Workshop 9/11/15</td>
</tr>
<tr>
<td>3. Add to the knowledge base about early childhood</td>
<td>Records of research &amp; publications</td>
<td>On-going</td>
<td>Bi-weekly staff meeting discussions</td>
<td></td>
<td>Annual Master Teacher Professional Development</td>
<td>Completed for 2015-2016</td>
</tr>
</tbody>
</table>

College of Charleston
4. Use of Assessment Results: What changes were made based on the results (i.e.: revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes);

5. Budget Changes: Comments and Attachments:

Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2015
End: 8/30/2016

Progress:

Items This Outcome Supports

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Strategic Initiative</td>
<td>3</td>
<td>Develop and retain a highly qualified and diverse faculty and staff.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
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<tr>
<td>Strategic Initiative</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
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<tr>
<td>Strategic Initiative</td>
<td>1</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td></td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
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</table>
10.A.02: The program administrator has the educational qualifications and personal commitment required to serve as the program's operational and pedagogical leader. This criterion can be met in one of three ways:

a

has at least a baccalaureate degree. [AND]
has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND] has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

b The administrator documents that a plan is in place to meet the above indicators (detailed in Box #1) within five years.

c The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled “Alternative Pathways to Achieve Educational Qualifications of a Program Administrator.”

Our full-time program director is a tenured Associate Professor in the School of Education, Health, and Human Performance. She meets all qualifications in this criterion, as evidence submitted with renewal materials documents.

10.A.03: The program administrator demonstrates commitment to a high level of continuing professional competence and an ability to promote teamwork.

The program director's performance is reviewed annually by the Dean of the School of Education, Health, and Human Performance. These criteria are indicators in the performance review.
Annual Goals submitted for 2014:

1. Advocacy: Continue to build and seek mentoring and professional relationships with other early childhood programs and initiatives that focus in particular on sharing research-based practices, high quality play, quality indoor and outdoor environments, and teacher professional development.
   - Elected to 3 year term on NCCCC governing board
   - Participated in planning Cradle to Career Summit
   - Participated on First Steps team that was awarded 1.6 million Early Head Start Grant
   - Member of planning team for annual CoC EC Summit
   - Provide in-service training for Senior Citizens Foster Grandparents program
   - Pro-bono consulting for Meeting Street Academy
   - Member of Memminger Partnership Team
   - Co-led panel discussion at ACT conference on community involvement in support of early childhood environmental education
   - Received $2500 Coastal Community Foundation grant to support inclusive education at ECDC.
   - Invited to keynote the 4K Summer Institute for the Madison, WI Metropolitan School District
   - Traveled to Salvador, Brazil to conduct program evaluation and staff development for the Pan-American School of Bahia.

2. 40th Anniversary: Finish coordinating & conduct series of campus events commemorating the 1974 founding of ECDC
   - Party & media events on Friday October 3 for @ 300 guests
   - First of 3 part film/discussion series held on October
   - Research project underway, data collection expected to begin May 2015

3. Accreditation & Licensing:
   - Conducted successful 2014-2016 re-licensing with DSS
   - Began preparations for 2016 NAEYC re-accreditation (planned one week in-service for teachers January 2015)

Accomplishments:
Candace Jaruszewicz
2014 Goals and Accomplishments

Leadership:
- Program maintained NAEYC national re-accreditation via successful annual report
- NatureExplore re-certiﬁcation achieved July 2014
- DSS unannounced inspection 3/24/14; no deﬁciencies cited
- DSS bi-annual license renewed successfully 9/26/14
- Chaired planning committee that implemented Homecoming Anniversary Celebration October 3, 2014 and ﬁrst of 3-part ﬁlm/discussion series on the value of play
- Participated on planning team for Tri-County Cradle to Career Collaborative Early Childhood Symposium held November 10, 2014

Awards/Recognition:
- Elected to three-year term on Governing Board of the National Coalition of Campus Children’s Centers
- Invited Keynote Address for Madison, Wisconsin Summer 2014 4K Institute, “Planning and Documenting Play and Project Work to Promote Executive Functioning” August 20, 2014
- Received numerous personal notes from ECDC parents, staff, graduate students, and others relative to leadership, mentoring, and service activities

Teaching:
- EDEE 613 Spring 2014 – 19 students; only 5 students completed course evaluations so data are unreliable, but aggregate data and comments from those students was generally above departmental mean scores and positive.

Research:
- IRB proposal for ECDC Longitudinal Study will be submitted spring 2015 with data collection scheduled to begin May 2015. Contact information for potential participants was in-progress over the 2014 year.

Grants:
- Applied for and received $2500 grant from Coastal Community Foundation July 2014 to support inclusion efforts at ECDC
- Member of Charleston First Steps core writing team that received $1.3 Million Early Head Start Child Care Partnership Grant; will continue on as “fidelity” point person, monitoring effective implementation of grant provisions related to curriculum and professional development
- Sponsored four graduate assistants’ grant applications to attend Association for Constructivist Teaching Conference
Candace Jaruszewicz
2014 Goals and Accomplishments

Publications:

Professional Development:
- Attended National Coalition for Campus Children’s Centers Annual Conference, Portland, OR April 10-12, 2014
- Attended *Association for Constructivist Teaching* Annual Conference December 5, 2014
- Completed CoFC *Discrimination and Harassment Prevention* Training March 20, 2014
- Re-certified *First Aid/CPR* Training
- Attended *College of Charleston Early Childhood Summit*, Memminger Elementary School, June 18-19, 2014

Conference Presentations:
- "Loose Parts: Re-Imagining Outdoor Play Spaces from a Constructivist Perspective" – co-presented with Mary White and Jane Hart at the *Association for Constructivist Teaching* Annual Conference December 5, 2014 in Charleston, SC

Other Presentations/Workshops:
- Developed and led CCCCD approved credit seminar (3 hours) for ECDC master teachers: "Constructivism across the curriculum in early childhood classrooms: Big ideas for inspiration" (based on book of same name by Christine Challe)
- *Charleston Senior Citizens Center Foster Grandparents Program In-Service*, "Brain Development, Early Literacy, and Supporting Young Readers and Writers" June 25, 2014
- Invited session at Madison, Wisconsin Summer 4K Institute, "The Great Exploration, starting with the hole and studying the sun, the planets, the galaxy, and the universe": How digging a hole on the playground became the 4/5K curriculum for two months" August 20, 2014
- Meeting Street Academy In-Service for Teachers, July 18, 2014

Consulting:
- Pan-American School of Bahia, Salvador Brazil: evaluation of early childhood program November 2014

Campus Collaborations/Service:
- Search committee EHHP/TEDU Early Childhood Faculty Spring 2014
Candace Jaruszewicz
2014 Goals and Accomplishments

- Search committee EHHP Operations Manager Fall 2014
- Member EHHP Administrative Council
- Guest speaker for Dr. Antonio Ellis Human Growth and Development, October 2014
- SC DOE Teacher Re-certification Program Coordinator
- ECE Summit Planning Team
- Hosted two-week Title I Readiness Summer Camp (directed by Dr. Laura Brock) June, 2014

Community Collaborations/Public Relations:

- Memminger Partnership Team Member
- Academic Magnet High School Thesis Mentor Spring 2014
- Clemson University – Doctoral student Committee member (Deanna Ramey-Satzger due to defend March 2015)

Other Professional Services:

- Participated in planning for Association for Constructivist Teaching Annual Conference held in Charleston December 5-7, 2014. Provided pre-conference tours of ECDC and co-chaired panel discussion with Memminger Elementary School Curriculum Coordinator about using community resources to advance outdoor and environmental education
- Two manuscript reviews in 2014 for Education and Early Development (Sage Publications)
- Continued certification as Certified Trainer for DSS Center for Child Care Career Development (CCCD)

Personal Growth:

- Volunteer for Colonial Dorchester State Park Living History events
Description of evidence for criterion 10.A.03

The program director's supervisor (Dean of the School of Education) requests a list of accomplishments for the calendar year under review. This list was submitted for the Director's most recent review.
## My Reviews

<table>
<thead>
<tr>
<th>Program Progress</th>
<th>Type</th>
<th>Score</th>
<th>Review Status</th>
<th>Last Update</th>
<th>View Review</th>
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<td>Focal</td>
<td>Exceptional</td>
<td>Complete</td>
<td>March 13, 2014 15:03</td>
<td>View Review</td>
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<td>Program</td>
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</table>

Displaying all 3 reviews
Description of evidence for criterion 10.A.03

The annual performance instrument is a lengthy and detailed online process (EPMS); it is available for review at the on-site visit. This is the signature sheet approving the review (Dean and University Provost) with an overall rating at last review of "E" (exceptional) The leadership characteristics for this criterion (promoting teamwork & high level of continuing professional competence) are addressed specifically in the annual review.

10.A.04: The program, regardless of its size or funding auspices, has a designated program administrator with the educational qualifications detailed in Criterion 10.A.02.
   a When a program has a total enrollment of fewer than 60 full-time equivalent (FTE) children, employs fewer than eight FTE staff, or both, the program may have a part-time administrator or an administrator who fulfills a dual role (e.g., teacher-administrator), and [OR]
   b in multi-site programs, the sites may share an off-site administrator.
   c When a program has a total enrollment of 60 or more FTE children and employs eight or more FTE staff the program has a full-time administrator, OR
   d in multi-site programs with 60 or more FTE children and 8 or more FTE staff, individual facilities have on-site a full-time administrator or full-time manager under the direct supervision of an individual who meets the qualifications outlined for the program administrator.

The program has an enrollment of fewer than 60 children, but more than eight FTE staff. The program director is the on-site full-time administrator with a Ph.D. in Curriculum and Instruction, faculty rank of Associate Professor, and permanent teaching certification (PA) in Early Childhood, Elementary, and Art Education.
Section 5: PROGRAM ADMINISTRATOR

For assistance completing pages 11-15, refer to criteria 10.0.02 and 10.0.04 in TORCH as well as the Candidacy Requirements on the Academy website.

Name of Designated Program Administrator: Candace Jaruszewicz

Program administrator qualifications (10.0.02) must be met as part of the Candidacy Requirements. When two or more individuals share program administrative responsibilities, at least one person must meet the qualifications outlined in criterion 10.0.02 and is considered the designated program administrator. There are three different ways that a program administrator can meet 10.0.02. Indicate how the designated program administrator meets the qualifications as outlined in criterion 10.0.02 by completing form A, B, or C. Complete only ONE form. If form A or B are completed, you must attach documentation, for example a copy of the degree completed specifying discipline and/or transcripts.

☐ A. Has at least a baccalaureate degree with 24 credits in ECE, CD, EIEd or E Spec Ed AND 9 credits in administration, leadership, or management. (Complete FORM A on page 12 and attach documentation; do not complete FORM B or C.)

☐ B. Has plan in place to meet the qualifications outlined in Option A within 5 years. (Complete FORM B on page 15 but no documentation needs to be attached; do not complete FORM A or C.)

☐ C. Meets the alternative pathway - must document a total of 100 points across 3 categories: education, administration experience, and relevant training or credentials. (Complete FORM C on pages 13-14 and attach documentation; do not complete FORM A or FORM B.)

Form A

Use this form ONLY to document that the designated program administrator has at least a baccalaureate degree with 24 credit-bearing hours of specialized college-level course work in early childhood education (ECE), child development (CD), early childhood special education (E Spec Ed) that addresses child development and learning from birth through kindergarten AND 9 credit-bearing hours of specialized college-level course work in administration, leadership, or management. Documentation to support FORM A must be attached and immediately follow FORM A.

Baccalaureate Degree or Higher: List the baccalaureate degree or higher degree received below. Individuals who hold an international degree must submit an evaluation and verification of U.S. equivalencies. Attach a copy of the degree and/or transcripts showing completion and discipline immediately following this page.

<table>
<thead>
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<th>Degree</th>
<th>Name of College/University</th>
<th>Date</th>
<th>Major</th>
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<tr>
<td>Ph.D.</td>
<td>Kent State University</td>
<td>2000</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Edinboro University</td>
<td>1992</td>
<td>Elementary &amp; Early Childhood Education</td>
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Credit Hours: List the courses that comprise the 24 credits in ECE, CD, EIEd, or E Spec Ed and/or the 9 credits in administration, leadership, or management. This may include coursework obtained as part of the degree or courses completed separately. If it is apparent that the degree listed above in administration/leadership (for example an MBA), you do not need to list the 9 credits in administration. If the degree is in ECE, CD, EIEd, or E Spec Ed, then you do not need to list the 24 credits in ECE. If the degree is not in administration, leadership, or management, ECE, CD, EIEd, or E Spec Ed (for example Psychology), you would need to list 24 credits in ECE and 9 credits in administration, leadership, or management. Attach a copy of the relevant transcripts immediately following this page. Please highlight applicable courses on the transcript.

<table>
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<th>Credits</th>
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<td>Kent State University</td>
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<td>3</td>
<td>Prin. &amp; Techniques of Supervision</td>
<td>Kent State University</td>
<td>OH</td>
<td>Summer 1996</td>
</tr>
<tr>
<td>3</td>
<td>Programs in Pre-K</td>
<td>Kent State University</td>
<td>OH</td>
<td>Summer 1994</td>
</tr>
<tr>
<td>2</td>
<td>Individual Investigation in ECE</td>
<td>Kent State University</td>
<td>OH</td>
<td>Summer 1994</td>
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END OF FORM A—Insert documentation for Form A HERE and proceed to page 15.
Description of evidence for criterion 10.A.04

The program director submitted documentation with Form A for std. 10.A.02 of the renewal materials.
Miles Early Childhood Development Center
2010-2011

Dean
Frances C. Welch
State Title:
Class code:  Slot:  Pos. #:

Director
C. Jaroszewicz
State Title:
Class Code: Slot: Pos. #:

Undergraduate Aides
Approximately 20-25 per semester

Adm. Specialist II
Catherine Morrow
Pos # 140198

Master Teacher
S. Johnston
Class code: UH09
Slot: 00001 Pos. # 006644

2 Graduate Assistants

Master Teacher
Mary J. White
Class code UH09
Slot: 00004 Pos. # 006868

Graduate Assistant

Master Teacher
Phyllis N. Gates
Class code UH09
Slot: 00003 Pos. # 006870

Graduate Assistant

Master Teacher
Jan
Class code:
Slot:

Graduate Assistant
Description of evidence for criterion 10.A.04

The organizational chart for ECDC indicates that the program has a designated director who reports to the Dean of the School of Education, Health, and Human Performance.

10.A.07: The program administrator and other program leaders systematically support an organizational climate that fosters trust, collaboration, and inclusion.

Organizational climate has been an explicit focus of the current program administrator. A discussion about this issue and clear articulation of our approach, co-authored by the program director and one of the master teachers, was published as a guest editorial in the Early Childhood Education Journal. This criterion is addressed in the annual performance review (with rating of "exceptional" as well (a confidential document available for review at site visit)
The Teachergarten: Creating an Environment Conducive to Meaningful Teacher Growth

Candace Jaruszewicz · Mary Johnston White

Abstract This editorial provides discussion of conditions and actions needed to create and sustain a context and environment that is nurturing and conducive to meaningful professional teacher growth. The authors are a program director and master (lead) teacher from a university demonstration/laboratory program that is both state licensed and accredited through the National Association for the Education of Young Children. They frame the dialogue to address issues of (a) commitment to professional development as a long-term investment in program quality, (b) intellectual safety and challenge, (c) creative use of available resources, (d) respect for all stakeholders in the program, and (e) intentional modeling.

Keywords Professional development · Early childhood education · Environment · Program administration

Much of the research on teacher professional development in early childhood education focuses on teacher qualifications as a major program quality indicator and the means by which pre-service teachers should be initially prepared (Saracho and Spodek 2006, 2007). The continuing problem of high quality teacher retention, however, is frequently linked to compensation, external accountability demands, isolation, perceived lack of support, and stress as factors that contribute to high turnover and burnout (Hale-Jinks et al. 2006; Whitebook and Sakai 2003, 2004). Structured professional development and in-service opportunities are too often limited to immediate district or program needs (e.g., implementation of policies, record-keeping, etc.), ignoring the holistic development of a workplace culture intended to foster the intrinsic factors and motivation that can nourish teachers in even the most challenging of circumstances (Martin and Kragler 1999).

A professional climate can emerge and exist in every early childhood program. Whether it sustains and nurtures or neglects and ignores the needs of those within it, however, is a variable entirely dependent on many factors. Some conditions are beyond the control of the teaching staff and program director; early childhood teaching professionals are dependent on some extent on others external to their settings (legislators, policy makers, etc.) to plod forward toward some kind of anticipated resolution of these very critical issues. But as the director and a master teacher in our university demonstration and laboratory preschool/teachergarten program, we realize that we can’t wait for that to happen. There are distinct actions and dispositions that can contribute to creation of a culture conducive to the intellectual and professional well-being of teachers. Program leaders and teachers need to take initiative to actively and intentionally create site-specific environments that support and nurture meaningful, satisfying, and intellectually challenging professional growth.

As the metaphor kindergarten, coined by Friedrich Froebel in the early nineteenth century, conveys the notion of a carefully tended classroom and learners, we propose the parallel term teachergarten for a professional environment where teacher reflection, ideas, and questions germinate, flourish, and are harvested to benefit the entire learning community. Regardless of program to program differences and challenges, we suggest growing conditions can be intentionally established through (a) commitment to professional development as a long-term investment in
program quality, (b) ensuring intellectual safety and challenge, (c) creative use of available resources, (d) respect for all stakeholders in the program, and (e) intentional modeling.

Commitment to Professional Development as a Long-Term Investment in Program Quality

It is easy to view planning and scheduling professional development opportunities for staff as a chore; paperwork, documentation, and auditing/monitoring processes can also seem overwhelming. While most states that require annual training provide some kind of mechanism or system to deliver workshops, it seems too often program leaders tacitly approve or even openly encourage hit-or-miss and random selection of training opportunities for convenience sake that may have little to do with an individual teacher’s real needs or interests. This situation, while meeting the letter of the law, does little to contribute to overall health and quality of the program. To use the garden metaphor, it’s impossible to grow prize-winning orchids from wildflower seeds. Program leaders must explicitly and enthusiastically commit to relevant and high-quality professional development opportunities for teachers and themselves.

Our experience is that the intrinsic value of sending teachers to a highly regarded conference (national, if possible) as opposed to evening or weekend local workshops can’t be measured in immediate dollars. The real return on investment is teachers who feel professionally valued, supported, and satisfied, and who develop more serious and sustained commitment to the program. Further scaffolding occurs as teachers are encouraged (and expected) to share professional development experiences with one another in various ways. Teachers have both generally shared concerns and idiosyncratic questions about their practice and new understandings they wish to explore. Thus, individualized professional development plans are worth the effort they take to create. When teachers share ownership for their own growth and establish themselves as a community of learners, the energy produced by intellectual dialogue about their goals and aspirations infuses their work.

Ensuring Intellectual Safety and Challenge

In our program, teachers no longer begin a conversation with, “may I...” but are much more likely to say, “I’ve been thinking...”, or “what if we were to...?”. If teachers believe their ideas are not being received or valued, after a while they just stop offering them. Obviously, no growth can occur if this happens; subsequently, skepticism, cynicism, defeatism, and a lack of self-confidence that is destructive to the long-term health and quality of program and curriculum development may creep in. Program leaders who understand that their teaching staff represents a continuum of intellectual strength and potential, must also realize the value of conversational time, considering each individual in context and in the spirit with which thoughts and ideas are being offered.

In the children’s book *Muncha! Muncha! Muncha!* (Fleming 2001), Mr. McGreely builds an even stronger, higher, and deeper barricade to keep the rabbits out of his garden. We don’t want our teachers to become like Mr. McGreely, working behind an invisible fence, becoming defensive in an environment that discourages dialogue and collaboration. Without an open-door approach, staff may retreat to their separate domains, and enthusiasm atrophies. A wise director seeks out teachers’ ideas, actively listens, prompts with additional questions, and plans follow-up to demonstrate the value of their contributions as teachable moments. It is especially important that administrators be familiar with early childhood literature and share resources appropriate to teachers’ ability levels and interests.

Just as ineffective as a director who doesn’t listen, is the one who overwhelms teachers with information they either can’t understand or that insults their intelligence. Like garden plants that need individual attention, specialized nutrients, and protection from pests and diseases, teacher thinking needs to be affirmed, nourished, and challenged. As lethal as weed killer on roses is the director who thinks he or she is the font of all wisdom and that nothing can be learned from classroom teachers. A healthy intellectual environment is one in which everyone understands and believes that (a) the collective wisdom of the group as a sum of its parts enriches all, (b) there is no such thing as a dumb question, and (c) everyone represented among a program staff has something of value to teach to the others.

Creative Use of Available Resources

Who do we ask about how to gain access to the college’s roof top planetarium? Is there a way that we can include art as in-class activity instead of a pull-out activity? Is there someone who can teach us how to work with clay, and where can we find a kiln to fire objects made with clay? Who can answer specific questions we have about local habitats? Over the last few years we have learned to be flexible in the way we think about all of the resources available to us as members of the college community and the neighborhood of which we are a part. We have been supported and encouraged by the response we have received by both communities. We have received visits from college experts and taken field trips to real science labs and art studios. We have explored parks and the bus

Springer
system and discovered we can get almost anywhere from our center. This has expanded the possibilities available to us and turned our whole community into an extension of the classroom. In the process, the children have benefited by seeing how we are connected to each other and have grown in their sense of themselves as valuable members of a larger community.

Program and curriculum resources are incredibly important and often, more scarce than we would like. But teachers need to believe they have the ability to take an idea for a topic or unit, develop, and carry it out to the fullest extent practical and feasible. This can be very exciting and intimidating at the same time, especially as online and other authentic real-world/time electronic resources become more accessible. Reggio Emilia educators have inspired us to think of the community as our first and best resource (Edwards et al. 1998), for creating an atmosphere of discovery and intellectual adventure. Every program has potentially rich resources in its local neighborhood and especially among its (a) families and friends, (b) local commercial, industrial, and cultural communities, (c) civic organizations and government, and (d) regional academic institutions. What we have learned over time is that locating valuable resources is more a matter of initiative than convenience. The pottery gallery and studio two doors down the street is completely useless to us unless someone makes the effort to visit, meet the owner, share what we are doing with our kids, and establish the beginnings of a working relationship. We find that most people are flattered to be asked and usually more than willing to work with our children, but that the familiarity established with prior face-to-face contact can facilitate making arrangements.

Similarly, when funding for training is scarce, creativity is called for. When our travel budget was cut, we agreed to pool our funds so that two of the four teachers could attend a national conference one year, and two the next. Teachers together pored over the program, making requests for workshops and sessions that we agreed collectively would benefit all. The teachers who attended took notes, collected handouts, and presented the material as “mini-workshops” when they returned.

**Respect for All Stakeholders in the Program**

On-going communication between parents and teachers supports teacher growth as they rethink their practices in response to parent concerns and questions. It was because of parent observations about their children that we studied and learned about Autism and Asperger’s Syndrome, American Sign Language, applied behavior analysis, and re-thought scheduling to meet the needs of more active children. Similarly, when parents and other care-giving adults are invited to share their talents and interests in classroom activities, teacher content knowledge expands and the curriculum becomes richer and more authentic. We learned about bones, identifying herbivores and carnivores, and how to hatch butterflies and chickens from several parent biologists. We just finished a year teaching children poetry with a parent-poet, and implemented writing workshops with assistance from a parent who trained at Columbia Teachers College with Lucy Calkins (1994).

Unfortunately in some programs and schools, teachers’ public pronouncements on the value of parental involvement and input are not always consistent with opinions they express privately, and it is somewhat discouraging to know that the real contributions families can make to support teachers and programs can be easily overlooked or viewed with less than deserved respect. It is thus important that program leaders implement policies, practices, and meaningful communications that include, value, and address the voices of parents as stakeholders in the program community.

Other stakeholders may not be so obvious, but may also have emotional and professional investment in the program and should be included in program dialogue. As part of a university, a whole host of individuals including other faculty, student observers, interns, researchers, physical plant and grounds crews, mail services, security, and custodial staff are present in our building regularly. They display genuine concern, pride, and affection for our teachers, parents, and children. They see the physical facility, our classroom environments, and curriculum documentation displays through a unique set of eyes. Their curiosity about activities and dedication as professionals in their own right often generate observations and questions that result in teaching initiatives, insights about children, or program improvements we may not have thought of otherwise.

**Intentional Modeling**

Finally, we assume and expect that individuals chosen for program leadership roles bring particular skills or dispositions drawn from their experiences and education that will benefit teachers, families, and children in both explicit and indirect ways. The administrator who imagines the reward for a leadership position as the power to tell everyone else what to do and how to do it is in for a rude surprise. Teachers and all program staff will look to the director or administrator as a role model, whether the leader wants them to do that or not. The challenge then becomes, not if you want to model behavior and dispositions, but how you will do so. Successful directors have a
do as I do, not as I say mindset and model appropriate and desired professional behaviors, attitudes, and skills.

For example, when we made a decision to integrate technologies with curriculum and communications, teachers expressed anxiety about the amount of time and effort it would take aside from their already jam-packed days. To launch the initiative, the director piloted use of a program blog on our website and various online social-networking, document-sharing, photo-storage, and other digital tools. To use the garden metaphor once again, an effective program leader needs to demonstrate willingness to go beyond just creating and taking credit for the plan (or blame others when it doesn’t work out) and actually help dig up the turf, get down in the dirt, plant seeds, and share weeding and watering responsibilities!

Program leaders who are good role models inspire teachers to transfer the qualities that sustain the teaching environment to the learning communities they are creating for children. If the program director demonstrates intellectual curiosity and risk taking, teachers feel safe and more willing to take risks. When they see an attitude of openness and respect for parents and other stakeholders in our program, they might think twice before speaking and be more inclined to try to look at a communication problem or issue from multiple perspectives. When they know what they say and think is valued, they will be more willing to seek supportive ways to engage with others and view inevitable disagreements as an opportunity for dialogue, rather than conflict. When the director seeks out their counsel and ideas for writing or research projects, they feel affirmed that their work contributes to the on-going mission of the program.

Final Thoughts

We certainly don’t live and work in a perfect environment. But when we observe, for example, the progress of our 4 and 5 year old children’s garden this year, we can’t help but appreciate the parallels between what we have discussed here and what we see there. It did not grow from magic beans, but was a result of hard work, planning, collaborative effort, respect and understanding of individual differences, patience, and vision. Like an untended garden, without proper attention to teacher development, we believe an early childhood setting will be professionally inert, sowing seeds of dissatisfaction, disinterest, and mediocrity rather than promoting healthy and robust growth and direction.

Nevertheless, sometimes despite our best efforts, we still lose good people or our plans go awry. We were reminded recently, when some of the fully grown plants in our children’s “sunflower house” blew down in a summer storm, that successful gardening of all kinds requires perseverance and flexibility above all. As the children investigated and considered what had happened, one of them said, “Well, let’s plant some new ones, and in the meantime, we have a window in our sunflower house we can look out of while we wait for them to grow!” Early childhood educators are challenged in many ways daily and their development can never be taken for granted or assumed. Commitment, intellectual safety and challenge, creative use of resources, respect for stakeholders, and intentional modeling are essential elements needed to create an environment conducive to sustained professional growth over time.

References


Description of evidence for criterion 10.A.07
This is an offprint of the article co-authored by the director and one of the master teachers that addresses the focus of this criterion.

10.B.1: Policies detail staff responsibilities, planning time, training and resources, address the importance of families and professionals across disciplines, and emphasize the need to work as teams and to build community partnerships.

Written position descriptions and policies reflect these values, which can be found in the New Staff Orientation Handbook and Program Policies/Procedures. These documents are posted on our website, reviewed/revised annually, and distributed to parents at enrollment and re-enrollment.
New Staff
Orientation Handbook

evidence for criterion 10.B.1
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CoC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center

Eff. Date 8.24.10
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APPENDIX

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C. College of Charleston Ethics Policy
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E. Assessment system
F. Playground Supervision Chart
G. South Carolina DHEC Exclusion Guidelines
H. Blood Borne Pathogens Exposure Control Plan
I. ECDC Emergency Evacuation Routes
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Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC's three-part mission is to provide
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy
Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

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We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children's interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinner.cofc.edu/~child/?referrer=webcluster&](http://spinner.cofc.edu/~child/?referrer=webcluster&)

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

1.2 Staff Position Descriptions

Program Director: This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:

- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHP, the College, and the early childhood community.

Administrative Assistant: The AA position is a 30 hour per week, temporary contract that is renewed annually.
Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:
- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:
- Attending all program staff meetings and SOEHHHP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

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Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:

- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CofC/EOHHP/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:

- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

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- Monitoring of rest times and child behavior
- Assisting with completion of daily reports as needed
- Maintaining daily communication with the master teacher via the classroom log
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CofC/SOEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHP</td>
<td>CoF Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHPP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoF Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoF, SOEHP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to: CoF Code of Conduct (Appendix B) and the CoF Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHP Teacher Dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

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• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by
• Master Teachers
• Program Director
• Administrative Assistant
• Authorized representatives of the state DSS licensing agency
• Authorized representative from the NAEC accreditation team
• Health officials with specific authorization from parents
• The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However, convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CofC policies for record retention, destruction, and archiving.

http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire

All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:

1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/lanyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families

All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During relicensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim announced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an announced inspection visit. At a minimum, each teacher or assistant:

- Knows and can state an accurate head count of children and teaching staff present
- Has all children in sight (2's, 3's, 4's) and/or sound (5K) proximity
- Is following hygiene procedures for hand-washing and sanitation
- Can readily locate emergency evacuation diagrams and information
- Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
- Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

Eff. Date 8.24.10
In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

### 6.3 Payroll procedures

All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets.

Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

### 6.4 Leave, sick days, and breaks/planning time

The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606

**Admin Assistant:** 843.953.5631

**2’s/3’s Office:** 843.953.5607

**4’s/5’s Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.

Eff. Date 8.24.10
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at http://spinner.cofe.edu/~child/code/curriculum.html: Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix G and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.

Eff. Date 8.24.10
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

Food preparation:
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

Serving:
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply ‘one size fits all’ rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/record their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

Eff. Date 8.24.10
10.2 Children with Special Needs

ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/ISFP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:

- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix J), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution proactively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. Violation of this policy is grounds for immediate dismissal. If/when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 10.B.1

The New Staff Orientation Handbook is consistent with the program policies document and focuses specifically on this indicator.

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Program policies & procedures include all the elements of this indicator; see Table of Contents, which is organized to align with NAEYC standards & indicators.

10.B.03: Technology-based information management systems are in place. Procedures guide staff in collecting and analyzing data that are used to monitor the operation of the program and to inform program improvement. (This criterion is an Emerging Practice.)

The College of Charleston uses a completely integrated on-line system. "The BATTERY Project" was a multi-year, multi-million dollar effort to choose and implement a new suite of computer programs that provides greater access for faculty, staff and students, and improved the operations of the College in areas such as admissions, financial aid, student records, finance and advancement." Internally, we make extensive use of spreadsheets to collate, tabulate, and analyze data, monitor budget expenditures, track visitor data and volunteer hours, etc. Internal spreadsheets are used to monitor program operations and annual/long term planning. these include, but are not limited to: staff and child file audits, work and enrollment schedules, tuition payments, budget monitoring, annual procurement planning, data analysis of parent/staff feedback, demographic data, etc.
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**RUNNING CATEGORY TOTAL**: 47
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###Evidence for criterion 10.B.03

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Description of evidence for criterion 10.B.03

This is an example of an internal spreadsheet used to track purchases made with purchasing cards (credit cards) and assign to line items, as they are not broken down in the basic monthly budget reports we receive from the university budget office.
Description of evidence for criterion 10.B.03

This is the homepage for the finance section of our integrated campus-wide "Banner" system. It displays all the functions available for budget monitoring, leave/time reporting, reports, resources of different kinds, etc.
Spreadsheet for Family Survey Results during Self-Assessment

**Instructions for Use:** Enter the number of “Yes”, “No”, “DK” (Don’t Know) and “NA” (Not Applicable) responses for each question, as well as the number of surveys with no response for a question (blanks). The spreadsheet calculates the total for each question; the “Total” cell turns red if your numbers add up to more than or fewer than the “Number of Surveys Returned” above. The spreadsheet also calculates the percentage of each response for each question. Blanks (not answering a particular question) are treated like “DK” responses; both are considered a negative response. When “NA” is a possible response, the number of NAs is deducted from the total number of surveys returned before the other percentages are calculated.

**Relating Survey Responses to Criterion Ratings.** In Excel, click on the tab called “Scores for Criteria” at the bottom of this worksheet to see the survey scores by criterion and the overall pass rate for the survey. To move back to this “Overall Responses” worksheet, click on that tab below.

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Revised April 2011

NAEYC Academy for Early Childhood Program Accreditation

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1260
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<td>Q.14</td>
<td>38</td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>4.E.05; 7.B.04</td>
</tr>
<tr>
<td>Q.15</td>
<td>36</td>
<td>2</td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>1.E.01; 3.B.12; 7.A.10; 7.C.03</td>
</tr>
<tr>
<td>Q.16</td>
<td>38</td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>7.A.12</td>
</tr>
<tr>
<td>Q.17</td>
<td>38</td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>7.A.07; 7.A.11; 7.A.13; 7.A.14; 7.C.01; 10.F.04</td>
</tr>
<tr>
<td>Q.18</td>
<td>2</td>
<td></td>
<td>35</td>
<td>1</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td>7.B.01</td>
</tr>
<tr>
<td>Q.19</td>
<td>38</td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>7.A.05; 7.C.05; 8.A.01; 8.A.03; 8.A.05; 8.B.03</td>
</tr>
<tr>
<td>Q.20</td>
<td>25</td>
<td>1</td>
<td></td>
<td>12</td>
<td>96%</td>
<td>4%</td>
<td>0%</td>
<td>7.C.06; 7.C.07</td>
</tr>
<tr>
<td>Q.21</td>
<td>38</td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>10.F.02</td>
</tr>
<tr>
<td>Q.22</td>
<td>38</td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>10.A.07; 7.A.01</td>
</tr>
<tr>
<td>Q.23</td>
<td>2</td>
<td></td>
<td>27</td>
<td>9</td>
<td>18%</td>
<td>82%</td>
<td>0%</td>
<td>5.B.09; 9.A.15</td>
</tr>
<tr>
<td>Q.24</td>
<td>3</td>
<td></td>
<td></td>
<td>38</td>
<td>30%</td>
<td>70%</td>
<td>0%</td>
<td>5.B.04; 5.B.08</td>
</tr>
</tbody>
</table>

For each question / row, these 3 columns should add up to 100%.

Please describe how you made sure that all families had the opportunity to complete this survey:

The fill-in pdf. survey form was emailed to our families on 4/22/15, a week in advance of our annual “Paper Day” event on 4/28/15- the official campus study day between the end of university classes and the first day of finals, when parents come to school for parent/teacher conferences and to update/renew enrollment forms and paperwork for the next academic year. They had the option to complete electronically, print out and return, or fill out a paper hard copy provided on Paper Day. For anyone who was not able to return on Paper Day, we asked for them returned no later than 5/1/15.

Please describe how you made sure that families were provided confidential means of responding to the survey:
<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Number &quot;Yes&quot;</th>
<th>Number &quot;No&quot;</th>
<th>Number &quot;DK&quot;</th>
<th>Number &quot;NA&quot;</th>
<th>Number blank</th>
<th>Total, each question</th>
<th>Percent Yes</th>
<th>Percent No</th>
<th>Percent DK or blank</th>
<th>Related Criteria</th>
</tr>
</thead>
</table>

Families who completed the survey at home printed it out and returned to an envelope in the reception area. Families who completed a paper copy onsite at Paper Day returned to a paper envelope in the reception area.
## Criterion Ratings from Family Survey Responses

Use this summary sheet to report the results for those criteria that depend on the Family Survey as a source of evidence. A sample of these results will be reported in your Candidacy Materials or Renewal Materials and should also be kept on file for use during the site visit. Also be sure to keep all original surveys completed by families.

The "Percent Yes" numbers below are calculated automatically based on the answers to the related survey questions entered into the "Overall responses" work sheet. "Percent Yes" must be 75% or greater for the criterion to be counted as met. The cell will turn red if it is below this pass rate.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>1.A.01</td>
<td>100%</td>
</tr>
<tr>
<td>1.A.02</td>
<td>100%</td>
</tr>
<tr>
<td>1.A.03</td>
<td>100%</td>
</tr>
<tr>
<td>1.A.05</td>
<td>100%</td>
</tr>
<tr>
<td>1.E.01</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Standard 2: Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>2.A.04</td>
<td>100%</td>
</tr>
<tr>
<td>2.D.01</td>
<td>50%</td>
</tr>
<tr>
<td>2.D.02</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Standard 3: Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>3.B.01</td>
<td>100%</td>
</tr>
<tr>
<td>3.B.02</td>
<td>100%</td>
</tr>
<tr>
<td>3.B.03</td>
<td>100%</td>
</tr>
<tr>
<td>3.B.05</td>
<td>100%</td>
</tr>
<tr>
<td>3.B.12</td>
<td>100%</td>
</tr>
<tr>
<td>3.F.03</td>
<td>97%</td>
</tr>
<tr>
<td>3.F.05</td>
<td>50%</td>
</tr>
<tr>
<td>3.F.06</td>
<td>100%</td>
</tr>
<tr>
<td>3.G.06</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Standard 4: Assessment of Child Progress</strong></td>
<td></td>
</tr>
<tr>
<td>4.E.01</td>
<td>100%</td>
</tr>
<tr>
<td>4.E.02</td>
<td>97%</td>
</tr>
<tr>
<td>4.E.03</td>
<td>100%</td>
</tr>
<tr>
<td>4.E.04</td>
<td>100%</td>
</tr>
<tr>
<td>4.E.05</td>
<td>100%</td>
</tr>
<tr>
<td>4.E.06</td>
<td>100%</td>
</tr>
<tr>
<td>(Emerging) 4.E.07</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Standard 5: Health</strong></td>
<td></td>
</tr>
<tr>
<td>5.B.04</td>
<td>30%</td>
</tr>
<tr>
<td>5.B.08</td>
<td>30%</td>
</tr>
<tr>
<td>5.B.09</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Standard 6: Teachers</strong></td>
<td></td>
</tr>
<tr>
<td>6.A.02</td>
<td>100%</td>
</tr>
</tbody>
</table>
The "Percent Yes" numbers below are calculated automatically based on the answers to the related survey questions entered into the "Overall responses" work sheet. "Percent Yes" must be 75% or greater for the criterion to be counted as met. The cell will turn red if it is below this pass rate.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 7: Families</strong></td>
<td></td>
</tr>
<tr>
<td>7.A.01</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.02</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.03</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.05</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.06</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.07</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.08</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.09</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.10</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.11</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.12</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.13</td>
<td>100%</td>
</tr>
<tr>
<td>7.B.01</td>
<td>97%</td>
</tr>
<tr>
<td><strong>PASS RATE FOR FAMILY SURVEY</strong></td>
<td></td>
</tr>
<tr>
<td>Number of &quot;Yes&quot; responses</td>
<td>830</td>
</tr>
<tr>
<td>Number of &quot;No&quot; responses</td>
<td>4</td>
</tr>
<tr>
<td>Number of &quot;DK&quot; responses</td>
<td>3</td>
</tr>
<tr>
<td>Number of blank responses</td>
<td>25</td>
</tr>
<tr>
<td>YOUR PASS RATE (Yes/Yes-No-DK-blank)</td>
<td>96.29%</td>
</tr>
</tbody>
</table>

Note: "NA" responses are not counted in this calculation.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 8: Community Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>8.A.01</td>
<td>100%</td>
</tr>
<tr>
<td>8.A.03</td>
<td>100%</td>
</tr>
<tr>
<td>8.A.05</td>
<td>100%</td>
</tr>
<tr>
<td>8.B.03</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 9: Physical Environment</strong></td>
<td></td>
</tr>
<tr>
<td>9.A.15</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 10: Leadership &amp; Management</strong></td>
<td></td>
</tr>
<tr>
<td>10.A.07</td>
<td>100%</td>
</tr>
<tr>
<td>10.D.06</td>
<td>100%</td>
</tr>
<tr>
<td>10.F.02</td>
<td>100%</td>
</tr>
<tr>
<td>10.F.04</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Your Survey Pass Rate compared to Other Programs**
- commendable (top 25%) = 79.8% to 100%
- sufficient (middle 50%) = 68.9% to 79.7%
- insufficient (bottom 25%) = 0% to 68.8%

Revised April 2011

NAEYC Academy for Early Childhood Program Accreditation

www.naeyc.org
The "Percent Yes" numbers below are calculated automatically based on the answers to the related survey questions entered into the "Overall responses" work sheet. "Percent Yes" must be 75% or greater for the criterion to be counted as met. The cell will turn red if it is below this pass rate.

<table>
<thead>
<tr>
<th>7.C.06</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.C.07</td>
<td>96%</td>
</tr>
</tbody>
</table>
10.B.03: The program and facility are licensed to operate or are regulated by the applicable state and local regulatory systems. The program maintains documentation showing that it is considered in good standing by its regulatory bodies, and it can document all certifications, approvals, and corrections of violations and deficiencies. (This is a required criterion.)

Our program is licensed by the South Carolina Department of Social Services (DSS). The biennial (even years) re-licensing includes inspections by Department of Health and Environmental Controls (DHEC), County Fire Marshal, and the DSS supervisor. Two unannounced on-site inspections are conducted by the DSS supervisor and child immunization forms monitored by DHEC at least twice annually. The next re-licensing will occur over the summer 2016 (renewal date 9/26/16) We keep a notebook with all paperwork and inspection reports for DSS, NAEYC. Current Licenses and other credentials are posted at the front entrance and at the office.
REPORT

Child Care - Educational

South Carolina DSS
Child Care Licensing
263A Two Notch Road, Suite 217
Columbia, SC 29204
Phone: 803-998-9020
Fax: 803-998-9029
Email: http://childcare.sc.gov/main/general/programs/ifs.aspx

Activity Date: 3/27/2014 12:10:00
Activity Number: I-robe-14-0074
Activity Cause: Periodic
Inspector Name: Jeff Roberts
Inspector Phone: 8433231338

Occupancy Type: Educational
Property Use: Child Care - Educational
Total Violation: 0
Corrected Violation: 0
Hours: 1.28

You are hereby notified that this is an official Fire and Life Safety REPORT of the SCDSS Child Care Regulatory Services, in accordance with SC 23930, stating the defects found to exist in the herein referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days, unless otherwise stated below, to complete the specified repairs or improvements. If corrections are not completed within the time set above, both this REPORT and a SUPPLEMENTAL REPORT detailing the failure to comply with the Fire codes will be provided to the licensing department which requested this inspection.

You are further notified that the owner, agent, or party in control of said building or structure may request "Administrative Reconsideration" for findings of this REPORT within fourteen (14) days of receipt, by writing to the SCDSS CCL Director at the address above and stating the specified ground for reconsideration.

Records and Reports

1. Is written "Fire Evacuation Plan" available in accordance with the International Fire Code?
   Yes

2. Is "Fire Safety Plan" posted to include Site and Floor Plan?
   Yes

3. Is the "Fire Evacuation Plan" and "Fire Safety Plan" maintained and reviewed annually?
   Yes

4. Are employees trained in the contents of the Fire Evacuation and Safety Plan and documented at least annually?
   Yes

5. Are monthly fire drills conducted in accordance with the International Fire Code?
   Yes

6. Are fire drills documented in accordance with the International Fire Code?
   Yes

7. Is Fire Alarm Inspected, Tested, Maintained and Documented?
   Yes

8. Are deficiencies noted on Fire Alarm Inspection report/s corrected?
   Yes

9. Are Fire extinguishers (and hood suppression) inspected monthly (by employee) and documented on tag?
   Yes

10. Are Fire Extinguishers serviced and maintained Annually by a SC licensed Company?
    Yes

11. Is the emergency power for lights and exit signs tested and documented monthly and annually?
    Yes

12. Is address number properly posted for facility in accordance with the International Fire Code?
    Yes

13. Is Fire Department Access to building maintained?
    Yes

14. If a Lockdown policy is provided for the facility, does it meet the code requirements and has it been approved by the Fire Official i.e. (Local Fire Marshal, State Fire Marshal or DSS Fire Marshal)?
    Yes

Director:
Name: Candace Jeruszewicz

Situations Corrected:
Are all Fire violations corrected?: No violations noted at time of the inspection.
Are all Health violations corrected?: No violations noted at the time of inspection.

Hours of operation approved for:
Facility is approved for: Less than 24 hour care.
evidence for criterion 10.B.04

Party:
N.E. Miles ECDC
(9534)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

Safety
1. Does the facility provide adequate lighting for activities in the corridors and bathrooms?
   Yes

2. Is the facility free from hazards in the floors, walls, ceilings, windows and doors and other surfaces?
   Yes

3. Does the facility have safety glass in the doors and windows that are within 32 inches of the floor where accessible to children?
   Yes

4. Are decals applied to glass doors and sliding glass doors at eye level of children?
   Yes

5. Is all furniture, toys and recreational equipment free from hazards?
   Yes

6. Is all outdoor recreational equipment made of durable, non-rusting, non-poisonous material and are sturdy?
   Yes

Housekeeping and Electrical
1. Is storage in the facility orderly, compact, accessible and away from ignition sources?
   Yes

2. Is storage kept clear from mechanical and electrical rooms?
   Yes

3. Are decorative items and curtains flame resistant or treated and maintained flame resistant?
   Yes

4. Does the facility prohibit the use of portable unvented heaters?
   Yes

5. Are electrical boxes, receptacles, panels, etc. properly covered?
   Yes

6. Are electrical panels properly labeled?
   Yes

7. Is minimum of 30 inches clearance maintained in front of electric panels?
   Yes

8. Are portable electric heaters used in accordance with the Fire Code and DSS regulation?
   Yes

9. Are Electrical Rooms properly identified?
   Yes

Occupancy Type: Educational
Property Use: Child Care - Educational
Total Violation: 0
Corrected Violation: 0
Hours: 1.26
Party:
N.E. Miles ECDC
(9554)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5605

Occupancy Type: Educational
Property Use: Child Care - Educational
Total Violation: 0
Corrected Violation: 0
Hours: 1.28

Health
1. Does the facility's diaper changing station meet the recommendations of the Center for Disease Control and Prevention?
   Yes
2. Does diaper changing occur only at the diapering changing area or in the bathroom?
   Yes
3. Does the facility maintain a closed, sealed and labeled hands free plastic lined receptacle within reach of the diaper changing area to place solid disposable diapers and wipes separate from other trash?
   Yes
4. Are the facility's outdoor spaces free from hazards and litter?
   Yes
5. Does the facility restrict children from all unsafe areas by a fence or barriers of at least 4ft in height?
   Yes
6. Does the facility have measures in place to control insects, rodents and other vermin to prevent harboring, breeding and infestation on the premises?
   Yes
7. Does the facility meet applicable lead base requirements?
   Yes
8. Does the facility store all poisons and or harmful agents in their original labeled containers in a locked and inaccessible area to children?
   Yes
9. Does the facility maintain clean and sanitary conditions indoors and outdoors, including recreational equipment and furnishings?
   Yes
10. Does the facility provide at least 1 flushing toilet for every 20 children over 2 years of age, including staff when there is no designated staff restroom?
    Yes
11. Does the facility provide toilet training equipment for the children being toilet trained?
    Yes
12. Is the facility's bathroom completely enclosed?
    Yes
13. Does the facility clean toilets, toilet seat adapters and sink daily and are in good working condition?
    Yes
14. Does the facility provide liquid or granular soap and disposable towels at each sink?
    Yes
15. Does the facility provide a smooth and washable floor and wall surface in the toilet area?
    Yes
16. Does the facility meet the water supply requirements for quality and tested in accordance with DHEC?
    Yes
17. Does the facility have a water fountain available with an angle jet design, maintained in good working order, sanitary with capability of mouth or nose submersion?
    Yes
18. Does the facility have a trash receptacle remain water tight and have a firm fitting lid that prevents the penetration of insects and rodents?
    Yes
19. Does the facility dispose of all solid waste at a sufficient frequencies to avoid a rodent, insect or vermin problem?
    Yes
20. Does the facility’s staff thoroughly wash their hands and exposed arms with soap and warm water in an approve sink before starting work, during work as often as need to keep them clean?
    Yes
21. Are fingernails trimmed?
    Yes
22. Does the facility have accurate thermometers places in conspicuous locations?
    Yes
23. Does the facility有哪些 clean all surfaces to be free of the accumulation of dust, dirt and other debris?
    Yes
24. Is the bathroom ventilation provided and working properly?
    Yes

Means of Egress
2. Is exit access maintained clear from obstructions?
   Yes
3. Are all doors in the means of egress provided with single action direct acting hardware?
   Yes
4. Are all doors in the means of egress free from manual flush or surface bolts?
   Yes
5. Are all doors in the means of egress free from deadbolts?
   Yes
6. Are fence gates unlocked when used as part of a means of egress?
   Yes
7. Are wedges or manual hold open devices removed from rated doors?
   Yes
8. Are exit signs illuminated?
   Yes
9. Are emergency lights or emergency power for exit signs operable?
   Yes
10. Does the "access control system" provided on any required exit door meet current code requirements?
    Yes
Evidence for criterion 10.B.04

**Party:**
N.E. Miles ECDC
(9534)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

**Existing SCRR Child Care**

3. Are smoke detectors tied to Fire Alarm provided for each room occupied by children except RR? (after 6/26/99 opening date or alarm replacement)
   Yes

4. Are special protective covers for electrical receptacles in rooms occupied by clients?
   Yes

**Violation**

No New Violation

**Pre-existing Violation**

No Pre-existing Outstanding Violation

**Comments:**
This Day Care does no cooking meals.

[Signatures]
Description of evidence for criterion 10.B.04

The DHEC fire inspection is performed prior to licensing supervisory visit. Any deficiencies must be corrected prior to re-licensing approval. Our most recent report had no cited deficiencies.
South Carolina
Department of Social Services
Columbia, South Carolina

A REGULAR LICENSE IS HEREBY GRANTED TO

N.E. MILES EARLY CHILDHOOD DEVELOPMENT CENTER
Candace Jaruszewicz, Director

To conduct a Child Care Center under the provisions of 63-13-10 et seq., Code of Laws of South Carolina located at 91 Wentworth Street, Charleston in Charleston County of the State of South Carolina.

This regular license is for a maximum of 80 children, limited to 3 children under 24 months of age.

This regular license is issued on September 26, 20 14 and will expire by operation of law on September 26, 20 16.

This license is subject to revocation by the South Carolina Department of Social Services for the violation of any provision of the statute under which it is issued, or any of the regulations which are enforced by the South Carolina Department of Social Services. A change in location, ownership or sponsorship of the facility shall automatically void the license unless prior written authorization is received from the Department.

This license is the property of the Department of Social Services and shall be surrendered to the Department upon written notification.

By

[Signature]
Director, Child Care Services

[Signature]
Director, Child Care Licensing

License No. 17626
Description of evidence for criterion 10.B.04

Our current license expires September 26, 2016. The renewal process will take place during the summer 2016.

10.B.05: Accident and liability insurance coverage is maintained for children and adults. A certificate of insurance is available for review.

Liability coverage insurance for children is updated annually on July 1. All staff are covered by college/university liability insurance. We have a separate policy for children.
Accident & Health

Automatic Renewal Letter

Insuring Company:
National Union Fire Insurance Company of Pittsburgh, PA
175 Water Street, 15th Floor, New York, NY 10038

April 23, 2015

Catherine Merrow
NE Miles Early Childhood Development Center
91 Wentworth St
Charleston, SC 29424

Policyholder Name: NE Miles Early Childhood Development Center
Policy Number: SRG 0009143877
Policy Period: July 1, 2015 to July 1, 2016

Dear Madam:

AIG Accident & Health appreciates your business.

Your account has qualified for the Automatic Renew Program. The expiring exposure has been reviewed to determine the premium due for the above mentioned account.

All terms and conditions from the previous term will be applicable for the upcoming term. Enclosed please find the above mentioned account’s Renewal Amendment and Invoice.

If the exposure information has changed for the upcoming term or if you do not wish to accept, please contact me before the above mentioned expiration date.

Sincerely,

Field Services Unit on behalf of Small Business Underwriting

Amy Modrzewski
AIG
Underwriter
Small Business Underwriting | AIG Benefit Solutions
3300 Business Park Drive, 4th Floor
Stevens Point, WI 54482
Tel +1 715 343 4468 | Fax +1 715 345 2915

Amy.modrzewski@aig.com | www.aig.com
Description of evidence for criterion 10.B.05

this is the cover sheet for annual child coverage.
STATE FISCAL ACCOUNTABILITY AUTHORITY
INSURANCE RESERVE FUND
POST OFFICE BOX 11066
COLUMBIA, SOUTH CAROLINA 29211

POLICY NUMBER T170100016
FROM 07/01/2015 TO 07/01/2016
TYPE OF INSURANCE GENERAL TORT LIABILITY

COVERAGE PROVIDED UNDER THIS POLICY PART IS SUBJECT TO THE FOLLOWING FORMS:
CD-01 CD-10 CD-12 CD-37 CD-45

NAMED INSURED AND ADDRESS
COLLEGE OF CHARLESTON
AUXILIARY SERVICES
66 GEORGE STREET
CHARLESTON, SC 29424

CONTACT PERSON AND PHONE
KATIE FORD
(843)953-6418

FORM # PAGE
CD-12 1

TYPE OF ACTIVITY
ENDORSEMENT CERTIFICATE OF INSURANCE

EFFECTIVE DATE - 07/01/2015

NAME AND ADDRESS OF CERTIFICATE HOLDER: 0075
MILES EARLY CHILDHOOD
DEVELOPMENT CENTER
66 GEORGE ST
CHARLESTON SC 29424-0000

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES LISTED BELOW.

THIS IS TO CERTIFY THAT A POLICY HAS BEEN ISSUED TO THE ABOVE NAMED INSURED AND IS IN FORCE AT THIS TIME. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THIS POLICY DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF THIS POLICY.

POLICY EXCLUDES ALL CONTRACTUAL LIABILITY.

CANCELLATION: SHOULD THIS POLICY BE CANCELLED BEFORE EXPIRATION DATE THEREOF THE INSURANCE RESERVE FUND WILL ENDEAVOR TO PROVIDE 30 DAYS WRITTEN NOTICE TO ABOVE NAMED CERTIFICATE HOLDER, BUT FAILURE TO PROVIDE SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY.

COVERAGE PROVIDED FOR:

THE ABOVE NAMED INSURED, ITS EMPLOYEES AND/OR VOLUNTEER EMPLOYEES

LIMIT OF LIABILITY

$1,000,000 PER OCCURRENCE

THIS ENDORSEMENT SHOULD BE ATTACHED TO AND BECOME PART OF POLICY T170100016

JULY 13, 2015

DATE

ANNE MACON SMITH
Director
Description of evidence for criterion 10.B.05
This is the CofC Tort policy for the current year that covers adults.

10.B.06: If a program is led or governed by a board of directors, advisory group, council, or other similar group, written policies define their roles and responsibilities along with those of the program staff who work directly with those entities.

Our program is considered a unit within the School of Education, Health, and Human Performance, reporting to the Dean of the SOEHHHP. We therefore, do not have a board of directors. We do have two advisory groups that do not have governing power, but who are very helpful in providing support and direction: the SOEHHHP Liaison Committee composed of faculty members, and the Parent Advisory Committee, which functions as a grievance board and/or sounding board for policy issues.
Miles Early Childhood Development Center
2010-2011

Dean
Frances C. Welch
State Title:
Class code:  Slot:  Pos. #:

Director
C. Jarusawicz
State Title:
Class Code: Slot: Pos. #:

Undergraduate Aides
Approximately 20-25 per semester

Adm. Specialist II
Catherine Morrow
Pos. # 140198

Master Teacher
S. Johnston
Class code: UH09
Slot: 00001 Pos. # 006644

2 Graduate Assistants

Master Teacher
Mary J. White
Class code UH09
Slot: 00004 Pos. # 006868

Graduate Assistant

Master Teacher
Phyllis N. Gates
Class code UH09
Slot: 00003 Pos. # 006870

Graduate Assistant

Master Teacher
1st Jan
Class
Slot 0
Description of evidence for criterion 10.B.06

This is the organizational reporting chart for our program within the School of Education, Health, and Human Performance.

ECDCPP_eff.7.1.15.docx

Section 10.3 of our program Policies/Procedures describes advisory groups.

10.B.07:The program has a strategic planning process that outlines actions the program will take to
a. implement the program's vision and mission.
b. achieve outcomes desired for children.
c. maintain high-quality services to children and families.
d. provide long-term resources to sustain the operation of the program.

Our program participates in all university strategic planning and continuous improvement processes and submits annual reports to the university that document implementation of program mission, vision, etc. We also issue an annual report to families prior to distribution of the annual survey (we alternate use of the NAEYC self-assessment and expanded version tools). The process documents-addresses all parts of this criterion.

Annual_Report_2015.ECDC.doc

This most recent Annual Report submitted to the university July 2015 describes activities relative to program goals and the University strategic plan. In Fall 2015, the university launched a new process for documenting continuous program improvement with an online system for entering planning, data, and program improvement actions. I am not sure at this time if it will take the place of the Annual Reporting process, or supplement submission of those reports.
N.E. Miles Early Childhood Development Center

Program Title: N.E. Miles Early Childhood Development Center
Program Name: N.E. Miles Early Childhood Development Center
Program Type: Academic Support
Start: 7/1/2015
End: 6/30/2016
Program Assessment Coordinator: Candace Jaruszewicz
Coordinator’s Email: jaruszewicz@colc.edu
Coordinator’s Phone: 843 963 5605
Coordinator’s Office Address: 91 Wentworth Street
Assigned assessment committee member: Karen Hakim-Butt
DAC/AAC representative: Karen Small
Administrative Unit Director receiving assessment updates: Frances Welch, Dean EHHP
Program follows specialized accreditation standards:
Name of accrediting organization:
National Association for the Education of Young Children (NAEYC)
Date of last program review for the accrediting organization:
Spring 2011
Site Visit window currently open, due before 3/30/2016
Program/Department Mission Statement:
ECDC’s three-part mission is to provide:
- A demonstration preschool for research, observation and practicum purposes
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community
Unit/School/College Mission:
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.
Assessment Process:
The assessment process description should present a clear understanding of how the program/unit utilizes assessment data for continuous quality improvement:
We collect both quantitative and qualitative data from multiple sources and adhere to an also complex timeline for reporting out results to the three entities to whom we are accountable.
1. DSS: Licensed child care programs must comply with the South Carolina child care laws that focus primarily on health, safety, and supervision. Any all-day program that serves more than 12 children is classified as a child care center, and must be licensed to operate. Re-licensing occurs every other year with additional unannounced inspection visits at least once per year. This process focuses more on monitoring that program improvement and represents a minimum level of program quality documentation.

2. NAEYC: National accreditation can be pursued via numerous organizations/processes. We participate in the NAEYC process because (a) it is the most recognized, (b) reflects a high level of rigor, and (c) provides standards and criteria consistent with those applied to accreditation of the ECHP/EDU early childhood teacher education programs, which are also evaluated by NAEYC for the CAEP system. NAEYC accreditation takes place over a five-year repeatable cycle. After the initial accreditation (2020), the program submits annual reports documenting maintenance of standards compliance in years 1-4 and then re-accreditation including a site visit evaluation occurs in the fifth year before the program anniversary date. This process represents the highest level of ongoing quality improvement assessment available.

3. College of Charleston: As a unit housed in the School of Education, Health, and Human Performance, the ECDC provides (a) academic support for teacher education, (b) student support as an employment and practicum field site, (c) research support for faculty and students, (d) child care support for campus employees (25%), and a limited number of families from the general community, and (e) resources and service for early childhood programs and advocacy initiatives in the general and larger communities. Therefore, our assessment process for addressing outcomes that support the strategic plan for the university includes the embedded processes we follow for licensing and accreditation.
Comments and Attachments: We are currently in year 5 of our accreditation cycle with NAEYC, with renewal due by May 1, 2016. Renewal materials have been submitted, self-assessment materials completed, and we are due for our site visit sometime before 3/30/16.

Our state license through the Department of Social Services is current till 9/26/2016 and we will renew during summer of 2018.

Administrative Unit Director receiving assessment updates: Dean (Frances Welch) Program Coordinator (Frances Welch) Dean (Frances Welch)

Items Supporting This Program Information and Assessment Process

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>1</td>
<td>Demonstrate best practice</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>![ ]</td>
</tr>
<tr>
<td>Outcome</td>
<td>2</td>
<td>Promote scholarly inquiry and Professional Development</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>![ ]</td>
</tr>
<tr>
<td>Outcome</td>
<td>3</td>
<td>Model advocacy and community service</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>![ ]</td>
</tr>
<tr>
<td>Outcome</td>
<td>4</td>
<td>Child Care</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>![ ]</td>
</tr>
</tbody>
</table>
Demonstrate best practice

Outcome Number: 1

Title: Demonstrate best practice

As a demonstration program, the ECDC provides a model of excellence by operating as a state-licensed facility and achieving national recognition as an accredited program for its efforts to provide high quality early childhood education. We do this as we:

1. Achieve and maintain successful NAEYC (National Association for the Education of Young Children) re-accreditation over the five-year accreditation cycle
2. Achieve successful biennial re-licensing through South Carolina Department of Social Services (DSS) in even years
3. Achieve successful annual re-certification as a "NatureExplore" classroom via the Arbor Foundation

Program/Unit:

2. Assessment

Methods: The measures match the desired level of performance, helping to improve, and is based on tested, known methods. Please enter at least 2 measures:

NAEYC:
1. Completed and submitted Renewal Materials before stated re-accreditation (or annual maintenance) deadline. (via NAEYC forms and data collection tools)
2. Completed classroom and program E-folios prior to site visit and maintain throughout accreditation period (using Houghton Mifflin Harcourt SchoolChapters - www.schoolchapters.com).
3. Completed NAEYC site visit protocols within the designated site visit window or announced visit

DSS:
1. Completed renewal materials and inspections according to DSS timelines during summer prior to expiration of license (DSS data collection forms)
2. Documentation of continued compliance with DSS regulations and announced interim site inspections (site visit reports)

NatureExplore:
1. Complete and submit application for annual re-certification prior to July 1 expiration date. (powerpoint report posted to program website)

Notes:
Upload current NAEYC accreditation letter, DSS license, NE certificate

3. Assessment Results:

Data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:

Target met for measure 1:
Did results for measure 1 demonstrate improvement from previous assessments:

Target met for measure 2:
Did results for measure 2 demonstrate improvement from previous assessments:

Please describe your selections above for each measure:

1. NAEYC:
The NAEYC accreditation process incorporates several measures, all of which must meet designated threshold levels of performance either prior to submission, during the off-site pre-review process, or at the site visit. These materials are all provided by the accrediting organization. In order to pass, the program must meet 100% required criteria, 80% of criteria for each of the 10 standards, and at least 70% criteria for each age/class group observed. There are more than 400 criteria embedded within the 10 standards.

Data collection tools provided by NAEYC include:
Templates for Renewal Materials and Annual Reports
Parent Surveys (minimum overall score of 60% "yes" responses required before submission)
Staff Surveys (minimum overall score of 60% "yes" responses required before submission)
Classroom Folio criteria (requires descriptive narrative for each criterion/sub-criterion with at least one annotated attachment providing evidence of compliance for each criterion)
Program Folio criteria (requires descriptive narrative for each criterion/sub-criterion with at least one annotated attachment providing evidence of compliance for each criterion)
On-site classroom observations using criterion-referenced tool.
2. DSS Licensing
   The program must comply with 100% child care licensing regulations. These include
   100% current immunization forms
   100% staff with current security clearances, health forms
   100% staff have met state annual training hours requirement
   1 staff per classroom with current First Aid, CPR
   Pass DHEC building/fire inspection
   Pass licensing inspection
   Submit to unannounced visits at least once annually and correct any cited deficiencies.

3. NatureExplore Certification
   This voluntary certification requires annual submission of documentation that program standards have been maintained.
   Submission materials include:
   Narrative
   Images

4. Use of Assessment
   Results: What changes were made based on the results
   (i.e.: revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes):

5. Budget Changes:
   Comments and Attachments:
   Providing Program: N.E. Miles Early Childhood Development Center
   Start: 7/1/2015
   End: 6/30/2016
   Progress: On Schedule

Items This Outcome Supports

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Develop nationally recognized graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>10</td>
<td>Pursue national recognition for the College of Charleston's personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Program Information and Assessment Processes</td>
<td></td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
</tbody>
</table>
Promote scholarly inquiry and Professional Development

Outcome Number: 2

Title: Promote scholarly inquiry and Professional Development

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

- ECDC provides a supportive context for pursuit of scholarly inquiry, professional development, and experiential opportunities for College of Charleston students, faculty, staff.
- ECDC consistently employs and mentors five graduate assistants and 20+ hourly student employees as Teaching Assistants.
- ECDC provides student employees with targeted training and professional development.
- ECDC hosts at least two research projects annually.
- ECDC mentors at least 75% of students or others who request volunteer placement.
- ECDC hosts at least 500 observation hours annually from faculty who request placements.
- Master Teachers at ECDC complete at least 15 hours of planned professional development annually.
- Master Teachers at ECDC maintain current South Carolina teacher certification.
- The program director completes at least 20 hours of planned professional development annually.

2. Assessment

Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

3. Assessment

Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

- Target met for measure 1?
- Did results for measure 1 demonstrate improvement from previous assessments?
- Target met for measure 2?
- Did results for measure 2 demonstrate improvement from previous assessments?

Notes:

- Insert spreadsheet that documents aggregate #s for staff items
- Insert chart from Annual Report with demographic information
- Insert chart from Annual Report with visitation, practicum, research numbers
- Upload IVT & Director Training transcripts? Or just summarize total # hrs for each & report in aggregate.

Please describe your selections above for each measure:

4. Use of Assessment Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or...)

Documentation for items 1, 2, 3, 6, 8 are those required by CoC, DSS, and/or NAEYC. Documentation of items 3, 4, and 5 provide us with data that can be reported out annually in CoC annual reports, website, etc.
Description of evidence for criterion 10.B.07

This is the plan for continuous improvement for 2015-2016 in the recently implemented university system. Data will be entered over the course of the year.
<table>
<thead>
<tr>
<th>Type</th>
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<th>Name</th>
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<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Develop and retain a highly qualified and diverse faculty and staff.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Program Information and</td>
<td></td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
<tr>
<td>Assessment Process</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Items This Outcome Supports
Model advocacy and community service

Outcome Number: 3

Title: Model advocacy and community service

1. Outcome: The ECDC program and staff model and engage in advocacy for high quality early childhood education, teacher education, and the welfare of young children in our community, state, region, nationally, and internationally.

Specific, measurable, attainable, results oriented, and time bounded. The outcomes are clearly related to the mission and focus on activities of the Program/Unit:

- Maintain website, social media with current information about program initiatives, resources on current research and thinking about early childhood education.
- Develop and maintain inter and intra-campus relationships with other units, programs, and individuals to generate opportunities for the program to advance its mission.
- Engage in service to professional organizations that advance and advocate for high quality early childhood education.
- Engage in community service work to other programs, agencies, organizations that will improve the lives of young children and families in the community.

2. Assessment

Methods: The measures for this outcome are largely qualitative in nature:

1. Annual reporting process, numerate and describe activities that meet criteria of outcome.
2. Testimonials and communications that provide evidence of activities related to outcome.
3. Compilation of narratives and images posted to social media and website that document collaborations and initiatives.

3. Assessment

Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology and population size (N), and sample size (n) must be provided:

- Did results for measure 1:
- Demonstrate improvement from previous assessments?
- Did results for measure 2:
- Demonstrate improvement from previous assessments?

4. Use of Assessment

Results: What changes were made based on the results (i.e.; revisions to course content or course offerings, revise admission standards, revise...
Program offerings, implement training or workshops, modify services or processes:

5. Budget Changes:
Comments and Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2016
End: 6/30/2016

Progress:

<table>
<thead>
<tr>
<th>Type</th>
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<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>8</td>
<td>Collaborate with local, national, and international institutions to leverage higher education for a stronger South Carolina.</td>
<td>07/01/2016</td>
<td>09/30/2016</td>
<td>College of Charleston</td>
</tr>
</tbody>
</table>

Program Information and Assessment Process:

|                        |        | N.E. Miles Early Childhood Development Center | 07/01/2016 | 09/30/2016 | N.E. Miles Early Childhood Development Center |

Last updated 4/15/16 by C. F. C. Assistant
Gardner 10/20/16 and 6/21/17 by C. F. C. Assistant

College of Charleston
Child Care

Outcome Number: 4

Title: Child Care

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

2. Assessment: Tabulated record of waiting list applications.

Methods: The demographic enrollment statistics, fiscal monitoring documentation.

measures matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

3. Assessment: Complete chart for the year and post-results. Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

Target met for measure 1?
Did results for measure 1 demonstrate improvement from previous assessments?
Target met for measure 2?
Did results for measure 2 demonstrate improvement from previous assessments?

Please describe your selections above for each measure:

1. Waiting list application information is kept on a spreadsheet.

2. Current enrollment information is kept on a spreadsheet and coded for demographics including ethnicity, gender, campus affiliation, special needs, home language, etc.

3. Fiscal accountability follows required university budgeting process and monitored by EHRP fiscal officer.

4. Assessment of goals required by NAEYC for children, families and community follows an annual timeline represented on the chart below (includes follow-up measures implemented as of 10.27.15)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment tools</th>
<th>Timeline</th>
<th>Analysis</th>
<th>Reporting</th>
<th>Application</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explore &amp; develop interests and abilities</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td>NAEYC Spreadsheet (item and category analysis)</td>
<td>CoF education Report</td>
<td>Revise curriculum as needed</td>
<td>Add Spanish language component</td>
</tr>
<tr>
<td>2. Develop self-direction as learners and citizens</td>
<td>Child Assessment Data</td>
<td>December &amp; May</td>
<td>Assessment Conferences with Master Teachers</td>
<td>Parent/Teacher Conference Reports;</td>
<td>Annual Master/Teacher Development Plans</td>
<td>Completed for 2015-2016</td>
</tr>
<tr>
<td>3. Understand and practice tolerance and respect for others</td>
<td></td>
<td></td>
<td></td>
<td>NAEYC Annual Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fully included in all dimensions of our program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Feel accepted and welcomed</td>
<td>New Family Survey</td>
<td>September</td>
<td>Survey Data Tabulation; Content Analysis of narratives</td>
<td>CoF education Report</td>
<td>Revise policies as needed</td>
<td>Snack Manus &amp; Nutrition Plan</td>
</tr>
<tr>
<td>2. Express confidence that their children are being well cared for and nurtured</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td></td>
<td>Annual Report to Families</td>
<td>Revise procedures as needed</td>
<td>Security measures</td>
</tr>
<tr>
<td>3. Engage as partners and advocates for high quality early childhood education</td>
<td>Unsolicited feedback</td>
<td>On-going as received</td>
<td></td>
<td>NAEYC Annual Report</td>
<td>Meet w/Parent Advisory Committee &amp; revise/ prioritize annual goals as indicated</td>
<td>Committee members for 2015-2016 secured; Meeting Fall &amp; Spring</td>
</tr>
<tr>
<td><strong>Campus Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Support academic goals of faculty and students</td>
<td>Campus Survey; Student Employee Survey</td>
<td>April</td>
<td>Tabulation; item analysis</td>
<td>CoF education Report; NAEYC Annual Report;</td>
<td>Revise research &amp; practicum protocols as needed</td>
<td>Fall 2015 Semester Pradigm &amp; research applications in-progress or scheduled</td>
</tr>
<tr>
<td>1. Enhance development of student employee professional skills and dispositions</td>
<td>Performance Evaluations; Student Employee Survey</td>
<td>December &amp; May</td>
<td>Item analysis of Performance reviews; Tabulation of surveys</td>
<td>Annual Report to Families; GA &amp; TA Professional Development as needed</td>
<td></td>
<td>DSS Accreditation Workshop 9/11/15</td>
</tr>
<tr>
<td>1. Add to the knowledge base about early childhood</td>
<td>Records of research &amp; publications</td>
<td>On-going</td>
<td>Bi-weekly staff meeting discussions</td>
<td>Annual Master Teacher Professional Development</td>
<td></td>
<td>Module for adrenal crisis added to FA/CPR training</td>
</tr>
</tbody>
</table>

College of Charleston

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4. Use of Assessment
Results: What changes were made based on the results (i.e.: revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes);
5. Budget Changes:
Comments and Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2015
End: 8/30/2016
Progress:

Items This Outcome Supports

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<tr>
<td>Strategic Initiative</td>
<td>3</td>
<td>Develop and retain a highly qualified and diverse faculty and staff</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>1</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>09/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
</tbody>
</table>
Description of evidence for criterion 10.B.07

This is the second piece of the document described above.
April 20, 2015

Dear ECDC Parents,

As an academic service unit within the School of Education, Health, and Human Performance (SOEHHHP), we submit annual program reports to College of Charleston (July) and our national accreditation body, the National Association for the Education of Young Children (NAEYC) in May. These reports are published on our website (http://ecdc.cofc.edu/licensing-and-accreditation/index.php) as well as our annual recertification materials for the NatureExplore program. 2015 reports will be posted before the beginning of the 2015-2016 school year and I would highly encourage you to read them!

We will be requesting survey feedback from you soon that will provide us with new data to help set goals and priorities for next year. The purposes of this letter/report are to (a) describe how our program evaluation process works, (b) explain how your thoughts and ideas inform the process, (c) share summarized data, and (d) update you on actions taken during the 2014-2015 academic year to address both internal and university goals.

Executive Summary
ECDC strives to be a community that reflects the University’s diversity goals. Our population this year included:

- 58 enrolled children (47 families)
- 28% minority representation
- 9% bilingual children (5 languages other than English)
- 7% children with special needs

The annual evaluation process is systematic (See Section I) and incorporates feedback from multiple sources (See Section II). Feedback and data analyses are used to identify goals related to families, children, and staff (See Section III, Tables 1 and Section IV, Table 2) and those of the university (See Section IV, Tables 3 & 4). Highlights of activities and actions included:

- Many activities planned to celebrate the 40th anniversary of our program
- Maintaining high quality standards via NAEYC accreditation, NatureExplore certification, and DSS licensing
- Active participation of all levels of our staff in professional development and scholarly activities
- Maintaining a high level of service to our university as a resource for students, faculty, and staff
- Leadership in the greater early childhood community and advocacy activities that will contribute to improving the lives of LowCountry children
- Upgrading of security systems and procedures
- Continued dialogue and improvements in school/home/school communications
- Campus and community partnerships that support continued development of our commitments to learning through play, emergent curriculum, global perspectives, literacy, sustainability, and outdoor education.

I. ECDC Program Evaluation Process
Our Program Goals Assessment Plan is published on the ECDC Website “Mission” page http://ecdc.cofc.edu/about-the-center/mission/index.php. The template for this plan displays a timeline of evaluation activities that take place over the course of each academic year. These activities provide us with feedback from families, lead & student staff, and campus faculty/staff related to our overall goals for (a) children, (b) families, and (c) campus. It also outlines how we analyze and report our findings to take actions for continuous program improvement.

II. How Your Thoughts and Ideas Inform the Program Evaluation Process
While we are not like a traditional preschool or child care program and our parents do not have governing authority, we need your feedback, support, and participation to continue developing our program and maintaining our standards of excellence. We gather feedback through:

- New Family Surveys (Fall)
Annual Report to Families 2015

- Annual Family Surveys (Spring)
- CoFC Faculty/Staff Surveys [for those who use ECDC for practicum/research] (Spring)
- Annual ECDC Staff surveys (Spring)
- Unsolicited Feedback (emails, conversations, conferences, etc.)
- Parent Advisory Committee
- PTO (Parent Teacher Organization) activities and meetings
- Conferences with families, teachers, and/or the director

Feedback from families is primarily useful for monitoring our standing goals for children and families. But because so many of you are either faculty or staff members at the College, your ideas are often also very helpful for furthering the ways we serve and interact within our campus community. Those of you who work outside the College assist us with making connections in the local and Tri-County communities.

III. Summarized Data
Beginning of the Year (New Family) Surveys: As we consider the feedback/data we gather, we are looking for both general themes and direct connections to specific goals. Fall 2014 Beginning of the Year Surveys (NFS) were formatted as an online survey, thinking it might increase convenience for families, but we only had a 37.5% return rate (184/47) which is less than prior years when we did paper. But the results over the 9 questions were 99.57% positive, indicating families felt welcomed, accepted, and comfortable with the way transitions were managed. Of particular interest to us was response to school (vs. home) visits prior to the opening of school. 66.7% of responses indicated no preference, with an equal number (3 each) or 16.7% favoring either home or school in particular.

Annual NAEYC Family Survey: Side-by-side comparisons of the annual Family Survey data collected each spring for the past three years show that our families overwhelmingly believe we have a very strong program across all ten categories (overall 2014 survey score 97.3% positive) and that we also continue to make improvements noticeable to our families. The high response rate (41/45 = 91%) also provides confidence that feedback is representative of our parent group.

Table 1. Spring 2014 Family Survey Data Results

<table>
<thead>
<tr>
<th>Focus Category</th>
<th># questions in category</th>
<th>Positive Response %</th>
<th>Themes among comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>6</td>
<td>96.3</td>
<td>Parents view this area as a particular strength but one family would prefer detailed daily information about their individual child (12)</td>
</tr>
<tr>
<td>Curriculum</td>
<td>2</td>
<td>97.2</td>
<td>Parents are highly satisfied with curriculum, in particular incorporation of children's individual interests and family culture (3)</td>
</tr>
<tr>
<td>Teaching</td>
<td>3</td>
<td>97.4</td>
<td>Parents highly satisfied with teacher qualifications and interaction; one family indicated they wish they could participate more in the classroom (11)</td>
</tr>
<tr>
<td>Assessment</td>
<td>8</td>
<td>96.0</td>
<td>Parents feel informed about their child's progress; several indicated they would be open to alternate means of reporting/sharing assessment data (15)</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>99.1</td>
<td>Parents particularly pleased with information sharing about specific health issues. (4)</td>
</tr>
<tr>
<td>Families</td>
<td>15</td>
<td>99.1</td>
<td>Uniform level of satisfaction about supports provided to families; one family would prefer more communication about daily activities of their individual child (16)</td>
</tr>
<tr>
<td>Community</td>
<td>3</td>
<td>93.3</td>
<td>One family indicated they would like to be more involved in ECDC support for the larger community, but don't have time (2)</td>
</tr>
<tr>
<td>Leadership</td>
<td>6</td>
<td>99.6</td>
<td>Uniform support for leadership/management; one family would like more support or home/school/home transitions after master teacher is gone for the day (8)</td>
</tr>
</tbody>
</table>

The two themes most represented in comments across these data were:
Annual Report to Families 2015

1. Families feel a strong sense of community at ECDC and a high level of confidence in the quality of the program. We continue to be encouraged that families recognize and support the unique nature of our program, its mission, and our ongoing efforts. Nearly 95% of our families volunteered during the year with social, fund-raising, educational, or service activities. Next year we would like to hit 100%!

2. Building and maintaining effective home/school/home communications and transitions continues as a high priority. Finding a balance between what families want and what we can realistically provide is an ongoing challenge that is also complicated by the logistics of fluctuating arrivals/departures and our great dependence on student support staff. Parents responded positively to our graduate assistants’ involvement in classroom and program websites, blogs, and newsletters. We also had a high number of families who indicated they understand and feel positively about our assessment and progress reporting process.

IV. Actions to Address Internal & University Goals & Priorities

Table 2. 2014-2015 Actions Responding to Family Priorities

<table>
<thead>
<tr>
<th>Identified Priority</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try different means of establishing home/school relations and easing children's</td>
<td>Conducted pre-fall term visits at school. Beginning of year surveys</td>
</tr>
<tr>
<td>transitions to home</td>
<td>revealed this works at least as well as home visits. These will continue</td>
</tr>
<tr>
<td></td>
<td>in 2016 with targeted home visits in special circumstances.</td>
</tr>
<tr>
<td>Continue to look for ways to share information about group and individual</td>
<td>Teachers each email a bulleted “daily report” during planning time</td>
</tr>
<tr>
<td>children's activities</td>
<td>to give parents a “snapshot” feel for how the day is going. This</td>
</tr>
<tr>
<td>Streamline reporting tool(s)</td>
<td>has been very successful.</td>
</tr>
<tr>
<td></td>
<td>Beginning of year surveys were conducted with online tool. This</td>
</tr>
<tr>
<td></td>
<td>didn’t work; response rate was lower than with paper. Annual Report to</td>
</tr>
<tr>
<td></td>
<td>Families limited to information most pertinent to surveys, with work</td>
</tr>
<tr>
<td></td>
<td>more connected to university/program goals reported in CoFC Annual Report</td>
</tr>
<tr>
<td>Provide print copies of assessment reports/narratives</td>
<td>Teachers are now providing parents with either electronic or paper</td>
</tr>
<tr>
<td></td>
<td>copy of children’s assessment report at conference.</td>
</tr>
<tr>
<td>Improve pick-up time transfer of information between student staff &amp; families</td>
<td>Classroom logs created to improve AM/PM/AM communications among the</td>
</tr>
<tr>
<td>when the master teacher has already left for the day</td>
<td>lead teacher &amp; assistants; increasing use of small whiteboards to convey</td>
</tr>
<tr>
<td></td>
<td>daily routines information [to save paper]</td>
</tr>
</tbody>
</table>

Table 3. 2014-2015 Activities & Actions Related to Program Mission & University Goals

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Priority</th>
<th>Actions taken in 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Quality</td>
<td>Begin 2016 NAEYC re-accreditation prep</td>
<td>Folios regenerated; materials organized; Intent to Renew submitted; 4th Annual Report submitted</td>
</tr>
<tr>
<td>Program Quality</td>
<td>Maintain NatureExplore certification</td>
<td>Re-certified through June 2015</td>
</tr>
<tr>
<td>Program Quality</td>
<td>Maintain DSS licensing Implement 40th Anniversary Activities</td>
<td>Relicensed 9/2014 through 9/2016</td>
</tr>
<tr>
<td>Program Quality</td>
<td>Other [Security Issues]</td>
<td>October 3 community celebration; 3-part discussion/film series completed 4/15</td>
</tr>
<tr>
<td>Program Quality</td>
<td></td>
<td>New security system elements installed including</td>
</tr>
</tbody>
</table>
replacement of existing camera and installation of 2 new cameras with additional monitoring station; new internal communications system will be purchased for 2015-2016 to relay announcements to families for emergency situations; alternate off-site evacuation site secured (Unitarian Church Gage Hall)

Still in pre-approval process, but many participant contacts were made via 40th anniversary activities

CJ, MW, JH presented at ACT conference; SJ attended MEPI; PG & JH attended US Play Coalition/Clemson; CJ will present at Summit June 2015; CJ presented keynote at conference in Madison, WI; CJ presented 2 graduate students’ ECDC documentation work as conference session in Madison, WI; CJ attended NCCCC Chicago, NAEYC Dallas

One faculty-sponsored research project conducted over Fall/Spring semesters involving 4 graduate students


Received grant funding for four graduate students to attend ACT conference; set up online system to provide staff with Blood Borne Pathogens training; CJ had 2 entries accepted for publication in Sage Encyclopedia of ECE

5th Annual Conference June 2015

Multiple activities with personnel from Grounds/Sustainability on “loose parts” initiatives & gardening

Participated in writing successful $1.3 million grant for First Steps to establish three new Early Head Start programs; continuing to serve as mentor for implementation team;

Began mentoring activities with teachers from GreenWorld & Island School (local) and ReggioDay School in Columbia, SC; co-planned and conducted panel discussion with community groups on childhood environmental education @ Memminger Elementary School

Cradle to Career Summit Planning Team; CJ began three year term as board member of National Coalition for Campus Children’s Centers (NCCCC); received $2500 grant from Coastal Community Foundation to support children with special needs;

---

Table 4. Facility/Program Use as Demonstration/Laboratory Setting
Annual Report to Families 2015

Visitors 492
Practicum/observation hours 805
# CofC Course sections 19
represented
# Departments represented 3
CofC Graduate Students employed 12
Volunteers 2
CofC Undergraduate students employed 27
Faculty Sponsored Research projects 1 (pre-post Fall/Spring) with 4 graduate students
Visits from teachers at other schools GreenWorld, Island Academy, Reggio Day School (Columbia);
visiting scholar from China, East Coast Migrant Head Start;
First Steps, Corpus Callosum
Hosting professional organizations Pre-Conference Day Tours for members of Association of
Constructivist Teaching
Visits by therapists 81
Visits from other university students MUSC Psychiatry Residents

Final thoughts
2014-2015 was a particularly happy year because we celebrated 40 successful and productive years with families and children. We met many new [old] friends and learned a lot about the history of ECDC that we didn’t know before. I hope that this report is helpful and I thank all of you for your openness, honesty, and willingness to provide us with feedback and to participate in this process.

Sincerely,

Candace Jaruszewicz, Ph.D.
Director, Miles ECDC
Description of evidence for criterion 10.B.07
This is the most recent report to families, documenting how information is shared with them relating to continuous improvement processes.

10.B.09: The program has plans and policies to attract and maintain a consistently qualified, well-trained staff and reduce staff turnover.

Being a unit of the university and a site for student employment as well as a training and practicum site for education majors (in particular) creates a context that is significantly different from those of typical community child development programs. That makes it possible in some ways for us to exceed this criterion, but makes it more challenging in other ways to meet it. At the administrative and master teacher level, we fully meet/exceed this criterion. Our policies and recruiting processes are designed to attract and retain highly qualified staff at this level. Minimum qualifications for the director and master teachers include a graduate degree in early childhood and three years experience; they are permanent employees at the college with competitive salaries and graduate degrees, and comprehensive health and retirement benefits as well as the broader intrinsic benefits of being employees of a dynamic and highly regarded higher education institution. There is little turnover within these five positions and these individuals provide stability and a legacy of leadership for this program. Our administrative assistant position is now a full-time permanent line with full benefits, promoting low turnover at this position which is also critical to the smooth running of our day-to-day operations. Our teaching assistants, however, are all student staff (graduate assistants and TA's) which creates a significant built-in turnover challenge. We have done several things to balance our commitment to the program mission as a demonstration/laboratory site with the need for stability among our staff. We recruit education majors, and in particular, good students with prior experience working with preschool children. It is not always possible to match our scheduling needs with the education program block schedules, so we do hire outside of the SOEHHP if absolutely necessary. We try to hire students in their second or third semester so that we will be able to keep them for up to two years. We try to assign students to the same classroom or with the same group of children from semester to semester. We know our program offers prospective teachers exceptional mentoring in an employment setting that is quite different from the practicum and field experiences they do for academic credit. We also recognize that high staff turnover at the assistant teacher level is not an optimum situation. Maintaining an appropriate balance is the topic of a continuing conversation at staff meetings, meetings with our Dean, and parents.
For Department Chairs

Recruitment Process (View the procedure)

- Request to Hire (Nov. 5, 2008) (PDF Form)
- Request to Recruit (permission to begin a search - identifies the position) (PDF Form)
- Request to Advertise (EEO-1) (PDF Form)
- Send to Candidates (EEO-2) (PDF Form)
- To Interview (EEO-3) (PDF Form)
- Recruitment Checklist (MS Excel Form)
- To Hire (EEO-4) (PDF Form)
- Notification (EEO-5) (PDF Form)
- Background Check Release Form (PDF)

Faculty Committee on Graduate Education

- Graduate Curriculum Forms

Faculty Curriculum Committee

- Curriculum Committee Forms

Program Director's Worksheet

- Microsoft Excel
- PDF Document

Miscellaneous Forms

- Modified Duties Semester (PDF Document)
- Modified Duties Semester (Word Document)
- Request for Approval of Outside Employment (Word Document)
- Request for Approval of Outside Employment (PDF Document)
- Request for Computer Equipment (PDF Document)
- Request for Discretionary Funds (PDF Document)
- Post-Tenure Review Deferral Request (PDF Document)
- Certification of Credentials
- Faculty Workload Plan (Word Document)
- Travel Forms

Instructions for using online forms
Description of evidence for criterion 10.B.09

Recruiting for all permanent positions must follow procedures established by Academic Affairs (Provost). Each step of the process requires documentation and approval to proceed, as it is in the best interests of not only our program, but the university to attract and retain the highest qualified employees. This is the webpage from AA that outlines steps in the process.
REQUEST FOR EMPLOYEE HIRE AUTHORIZATION TO FILL AN EXISTING VACANCY

November 5, 2008

Until further notice, effective immediately all new recruitment actions of whatever kind that would result in the hire of a new employee by the College must be pre-approved by the President's Executive Management Team. This approval must take place prior to advertising for the position or extending an offer of employment. The President's Executive Management Team consists of the Provost/Executive Vice President of Academic Affairs, the Executive Vice President for Business Affairs, the Executive Vice President for Student Affairs, the Executive Vice President for Marketing and Communications, the Executive Vice President for Advancement, the Senior Vice President for Legal Affairs, and the Senior Executive Assistant to the President.

This form must be completed fully and signed by the signatories indicated below before the hire recommendation is submitted to the Executive Management Team for consideration. Only positive recommendations are to be submitted for review by the Executive Management Team. A decision to permit a hire for the vacant position will be made by the Executive Team, in its sole discretion, based on its consideration of the answers provided to the following questions:

1. What is the title of the vacant position?

   Is it fully funded for the current academic year?

   How long has it been vacant?

2. What are the principal duties of the position and how important is this position to the mission of the unit that will employ the new hire?

3. Is filling the position critical for one or more of the following: (a) accreditation; (b) regulatory compliance; (c) to meet a contractual or other legal obligation under an academic affiliation or research agreement or similar arrangement; (d) to meet an academic teaching need for an approved course or program of instruction; (e) to address the health or safety needs of the College community; or (f) other purpose of similar importance? Explain:

4. If this position is not filled, how will the College unit perform the responsibilities and duties of the position?

5. Has the unit explored other less expensive ways to perform the duties and responsibilities assigned to the position? Explain:

Page 1 of 2
6. What, if any, negative financial or other consequences would there be if the College did not approve of this hire request? Explain:

Insert Any Additional Comments Here:

Signature of Form Preparer: ________________________________ Date: __________
Printed Name: ________________________________
Title: ________________________________

______________________________

MANAGEMENT ATTESTATION

TO THE BEST OF MY KNOWLEDGE AND BELIEF ALL OF THE INFORMATION CONTAINED ON THIS FORM IS TRUE AND ACCURATE IN ALL MATERIAL RESPECTS. I APPROVE OF THIS RECOMMENDATION AND REQUEST THAT THE EXECUTIVE MANAGEMENT TEAM APPROVE A HIRE FOR THE POSITION INDICATED:

Department Head/Chair: ________________________________ Date: __________
Dean/Vice President: ________________________________ Date: __________
Executive Vice President: ________________________________ Date: __________

______________________________

ACTION OF THE PRESIDENT’S EXECUTIVE MANAGEMENT TEAM

APPROVED:

______________________________

______________________________

______________________________

DISAPPROVED:

______________________________

______________________________

______________________________

TABLE FOR FURTHER CONSIDERATION:

Page 2 of 2
Description of evidence for criterion 10.B.09

This is the position justification that was submitted and subsequently approved for our most recent hire of a master teacher.
Position Announcement:

The N. E. Miles Early Childhood Development Center at the College of Charleston (School of Education, Health, and Human Performance) is a nationally accredited laboratory/demonstration preschool and kindergarten program. We are seeking a Master Teacher for the 4/5K class beginning the 2010-2011 academic year. A master degree in early childhood education, current South Carolina teacher certification, and experience teaching preschool aged children is required. Experience or familiarity with the Reggio Emilia/Project Approach and/or experience with children with special needs is desired. Salary commensurate with experience. Send cover letter, resume/vita, and graduate transcript to Dr. Candace Jaruszewicz, Director at 91 Wentworth Street, Charleston, SC 29424 or by electronic submission to jaruszewiczc@cofc.edu.

The College of Charleston is an equal employment opportunity, affirmative action employer. To learn more about the College, visit our Web site, http://www.cofc.edu.
Description of evidence for criterion 10.B.09

Advertising/recruiting strategies vary by position. Master teacher positions are advertised regionally.
Job/Internship Description Form

Please Note: All fields must be completed - if you do not have information to enter within specific fields, enter N/A

Have you previously listed a job with our office?  ○ Yes  ○ No

Job Classification:
○ Full-time job
○ Internship
○ Co-op
○ Part-time job (choose all that apply)
  Off campus job
  Summer / Seasonal job
  on campus job: Community Service
  on campus job: Federal Work Study
  on campus job: Graduate Assistant
  on campus job: Non Work Study

Employer Name: ____________________________
Type of Business: ___________________________
Web Address: ______________________________
Contact Person: _____________________________
  First Name: ___________  Last Name: _______
Title: ________________________________
College of Charleston Alumnus  ○ Yes  ○ No
  If yes, Date of Graduation (mm/yyyy): ___________

Mailing Address:
  Street or P.O. Box: __________________________
  City: ____________________________
  State: ____________________________
Description of evidence for criterion 10.B.09

Advertising for student employees is rarely necessary, as we are a highly desirable employment site for students and we normally have a backlog of applications for both graduate assistants and hourly student assistant positions. If needed, we may recruit internally on the Career Services website.
<table>
<thead>
<tr>
<th>APP Rating</th>
<th>APP Complete</th>
<th>EEO Sent</th>
<th>Cover</th>
<th>Resume/vita</th>
<th>Grad Transcripts</th>
<th>Degree/Certifications</th>
<th>Experience in PreK/Kdg</th>
<th>Refs</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQ-cert?</td>
<td>NO transcripts, y</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td>Ed Spec, M.Ed., BA</td>
<td>3 yr</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>NO resume, y</td>
<td>yes</td>
<td>NO</td>
<td></td>
<td>3.66 BS/MA ECE</td>
<td></td>
<td>14 yr</td>
<td></td>
<td></td>
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<tr>
<td>NQ-exp</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>3.66 MAT ECE</td>
<td></td>
<td>1 year</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>HQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>3.79 BS ELED; M.Ed. ECEI</td>
<td></td>
<td>4 yr</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>NO transcripts, y</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>BS ECE; M.Ed. ELEM</td>
<td></td>
<td>2 yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NQ</td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
<td>MA ELED; ECE cert</td>
<td>no presc; elem</td>
<td></td>
<td></td>
<td>ABA 1 yr</td>
</tr>
<tr>
<td>HQ</td>
<td>trans IP</td>
<td>yes</td>
<td>yes</td>
<td>coming</td>
<td>BS Home Ed/CD; MAT ECE</td>
<td></td>
<td>20 yr PreK</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>NO transcripts, y</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>BS ECE; M.Ed. Rdg</td>
<td>Preservice only</td>
<td></td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>Mat ECE; BS BA</td>
<td></td>
<td>4 yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NQ</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>BS FCS; CD</td>
<td>none</td>
<td></td>
<td></td>
<td>not qualified</td>
</tr>
<tr>
<td>NQ only sped e</td>
<td>NO transcripts, y</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>BS Psych; MS SPED</td>
<td></td>
<td>8 yr SPED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>NO trans,cover y</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>M.Ed ECE cert; BS Art Ed; 15 + 4 yr kdg;</td>
<td>Art ed exp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>3.6 BS ELED; SC ECE; MS Ed Ad; 10 yr</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>M.Ed; Montessori; BS SPED</td>
<td></td>
<td>1 yr</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>HQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>3.6 Rd. Spec.; ECE; MS; NBCT</td>
<td></td>
<td>20+</td>
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<td></td>
</tr>
<tr>
<td>MQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>4 MS ELED Rdg, BS ECE</td>
<td></td>
<td>5 yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>M.Ed ECE + 12; BS ELED; 10 yr kdg;</td>
<td></td>
<td>yes</td>
<td></td>
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</tr>
<tr>
<td>HQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>Co/C ECE; MAT SPED; NBCT</td>
<td></td>
<td>8 yr SPED; 1.5 f (yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>Co/C MAT ECE; BS CD</td>
<td></td>
<td>3.5 yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HQ</td>
<td>yes</td>
<td>y</td>
<td>yes</td>
<td>yes</td>
<td>M.Ed. ECE; A.A. ECE</td>
<td></td>
<td>5 yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MQ</td>
<td>no trans.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Co/C BS SPED; Med ECE</td>
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<td>1 yr; 8 yr 1st gr;</td>
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<tr>
<td>MQ</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Co/C MAT ECE; ELED; BA Spanish</td>
<td></td>
<td>3.5+y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description of evidence for criterion 10.B.09

Master teacher applications are tracked to facilitate identifying an interview pool of the most highly qualified applicants.
FOR ENTERING STUDENTS

Assistantship awards to entering master's students are made by the master's program directors. Decisions are made based on evaluation of potential for success in graduate school, undergraduate GPA, Entrance Examinations, and work experience. Please complete this form, attach a resume, and include it with this application to the Graduate School Office.

CWID ~ ~ ~ E-Mail Address: 

Name 
First ~ Middle 

Current Address (Number/Street/Apt. No.) Permanent Address (Number/Street/Apt. No.) 
(City/State/Zip Code) (City/State/Zip Code) 

Current Telephone No. (_____ ~ Work Telephone No. (_____ ~ 

Graduate Program of Interest: Degree Major 

INDICATE YEAR & FIRST TERM IN WHICH YOU WISH TO ENROLL IN COURSES

Year: Term: Spring Maymaster May Evening Summer I Day Summer II Day Summer Evening Fall (Code 06)

Duties for master's graduate assistantships are made based on the skills and experiences of the applicant. Please complete the following information.

I. Computer skills (list specific software) 

II. Clerical and administrative experience 

III. Public Relations and Publication experience 

IV. Types of jobs you have held 

V. Positions you have held pertaining to your academic interests 

VI. Other 

VII. Special interests or functional areas you would like to enhance during graduate study 

I hereby certify that the information I have provided is accurate and that I am completing this application in good faith. I understand that misrepresentation of facts will be viewed by the Graduate School of the College of Charleston, as justification for revoking an acceptance or withdrawing an application from consideration.

Signature Date 

The College of Charleston provides equal opportunity and affirmative action in education and employment for qualified persons regardless of race, color, sex, religion, national origin, disability, or veteran status. Students with physical disabilities needing accommodations should contact the Office of Disability Services at (843) 953-7678, and students with learning disabilities or attention deficit disorder should contact SNAP Services at (843) 953-1431.
Description of evidence for criterion 10.B.09
Graduate Assistants apply through the Graduate Office and their applications are forwarded to us for screening.
N. E. MILES EARLY CHILDHOOD DEVELOPMENT CENTER
APPLICATION FOR COLLEGE OF CHARLESTON STUDENT EMPLOYMENT

NOTE: Per SC Child Code Section 20-7-2725 Subsection C, anyone with a criminal history who knowingly applies for a position in a child care center is guilty of a misdemeanor and upon conviction may be fined up to $5000 and/or imprisoned for up to one year.

DATE OF APPLICATION __________________________ DATE OF BIRTH __________________________

NAME________________________________________

STUDENT ID# __________________________ SOCIAL SECURITY # __________________________

LOCAL ADDRESS________________________________________________________

LOCAL PHONE____________________________________________________________

PERMANENT ADDRESS_____________________________________________________

PERMANENT PHONE_______________________________________________________

COLLEGE EMAIL_________________________________________________________

PERSONAL EMAIL_________________________________________________________

CofC MAJOR (or planned major): ______________________ Anticipated Graduation Date: _______

AVAILABILITY: Please attach a copy of your current CofC class schedule and indicate when you are available to work

PRIOR EXPERIENCE WORKING WITH CHILDREN:

SPECIAL QUALIFICATIONS (i.e., CPR, First Aid, Dancing, etc.):

ARE YOU ELIGIBLE FOR FEDERAL WORK STUDY? Yes __________ No __________

PLEASE PROVIDE THE NAMES & PHONE OR EMAIL ADDRESS OF 2 REFERENCES WE CAN CALL (Personal or professional)

1. Name________________________ Contact________________________

2. Name________________________ Contact________________________

For Center use Only:

<table>
<thead>
<tr>
<th>Emergency Info</th>
<th>CPR &amp; FA &amp; BBP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Info Release</td>
<td>Training Log</td>
</tr>
<tr>
<td>Health DSS 2901</td>
<td>Transcript</td>
</tr>
<tr>
<td>Health DSS 2926</td>
<td>Confidentiality Agreement</td>
</tr>
<tr>
<td>TIB (within 4 yrs)</td>
<td>Orientation Packet Recept</td>
</tr>
<tr>
<td>Fingerprint/SLED</td>
<td>1-9 Form</td>
</tr>
<tr>
<td>Release DSS 2924</td>
<td>1-9 Documentation</td>
</tr>
<tr>
<td>Compliance DSS 2925</td>
<td>W-4</td>
</tr>
<tr>
<td>Discipline Policy</td>
<td></td>
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</tbody>
</table>

Revised 9/11/2009 CI
Description of evidence for criterion 10.B.09

Hourly student assistant teachers complete an internal application.
### Interview Cover Sheet

<table>
<thead>
<tr>
<th>Applicant's name</th>
<th>Interview date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Interviewed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview Summary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ECE Qualifications Level</th>
<th>Diploma</th>
<th>CDA/Equiv (12)</th>
<th>A.D/ equiv (60 total/30 ECE)</th>
<th>B.S./ equiv. (B.S. w/36 ECE)</th>
<th>Enrolled in qualifying major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related job experience</td>
<td>None</td>
<td>Some informal</td>
<td>0-6 mo in lic. center</td>
<td>6-12 mo in lic. center</td>
<td>Supervision required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Neat</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sloppy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interest in Position</th>
<th>Want any job</th>
<th>Want Experience for related major</th>
<th>Want experience for ELED/SPED/ECE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Communication/Listening Skills</th>
<th>Passive</th>
<th>Alert, interested</th>
<th>Asks job-related questions</th>
<th>Asks ECE related questions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teamwork experience</th>
<th>None</th>
<th>Worked only under direct supervision</th>
<th>Worked with partner(s) under direct supervision</th>
<th>Worked alone with indirect supervision</th>
<th>Worked with partner(s) &amp; indirect supervision</th>
</tr>
</thead>
</table>

| Particular strengths noted: | |
|----------------------------| |

| Potential or existing weaknesses noted: | |
|-----------------------------------------| |

| Potential conflicts or special needs: | |
|---------------------------------------| |

<table>
<thead>
<tr>
<th>Hiring Decision</th>
<th>Do not hire; unsuitable or not qualified</th>
<th>Hire provisionally if position needs to be filled immediately</th>
<th>Hire immediately or at first opportunity</th>
</tr>
</thead>
</table>

| Notes: | |
|-------| |

Description of evidence for criterion 10.B.09

Student applicants are interviewed as they apply and their information held until the next hiring period (each semester). We often hire potential candidates for graduate assistantships as hourly employees to ensure a 'good fit' for future openings.
# Nathan E. Miles Early Childhood Development Center
## Director Search Timeline

<table>
<thead>
<tr>
<th>Status</th>
<th>Time Frame</th>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td></td>
<td>Develop draft position description &amp; text for advertisement</td>
<td>Search committee, Dean Welch, Dr. Fitzharris</td>
</tr>
<tr>
<td>December</td>
<td></td>
<td>Develop plan for gathering position information via focus groups</td>
<td>Search Committee</td>
</tr>
<tr>
<td>January-April</td>
<td></td>
<td>Conduct focus group meetings</td>
<td>Search Committee - TBD</td>
</tr>
<tr>
<td>Maymester</td>
<td></td>
<td>Gather &amp; analyze additional information about day-day operations/ accreditation status/future planning needs</td>
<td>Chair &amp; ECDC Interim</td>
</tr>
<tr>
<td>Summer I-Summer II</td>
<td></td>
<td>Work as needed</td>
<td>Chair &amp; ECDC Interim</td>
</tr>
<tr>
<td>August</td>
<td></td>
<td>Finalize position statement</td>
<td>Search Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop minority recruitment plan</td>
<td>Search Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit for institutional approval to recruit for position</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
<td>Post position</td>
<td>Search Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop rubric for screening &amp; reviewing application packets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop plan for interviewing candidates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop criteria for selection of candidate</td>
<td></td>
</tr>
<tr>
<td>October-December</td>
<td></td>
<td>Accept applications and respond to queries; send appropriate EEO forms to applicants;</td>
<td>Search committee chair</td>
</tr>
<tr>
<td>January</td>
<td></td>
<td>Review and evaluate complete applications</td>
<td>Search committee; EDEE &amp; SOE faculty; ECDC staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select candidates for phone interviews</td>
<td>Search committee</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td>Conduct phone interviews; narrow pool to three candidates</td>
<td>Search committee</td>
</tr>
<tr>
<td>March</td>
<td></td>
<td>On-site interviews with three top candidates</td>
<td>Search committee; Dean Welch; EDEE &amp; SOE chairs, faculty &amp; students; ECDC staff &amp; parents, Provost</td>
</tr>
<tr>
<td>April 1-15</td>
<td></td>
<td>Rank candidates &amp; make recommendation for hire</td>
<td>Search committee</td>
</tr>
<tr>
<td>April 16-30</td>
<td></td>
<td>Offer position to approved candidate</td>
<td>Dean Welch &amp; Provost</td>
</tr>
</tbody>
</table>
# Tentative Schedule of Events
## ECDC Director Interviews

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Time</th>
<th>With Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day One:</td>
<td>Arrival</td>
<td>Late afternoon or evening</td>
<td>Faculty pick-up</td>
</tr>
<tr>
<td></td>
<td>Dinner</td>
<td>TBD</td>
<td>Search Committee member</td>
</tr>
</tbody>
</table>
| Day Two:    | Breakfast:  
ECDC Tour and informal interactions with staff & children | 8-9           | Search Committee                             |
|             | Interactive activity @20 min in classroom of your choice (2,3,4,5’s)    | TBD           | Children                                      |
|             | Lunch                                                                     | 12:30         | ECDC Staff                                    |
|             | Individual Meeting with ECDC Staff                                       | 1-1:30        | Staff Member #1                              |
|             | Individual Meeting with ECDC Staff                                       | 1:30-2:00     | Staff Member #2                              |
|             | Campus Tour                                                               | 2:30          | GA                                            |
|             | Meet with ECDC parents                                                    | 6-7 PM        | ECDC Parents                                  |
|             | Dinner                                                                    | 7             | Parent or faculty member                      |
| Day Three:  | Breakfast                                                                 | 9             | EDEE Faculty Member                           |
|             | Presentation & discussion: (Your vision for future as director of ECDC and what kind of director you will be) | 10-11         | SOE/EDEE faculty                              |
|             | Lunch: Faculty Dining Rm                                                  | 11:30         | SOE faculty                                   |
|             | Individual Meeting with ECDC Staff                                       | 12-12:30      | Staff Member #3                               |
|             | Individual Meeting with ECDC Staff                                       | 12:30-1       | Staff Member #4                               |
|             | Meet with Dean Welch                                                      | 1-1:30        | Frances Welch                                 |
|             | Meet with Associate Provost                                               | 1:30-2        | Provost Rep                                   |
|             | Exit interview                                                           | 2:30-3        | Search committee                              |
|             | Departure                                                                 | At leisure    | Taxi or driver to airport                     |

**Interview Dates:**
- Candidate #1: Monday/Tuesday, April 18 & 19
- Candidate #2: Thursday/Friday, April 21 & 22
- Candidate #3: Monday/Tuesday, April 25 & 26
- Candidate #4: Thursday/Friday, April 27 & 28

---

*evidence for criterion 10.B.09*
ECDC Director Candidate Interview  
School of Education Faculty/Staff Feedback Form

Candidate’s Name: ____________________________________________________________

Date of Presentation/Interview: ______________________________________________

Please take a few minutes to provide the search committee with your thoughts and impressions of this candidate.

1. In your opinion, is the candidate's educational philosophy a good fit with your department, the School of Education, the College of Charleston, and the greater Charleston community? Why or why not?

2. What do you see as this candidate's particular strengths and weaknesses as an educator?

3. What do you see as this candidate's particular strengths and weaknesses as an administrator?

4. Would you recommend hiring this candidate for the Director position? Why or why not?

5. If you have attended any other interviews, how does this candidate compare? Please indicate which interviews you have attended.

6. Please include any additional comments you have—feel free to use the back of this sheet:
Description of evidence for criterion 10.B.09

The Dean of the SOEHHHP appoints a full search committee for national recruiting/hiring of the ECDC program director, using the same procedures as those for hiring of tenure track faculty and administrators. These are some of the planning documents that were used in the last search.
Note: Goals listed correspond to those outlined in the College’s 5-Year Diversity Strategic Plan

<table>
<thead>
<tr>
<th>Goal 1: Recruit, retain, and graduate greater numbers of qualified minority, first generation, and international students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2: Recruit and retain greater numbers of women and minorities into faculty, staff and administrative positions (including deans, chairs, and vice presidents)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3: Create a supportive environment that is diverse, inclusive, and welcoming to all</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 4: Infuse diversity into the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
</tr>
<tr>
<td><strong>Outcome 4</strong></td>
</tr>
</tbody>
</table>

Other goals from the College of Charleston’s Diversity Strategic Plan that are not included above:

- ✓ GOAL 5: Collect and organize data to create data bases in order to systematically and effectively assess progress and align or re-align programs to achieve diversity goals.
- ✓ GOAL 6: Develop a financial plan for funding diversity initiatives in the diversity strategic plan.
- ✓ GOAL 7: Produce and disseminate an annual report on the status of diversity at the College of Charleston
## Fall 2015 ECDC Staff Dates of Hire

<table>
<thead>
<tr>
<th>Code</th>
<th>Last Name</th>
<th>First Name</th>
<th>DOHire  (6 mo req. for supervision)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN</td>
<td>ADMIN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin</td>
<td>Januszewicz</td>
<td>Candace</td>
<td>8/1/2015</td>
</tr>
<tr>
<td>Admin</td>
<td>Merrow</td>
<td>Catherine</td>
<td>1/28/2009</td>
</tr>
<tr>
<td>GRADUATE ASSISTANTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GA</td>
<td>McClay</td>
<td>Kelsey</td>
<td>1/8/2015</td>
</tr>
<tr>
<td>GA</td>
<td>Verner</td>
<td>Megan</td>
<td>1/8/2015</td>
</tr>
<tr>
<td>GA</td>
<td>Malloy</td>
<td>Meghan</td>
<td>1/8/2015</td>
</tr>
<tr>
<td>GA</td>
<td>Christensen</td>
<td>Cameron</td>
<td>1/8/2015</td>
</tr>
<tr>
<td>GA</td>
<td>Finney</td>
<td>Rachel</td>
<td>1/8/2015</td>
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<tr>
<td>MASTER TEACHERS</td>
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<tr>
<td>MT</td>
<td>Johnston</td>
<td>Stephanie</td>
<td>8/15/2010</td>
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<tr>
<td>MT</td>
<td>White</td>
<td>Mary</td>
<td>1/15/199</td>
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<td>MT</td>
<td>Hart</td>
<td>June</td>
<td>7/1/2010</td>
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<td>Bland</td>
<td>Caroline</td>
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<td>Brownlee</td>
<td>Kaylee</td>
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<tr>
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<td>Carpenter</td>
<td>Jade</td>
<td>8/24/2011</td>
</tr>
<tr>
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<td>Chapman</td>
<td>Hannah</td>
<td>1/12/2011</td>
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<tr>
<td>TA</td>
<td>Del Rey</td>
<td>Emma</td>
<td>8/19/2011</td>
</tr>
<tr>
<td>TA</td>
<td>Disquito</td>
<td>Grace</td>
<td>8/25/2011</td>
</tr>
<tr>
<td>TA</td>
<td>Erb</td>
<td>Frances/Frannie</td>
<td>1/7/2014</td>
</tr>
<tr>
<td>TA</td>
<td>Hobbs</td>
<td>Kira</td>
<td>8/21/2011</td>
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<tr>
<td>TA</td>
<td>Kaufman</td>
<td>Kaitlyn</td>
<td>1/3/2014</td>
</tr>
<tr>
<td>TA</td>
<td>Kraft</td>
<td>Kayla</td>
<td>1/16/2011</td>
</tr>
<tr>
<td>TA</td>
<td>Lax</td>
<td>Erika</td>
<td>8/21/2011</td>
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<td>Lettorri</td>
<td>Dana</td>
<td>8/18/2011</td>
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<td>Joshua</td>
<td>8/24/2011</td>
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<td>Alana</td>
<td>1/12/2011</td>
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<td>Tate</td>
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<td>Roberts</td>
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<td>Roberts</td>
<td>Heather</td>
<td>1/12/2011</td>
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<tr>
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<td>Mackenzie</td>
<td>12/10/20</td>
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</tr>
<tr>
<td>TA</td>
<td>Singleton</td>
<td>McKayla</td>
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<td>TA</td>
<td>Sparks</td>
<td>Bailee</td>
<td>8/18/201</td>
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<tr>
<td>TA</td>
<td>Thomas</td>
<td>Slayden</td>
<td>1/7/2014</td>
</tr>
<tr>
<td>TA</td>
<td>Weeks</td>
<td>Kaeli</td>
<td>8/21/201</td>
</tr>
<tr>
<td>TA</td>
<td>Williams</td>
<td>Leon</td>
<td>8/25/201</td>
</tr>
<tr>
<td>TA</td>
<td>Woodhouse</td>
<td>Alli</td>
<td>8/18/201</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 10.B.09

Current semester date-of-hire information; Master Teacher retention is very high; student employee turnover is dependent on graduation date; Graduate Assistants typically can stay for two or three semesters; undergraduate Teaching assistants stay 2-4 semesters.
2015-2016 Diversity Plan  
School of Education, Health, and Human Performance

Note: Goals listed correspond to those outlined in the College’s 5-Year Diversity Strategic Plan

<table>
<thead>
<tr>
<th>Goal 1: Recruit, retain, and graduate greater numbers of qualified minority, first generation, and international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
</tr>
<tr>
<td>Outcome 2</td>
</tr>
<tr>
<td>Outcome 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2: Recruit and retain greater numbers of women and minorities into faculty, staff and administrative positions (including deans, chairs, and vice presidents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
</tr>
<tr>
<td>Outcome 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3: Create a supportive environment that is diverse, inclusive, and welcoming to all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
</tr>
<tr>
<td>Outcome 2</td>
</tr>
<tr>
<td>Outcome 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 4: Infuse diversity into the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
</tr>
<tr>
<td>Outcome 2</td>
</tr>
<tr>
<td>Outcome 3</td>
</tr>
<tr>
<td>Outcome 4</td>
</tr>
</tbody>
</table>

Other goals from the College of Charleston’s Diversity Strategic Plan that are not included above:

✓ GOAL 5: Collect and organize data to create data bases in order to systematically and effectively assess progress and align or re-align programs to achieve diversity goals.
✓ GOAL 6: Develop a financial plan for funding diversity initiatives in the diversity strategic plan.
✓ GOAL 7: Produce and disseminate an annual report on the status of diversity at the College of Charleston

10/28/2015
Description of evidence for criterion 10.B.09

The School of Education Diversity Plan includes two indicators we submitted, 3.3 and 4.4 - indicating our goals to "....implement enrollment, hiring, and assessment strategies that ensure and respect cultural, ability, and linguistic differences and.... implement curriculum and activities that represent and affirm the culture, values, and traditions of its stakeholders"

10.B.10: Policies guide the appropriate use of specialized consultants to support staff's efforts to meet the needs of children and families to participate fully in the program, including children with disabilities, behavior challenges, or other special needs. Procedures address expected consultant skills, payment, access, availability, and working relationships with staff as well as how the program will arrange with other agencies to use their consultants for children who are eligible for their services. (This criterion is an Emerging Practice.)

As our program has served children with special needs since its inception in 1974, these policies are clearly explained and described. We do not have any consultants employed or sub-contracted by the program. We do have informal consulting access to our Special Education Faculty with full confidentiality requirements in place. Our role is defined as facilitating parent access to and support of the free process that is available to all parents in our community through the public schools as well as providing time and space for parents who choose to independently contract for services with private professional providers. We provide information about private practitioners as well as the BabyNet and ChildFind processes via the local school district. We also provide as much support as possible for families, both while they are enrolled in our program, and transitioning in or out.

Sections 4.5 and 7.2 of our Policies and Procedures describe how the program meets this indicator.

10.B.11: Policies prescribe that each group be assigned teaching staff who have primary responsibility for working with that group of children. These teaching staff provide ongoing personal contact, meaningful learning activities, supervision, and immediate care as needed to protect children's well-being.

We have tried to minimize the challenges we know exist because of our commitment not just to our children and families, but to mentoring our university students. These actions include (a) Master teachers and all five graduate assistants are assigned to only one class group (b) we combined our four year olds and kindergarten children into a multi-age, multi-year group to facilitate emergent curriculum and to provide an opportunity for children to stay with the same teachers for two years, and (c) we follow the college academic calendar and enroll our children in a cohort that remains together throughout their time in our program, and (d) we sometimes 'move' student employees with their group of children from spring to fall to help with continuity and familiarity at the beginning of a new school year.

Policy 6.3 (Staff Job Descriptions) addresses this criteria.
<table>
<thead>
<tr>
<th>Class</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2's GA AM</td>
<td>815-100</td>
<td>815-100</td>
<td>815-100</td>
<td>815-1215</td>
<td>Caroline</td>
</tr>
<tr>
<td>2's GA AM</td>
<td>800-1245</td>
<td>800-1145</td>
<td>800-1245</td>
<td>800-100</td>
<td>Kaeli</td>
</tr>
<tr>
<td>2's PM</td>
<td>100-515</td>
<td>1145-500</td>
<td>Alli</td>
<td>Mackenzie</td>
<td>Grace</td>
</tr>
<tr>
<td>2's PM</td>
<td>1245-500</td>
<td>Kaeli</td>
<td>Frannie</td>
<td>Kaeli</td>
<td>Frannie</td>
</tr>
<tr>
<td>3's Lead</td>
<td>745-345</td>
<td>745-345</td>
<td>745-345</td>
<td>745-345</td>
<td>745-345</td>
</tr>
<tr>
<td>3's GA AM</td>
<td>815-100</td>
<td>815-1200</td>
<td>815-100</td>
<td>815-100</td>
<td>Megan</td>
</tr>
<tr>
<td>3's PM</td>
<td>1215-515</td>
<td>1200-515</td>
<td>Alana</td>
<td>Dana</td>
<td>Kaitlyn</td>
</tr>
<tr>
<td>3's PM</td>
<td>100-500</td>
<td>Dana</td>
<td>McKayla</td>
<td>Jade</td>
<td>McKayla</td>
</tr>
<tr>
<td>4's Lead</td>
<td>915-515</td>
<td>915-515</td>
<td>915-515</td>
<td>915-515</td>
<td>915-515</td>
</tr>
<tr>
<td>5's GA AM</td>
<td>815-100</td>
<td>815-100</td>
<td>815-100</td>
<td>815-1200</td>
<td>Emma</td>
</tr>
<tr>
<td>4's GA AM</td>
<td>815-1200</td>
<td>815-1115</td>
<td>815-1200</td>
<td>815-1200</td>
<td>Cameron</td>
</tr>
<tr>
<td>4's PM</td>
<td>100-515</td>
<td>100-515</td>
<td>100-500</td>
<td>Hannah C</td>
<td>Leon</td>
</tr>
<tr>
<td>4/5's PM</td>
<td>1200-500</td>
<td>1215-500</td>
<td>1215-515</td>
<td>1215-500</td>
<td>Kaylee</td>
</tr>
<tr>
<td>5's PM</td>
<td>1215-330</td>
<td>1115-330</td>
<td>Slayden</td>
<td>1200-330</td>
<td>Slayden</td>
</tr>
</tbody>
</table>

**ECDC Fall 2015 SCHEDULE**
<table>
<thead>
<tr>
<th>Closing:</th>
</tr>
</thead>
</table>

**NOTE:** Arrival times are firm; departure times are approximate, and depend on head counts - may be a little earlier or later
Description of evidence for criterion 10.B.11

The staff schedule indicates Master Teachers and Graduate Assistants assigned to one class and hourly Teaching assistants assigned likewise as much as possible (coordinating work with their college class schedules)

10.B.12: Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size (see table below) are maintained during all hours of operation, including:
   a. indoor time,
   b. outdoor time, and
   c. during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio).
   Note - Please review your NAEYC materials to find the table mentioned in 10.B.12

Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)

We explain our adult/child ratios and post a side-by-side chart with SC DSS licensing, NAEYC, and on-site ECDC program ratios in each classroom and at both entrances to the facility. At most times our ratios are lower than what is required by either licensing or accreditation.
Our license, accreditation certificate, and staffing ratios chart are posted at the entrance. Ratio charts are also posted at each classroom. At most times we have lower teacher/child ratios than what is required by either DSS or NAEYC.

ECDCPP_eff.7.1.15.docx

Policy 3.3 explains ratios as applied in our program.
<table>
<thead>
<tr>
<th>Class</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2's Lead</td>
<td>730-330</td>
<td>Stephanie</td>
<td>730-330</td>
<td>Stephanie</td>
<td>730-330</td>
</tr>
<tr>
<td>2's GA AM</td>
<td>815-100</td>
<td>Rachel</td>
<td>815-100</td>
<td>Rachel</td>
<td>815-1215</td>
</tr>
<tr>
<td></td>
<td>800-1245</td>
<td>Meghan</td>
<td>800-1245</td>
<td>Meghan</td>
<td>800-100</td>
</tr>
<tr>
<td>2's PM</td>
<td>100-515</td>
<td>Tate</td>
<td>1145-500</td>
<td>Alli</td>
<td>1245-515</td>
</tr>
<tr>
<td></td>
<td>1245-500</td>
<td>Kaeli</td>
<td>100-515</td>
<td>Frannie</td>
<td>100-500</td>
</tr>
<tr>
<td>3's Lead</td>
<td>745-345</td>
<td>Phyllis</td>
<td>745-345</td>
<td>Phyllis</td>
<td>745-345</td>
</tr>
<tr>
<td>3's GA AM</td>
<td>815-100</td>
<td>Megan</td>
<td>815-1200</td>
<td>Megan</td>
<td>815-100</td>
</tr>
<tr>
<td></td>
<td>1215-515</td>
<td>Caroline</td>
<td>1200-515</td>
<td>Alana</td>
<td>100-515</td>
</tr>
<tr>
<td>3's PM</td>
<td>100-500</td>
<td>Dana</td>
<td>1215-500</td>
<td>McKayla</td>
<td>1215-500</td>
</tr>
<tr>
<td>4's Lead</td>
<td>915-515</td>
<td>June</td>
<td>915-515</td>
<td>June</td>
<td>915-515</td>
</tr>
<tr>
<td>5's Lead</td>
<td>730-330</td>
<td>Mary</td>
<td>730-330</td>
<td>Mary</td>
<td>730-330</td>
</tr>
<tr>
<td>4's GA AM</td>
<td>815-100</td>
<td>Kelsey</td>
<td>815-100</td>
<td>Kelsey</td>
<td>815-1200</td>
</tr>
<tr>
<td></td>
<td>815-12:00</td>
<td>Cameron</td>
<td>815-12:00</td>
<td>Cameron</td>
<td>815-12:00</td>
</tr>
<tr>
<td>4's PM</td>
<td>100-515</td>
<td>Hannah C</td>
<td>100-515</td>
<td>Kayla</td>
<td>100-500</td>
</tr>
<tr>
<td>5's PM</td>
<td>1215-330</td>
<td>Bailie</td>
<td>11:15-330</td>
<td>Slayden</td>
<td>12:00-330</td>
</tr>
</tbody>
</table>

evidence for criterion 10.B.12
<table>
<thead>
<tr>
<th>Closing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Arrival times are firm; departure times are approximate, and depend on head counts - may be a little earlier or later</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 10.B.12

Staff schedules indicate a minimum of two people at all times in all groups, with additional staff as appropriate (3rd person in 2’s, and in other classes at busy or transitional times)

10.B.13: The program is organized and staffed to minimize the number of
   a. group [transitions during the day],
   b. Teaching staff [transitions during the day], and
   c. classroom transitions experienced by an individual child during the day and program year.

   Every attempt is made to maintain continuity of relationships between teaching staff and children and among groups of children.

Managing transitions is challenged by our commitment to a student assistant teacher staff as a university laboratory preschool, but we think we do it well. Each classroom has a full-time master teacher, a graduate assistant who works 20 hours per week in the mornings, and a group of 4-6 hourly student teaching assistants who fill out the schedule. Since we know this policy creates additional transitions for children, we do several other things to try to create balance or minimize transitions in other ways: 1. Children are enrolled for an entire academic year and only change rooms in the fall. Since we only have one group for each age range, they remain with the same cohort of friends for the entire time they are enrolled in our program. 2. Our program closes for 8 weeks in the summer to provide us time to recruit, hire, and provide orientation to new student staff. 3. Master teacher assignments do not change. 4. Graduate assistants are assigned to the same class for the academic year. GA’s returning for a third semester are either assigned to the same master teacher, or move with the group of children they had the previous year to the next class. 5. Hourly TA’s are scheduled as much as possible with the same group of children from semester to semester. 6. In most cases, we exceed the NAEYC adult/child ratios so that multiple staff are balanced by the ability to provide additional individual attention. 7. Daily classroom schedules allow for large blocks of time to minimize the number of transitions from activity to activity as much as possible. 8. One of the reasons we decided to combine our four year old and kindergarten groups into one group with two master teachers, was to provide the opportunity for children to remain with the same two teachers for two years. (The other primary reason was to facilitate an emergent curriculum approach).
<table>
<thead>
<tr>
<th>Class</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2's Lead</td>
<td>730-330</td>
<td>Stephanie</td>
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<tr>
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<td>Mary</td>
<td>730-330</td>
<td>Mary</td>
<td>730-330</td>
</tr>
<tr>
<td>4's Lead</td>
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<td>Jane</td>
<td>915-515</td>
<td>Jane</td>
<td>915-515</td>
</tr>
<tr>
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<td>815-100</td>
<td>Kelsey</td>
<td>815-100</td>
<td>Kelsey</td>
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<td>11:15-330</td>
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</tr>
<tr>
<td>Closing:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Arrival times are firm; departure times are approximate, and depend on head counts - may be a little earlier or later
Description of evidence for criterion 10.B.13

The staffing schedule keeps master teachers and GA's with the same group of children at all times, and hourly student assistants with the same group of children as much as possible. Master teachers work a full day, with the two teachers in the Butterfly class scheduled so that one of them is present at the beginning and the other at the end of the day. GA's work half days, and hourly students are scheduled so that optimally, a minimum shift is 5 hour, or 1/2 day.
# Butterfly Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Opening preparation</td>
<td>Mary</td>
</tr>
<tr>
<td>7:45-9:00</td>
<td>Greetings, Outside Play, clean-up</td>
<td>Mary</td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Morning meetings – blue group/orange group &amp; once a week whole group</td>
<td>Rotate partners &amp; discussion lead –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mary/Cameron – Jane/Kelsey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mary/Jane – Cameron/Kelsey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Jane/Mary – Kelsey/Cameron</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mary/Kelsey – Jane/Cameron</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole Group – Jane &amp; Mary</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Small Groups I – Fluid makeup, based on need</td>
<td>• Jane – Math/Literacy PreK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mary – Math/Literacy - Kindergarten</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cameron – as assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kelsey – as assigned</td>
</tr>
<tr>
<td>10:15-11:30</td>
<td>Work cycle/centers/clean-up</td>
<td>Plan weekly for adaptations to 2-3 centers so that all centers are revisited at least monthly</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Writing Workshop</td>
<td>Plan weekly for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• mini-lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• intentional grouping for direct skills teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• one-on-one or partner reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• monitoring/assessments</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>Outside/lunch setup</td>
<td>Door open – move kids around regularly</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch/cleanup</td>
<td>Put sleepers on blue room side</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Read aloud/door closed</td>
<td></td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Rest/door closed</td>
<td></td>
</tr>
</tbody>
</table>
### Butterfly Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30-3:00</td>
<td>15 min</td>
<td>UP &amp; snack</td>
<td>Bring kids to orange side as they get up</td>
</tr>
</tbody>
</table>
| 3:00-3:30 | 30 min  | Small groups II – fluid based on need AND/OR Revisit/Community/Documentation time | • Jane – SS/Sci/other PreK  
  • Mary – SS/Sci/other Kindergarten  
  • Student Workers – as assigned  
  Per weekly plan OR daily adaptations to ongoing work; include charting daily reflections, questions about projects, looking at photos from the day & discussing, doing documentation work |
| 3:30-3:45 | 15 min  | Music/movement                                                           | Jane                                                                  |
| 3:45-5:00 | Hour & 15| Outside play, clean-up                                                  | Jane                                                                  |
| 5:00-5:15 | 15 min  | Inside pack-up/closing preparations                                      | So EVERYONE LEAVES ON TIME                                            |
Description of evidence for criterion 10.B.13

Classroom daily schedules (this example from Butterfly class) provide balance and large blocks of time for activities to minimize the number of transitions children experience during the day.
## 2015/2016 Child Schedules

<table>
<thead>
<tr>
<th>Child First name</th>
<th>DOB</th>
<th>Age as of 9/1/15</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry</td>
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Description of evidence for criterion 10.B.13

Children are assigned to one group for the entire academic year. Children in the Butterfly group may remain with that group for two years (through kindergarten. Most children are full-week/full-day.

10.B.14: Procedures address transition planning by administrators, teachers, and families to facilitate children's transition from one teacher to another, from one group to another, from one classroom to another, and from one program to another.

We have several informal and formal means for managing transition planning: 1. Our program is so small that our four master teachers get to know most of the children and families long before formal transition to their classes. 2. In addition, the teacher pairs (2/3’s and 4/5K) share an office and outside play time, and all four teachers share lunch and 1.5 hours of planning time daily. They have the opportunity to discuss transition planning informally at length. 3. We address formal transition issues or concerns at staff meetings as needed. 4. Teachers discuss transitions with parents at conferences twice per year, or on additional as-needed basis. 5. We have a written formal procedure for coding, maintaining, and handing over cumulative assessment portfolios. 6. Children have planned 'visits' to the next classroom during the late spring/early summer. 7. Teachers and the administrators help parents whose children are transitioning out of the program on an individual basis, as our children typically go to any of dozens of area schools. 8. We also conduct an annual transitions planning information session for our parents each fall.
PTO Meeting Agenda for Thursday, November 5, 2009

School Choice Night panelists include:

- The Cooper School: Kate Shorter (director)
- Memminger Global: Anthony Dixon (principal)
- Meeting Street Academy: Trish Scarry (principal)
- Charleston Day School: Margaret Hagood (parent)
- Charleston Catholic: Beth Goodier (parent)
- Porter Gaud: Jennifer Baker (parent)
- St. Andrews: Conceala Francis (parent)
- Mason Prep: Beth Meyer-Bernstein
- West Ashley Creative Arts: Rhonda Swickert-Hittner and Jim Hittner (parents)
- Buist Academy: Ken Carrington (parent)

Committees: How to get involved/contribute to the ECDC community — ongoing participation join in the fun!

- Update on Teacher Care
- T-Shirt/Sweatshirt/Nap totes
- Fundraising reminder — link your cards to ECDC

Upcoming Events:

- Thanksgiving Feast, Tuesday, Nov. 24th
- Holiday Tree Lighting at Sottile House, Wednesday, December 2nd
- Parent conferences, Tuesday, December 8th (reading day), in conjunction with the book fair; babysitting will be provided during the assigned conference time only.
- Movie night/pajama party, the evening of Thursday, December 17th

New Ideas/New Business:

For the good of the order?
Description of evidence for criterion 10.B.14

This is a sample agenda from our annual PTO evening session devoted to transitions from ECDC to elementary schools.
Dear Parents,

Please answer the following questions with your child. The answers will help decide our learning topics for the school year. **Return ASAP.** Thank you!

1. What are your favorite things to play with?

2. What do you like to do/play?

3. What places do you like to go?

4. What are your favorite books, CDs, DVDs?
5. Are there any other interests?
Description of evidence for criterion 10.B.14

In addition to the Home Information Form, Teachers use various means to gather information that they use to set up activities and learning centers that will help ease transitions to the new class.

Policy 7.5 describes parent supports that include information about transitions.
Welcome to the Seashell Class!

There are several things to work on over the summer with your child so that he/she is ready for the Seashell Class in August.

- Your child needs to be able to feed him/herself with standard size silverware, drink from a glass, and stay seated at the table for meals (not assisted by a highchair/booster seat).
- Have your child practice opening their lunchbox and containers holding food (Tupperware, zip lock bags, etc.).
- We start preparing for nap at 12:30pm and the actual rest time is from 1:00pm until 3:00pm. These are the naptime hours you should adjust your child to over the summer.
- Practice independent hand-washing (lathering to the length of Twinkle Twinkle Little Star).

All of these important skills will help your child become an independent and self-sufficient part of the incoming Seashell Class.

Sincerely,

Stephanie, Meghan, and Rachel
Description of evidence for criterion 10.B.14

Teachers provide families with information about things they can do over the summer to help prepare their child for transition to new class. This example is from the two's (Seashells) class.

*HiF.Rev.2013.pdf*

the Home Information Form provides parents the opportunity to share information about child routines and other personal information teachers use when planning for transition into the program or new class each fall.
Okay, here's my long-overdue response to this email! I'll see what I meant.

I am comfortable with her going to MES for speech therapy. I feel the best about two possible ways the speech therapy is structured: one is if she's by herself and the main focus of Stephanie, who could really focus on speaking/reading/etc. The other the second possibility is that, if she has one or two other kids in that session, Stephanie uses that time not only to work on the kids' speech but also on how they're interacting which each other. As ALL of us know, [redacted] is challenging every boundary in her world.

[redacted] I know that there are forms of therapy that she'll need to do being taken from the classroom, and speech language is one of those. But I'd like her to be in her ECDC classroom as much as possible. I'm sure you all know that the common thing in so many classes is that the kids with intellectual disability are taken from their classes several times a day or week—particularly in CCSD (odd, right? But it's truly happening in a big way here). This is a big deal because one of my biggest priorities for [redacted] is that she learns to be a peer, that she learns to behave appropriately and connects with other kids.

Of course ECDC does this! And you work on specific things like math, reading, listening, and how you do this is BEAUTIFUL, because you challenging [redacted] every day, and you also help [redacted] do things at a lower layer, a strategy that works for her. I'm so happy to see her working/playing/learning with her peers, in the ECDC classroom. I know that you all do this! And I'm eager to seeing it expanding.

Could a few kids be offered the opportunity to help [redacted]? I know that [redacted] and [redacted] seem happy to do this. This happens nationwide—I have the whole story of a family in Ohio who's made this happen beautifully, starting at pre-K and moving on through high school. One of the reasons I'm really glad to have [redacted] as part of ECDC is that she can help [redacted] and other kids to be effective helping [redacted]. And Mary and Jane, she can help you—she can do other work while you (and/or [redacted], etc) focusing on [redacted] for a little time without you feeling run over by a truck.

Whew. That's all I've got right now. Please let me know what you think! I'm happy to hear your responses and critiques.

--Alison

[redacted]

[redacted]

The College of Charleston
66 George St.
Charleston, SC 29424

[redacted]
Description of evidence for criterion 10.B.14

This is an example of dialogue between family and program to facilitate child's successful transition from our program to elementary schools.

10.B.15: Policies encourage keeping infants and toddlers/twos together with their teaching staff for nine months or longer.

Our twos and 3’s stay with their teacher for the entire academic year. Our 4/5K class is multi-age and the children have the opportunity to loop and stay with the two master teachers in that class for two years. The program does not serve infants.
Seashells Class Description

The Seashells is our two-year old class. The twelve children in this group are between 24 and 36 months old at the start of the academic year. We maintain a 1:4 teacher/child ratio in this classroom to provide as much individual attention as possible. Our master teacher, Ms. Stephanie Johnston is assisted by two Graduate Assistants in the mornings, and a group of 4-6 undergraduate or graduate students who work hourly schedules in the afternoons.

Children in this class are in an exciting developmental period. Two year olds are acquiring language at an astonishing pace, developing self-help skills, and making the adjustment from home to a school environment. Over the course of this year, they gain increased control over their bodies and begin to demonstrate interest in playing with other children. Everything is a sensory experience for two-year olds, but while they express interest in exploring new materials and activities, they need the security of predictable and familiar surroundings.

The classroom is organized to help children begin to take individual responsibility for classroom materials and their personal care. Many elements combine to create a safe, secure, calm, and friendly atmosphere.

You will see the teachers in this class pay particular attention to
- Modeling language
- Helping children follow one and two-step directions
- Providing opportunities to use fine and gross motor systems
- Supporting curiosity
- Encouraging children to develop interests and friendships
- Self-help skills, including toilet-training
Description of evidence for criterion 10.B.15

In the resource notebook we keep in the observation booth for this classroom, our description of the class clearly indicates the children remain in the same group for the entire year.
## 2015/2016 Child Schedules

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<td>FT</td>
</tr>
<tr>
<td>Nathan</td>
<td>10/23/2013</td>
<td>2</td>
<td>FD MWF</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 10.B.15

Child schedules indicates that while child schedule may change a bit from fall to spring within their assigned class, they remain in the same group for the entire academic year. (sometimes parent teaching schedules vary from one semester to the next and their needs change a little)

10.C.01: Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program’s vision, philosophy, mission, goals, and expected child outcomes. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to budget. A system exists to review or adjust the budget if circumstances change, and it includes a yearly audit. Budgets are reviewed and amended as needed. Fiscal records (such as revenue and expenditure statements, balance sheets, banking reconciliation, etc.) are kept as evidence of sound financial management.

As a unit of our university, we follow the established financial procedures for all academic and administrative units. Yearly budget proposals are tied to program goals and submitted in March. Budgets are approved prior to the beginning of the fiscal year July 1 and amended thereafter as needed. Revenue reports are issued monthly from the Treasurer's Office and monthly operating account reports are issued from the Business Office. We have access to daily monitoring of posted expenditures through the online "Banner" system. The College of Charleston Foundation Office maintains and issues statements for our scholarship fund account and supplemental accounts for donations to our program and fundraising activities. Fiscal records are kept on-site, on-line, and in the three office mentioned above. Procurement cards are randomly audited annually and all programs follow established procedures for maintenance and storage of academic, personnel, and fiscal records.
evidence for criterion 10.C.01

Banner Self-Service

Finance Reports
- ePrint FRS PLUS
  Use your Plus pin and password to access.
- ePrint BANNER Finance
  Use your Banner login and password to access.

Login to Cognos at
http://reporting.battery.cofc.edu
You must have a license to access the reports in Cognos. If you click on the link and log in using your Cougars account and see the message that "Access is denied", you do not have a license. An on-line request form for Cognos licenses is coming soon.

Banner Reports Request Form
To request a report from Banner that does not exist in e-Print.

Procurement Quick Links
- Business Cards, Letterhead, and Envelopes
- Enterprise
- Office Furniture Standards
- State Goods & Services Contracts
- State IT Contracts

Works
- P-Card Administration
- P-Card Procedure

Finance Quick Links
- Budgeting Financial Reports
- Central Warehouse Catalog
- Comprehensive Annual Financial Reports
- Controller's Office Policies and Procedures
- Procurement Policies and Procedures
- Vacant Position Salary Procedure

My Banner
No personal menus defined

Banner Services
Internet Native Banner (INB)
Internet Native Banner (INB) is only available to users with an account to access INB. All others should use the Banner Self-Service channel. Please note that Internet Native Banner (INB) is only accessible on campus.
Description of evidence for criterion 10.C.01

Each administrator with financial accountability has access to easy-to-use daily monitoring and monthly reporting of accounts, expenditures, etc. via our campus-wide online systems.
### ACADEMIC AFFAIRS ANNUAL PLANNING & PRIORITIES BUDGETING TEMPLATE

<table>
<thead>
<tr>
<th>School(s) / Division</th>
<th>Description of Initiative or Enhancement*</th>
<th>Strategic Plan Goals (G) and Strategies (S)</th>
<th>Other School/Department-Level Strategic Planning Goal</th>
<th>Priority</th>
<th>Justification (i.e., Deficiency or Need Being Addressed)</th>
<th>Amount of Funding Required to Support Initiative</th>
<th>Sub</th>
<th>Fac</th>
<th>Stu</th>
<th>Dep</th>
<th>Ope</th>
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</tbody>
</table>

*Please note that proposals for new faculty/staff lines will be reviewed with the following in mind: faculty productivity benchmarks at department and school level.*

~This template is for "annual" budgeting and planning processes unique to the Academic Affairs Division, but was also constructed to complement the campus-wide planning.~

Prepared by Academic Affairs
Description of evidence for criterion 10.C.01

Annual budget planning is facilitated by templates distributed to each department/program head.
Mission

The mission of the Office of the Internal Auditor is to assist management and members of the College of Charleston Board of Trustees in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, recommendations and information concerning activities reviewed. The Internal Auditor supports all levels of administration in the achievement of the College's goals and objectives by striving to provide a positive impact on the efficiency and effectiveness of administrative functions.

Authority

The Internal Auditor reports directly to the Chairman of the Audit Committee of the Board of Trustees and is granted unlimited access to all facilities, personnel, and sources of information relevant to an area under review.

Independence

To permit the rendering of impartial and unbiased judgment which is essential to the proper conduct of audits, the Internal Auditor will be independent of the activities audited.

Contact Information

Internal Auditor:  Gail Long, CPA
Randolph Hall, Suite 302A
longg@cofc.edu
843-953-3188 (Telephone)
843-953-7358 (Fax)

Ethics Hotline

Ethics Hotline: 843-953-3188
Available 24 hours, 7 days a week.

Go to Top
Description of evidence for criterion 10.C.01

The College Office of Internal Audit monitors all program budgets and fiscal operations.
Budgeting and Payroll Services

The Budgeting & Payroll Services area of the Business Affairs division can be broken down into three distinct segments.

The first area is concerned with the more traditional budget functions defined as the direction of budgetary processes to include policy recommendation and interpretation; the development of budgetary procedures; the analysis of existing and proposed programs and financial requirements; the internal budgetary process; the analysis of accounts for deficits and/or surplus funds; working with program and fund administrators to evaluate budgetary control and provide training. The staff in this area consists of the Budget Manager, Brenda G. Burbage and a Budget Analyst.

The second is the area of personal services budgeting and control. This includes the responsibility for the management and operation of a position control system which is the central component of the personnel/payroll system consisting of all state approved FTE (full-time equivalent) positions (faculty and staff) as well as all temporary employees, adjunct faculty and students. This includes maintenance of detail such as funding sources, authorized positions, and assignment of data necessary to link employees to payroll. The staff in this area consists of the Personal Services Budget Manager, Edward H. Jordan III and a Personal Services Budget Analyst, Doris T. Noriega.

The third is the actual generation of pay through the payroll process. This includes the review and management of time-input of hours worked for temporary and student employees, as well as all leave and adjustments for all employees. Additionally, the Payroll Office monitors and manages the pay generated, the distribution of pay, and the remittance of carrier bills, taxes, and other deductions. The staff in this area consists of the Payroll Manager, J. Everett McInnis, a Payroll Supervisor, M. Linda Stephens, and two Payroll Fiscal Technicians, Tiffany J. King and Mildred H. Sorrell.

In addition to supervising the areas noted above, the Director of Budgeting and Payroll Services, Samuel B. Jones, serves as support staff to the Executive VP for Business Affairs, as well as liaison to the Board of Trustees. In performing these duties, the Director is responsible for information provided to the Commission on Higher Education, the Budget & Control Board, and the General Assembly which may be used in determining formula funding and other allocation processes. The Director is also intimately involved in the development of modeling/forecasting of revenue and expenditure patterns based on any number of assumptions such as enrollment, initiatives, etc. Likewise, he prepares and presents internal and external presentations; evaluates requests for information from internal and external components to determine what is really being asked and what the intended use of the information may be so that top management can be informed of the multi-faceted impact of various presentations of the information and recommending and/or directing the final response. Additionally, with the capital construction projects currently underway or planned for the fairly near future, a considerable amount of the Director's time has been/will be spent on pro-formas and funding plans necessary to support the projects.
Description of evidence for criterion 10.C.01
The Office of Budgeting and Payroll oversees all budgeting operations and provides training to program directors in implementation of systems.

Sections 10.9 and 10.10 detail financial procedures and policies.
evidence for criterion 10.C.01

MyCharleston

Content Layout
Welcome Dr. Candace L. Januszewicz
You are currently logged in.

OWA Google One Library Ask the Couger My Student Health My Housing / Dining OrgSync eProcure Community Layout

November

Financial Reports

ePrint RRS PLUS
Use your RRS pin and password to access. Please note that ePrint is only accessible on campus.

ePrint BANNER Finance
Use your Banner login and password to access. Please note that ePrint is only accessible on campus.

Login to Cognos at http://reporting.battery.cofc.edu
You must have a license to access the reports in Cognos. If you click on the link and log in using your Cougars account and see the message that "Access is denied", you do not have a license.

Banner Reports Request Form Use this web form to request reports needed from Banner data. Please fill out the form as completely as possible and it will be routed to the appropriate data owner/report provider.

Cognos License Request Form Use this web form to request access to Cognos, Cognos is the report writing tool. If you want to be an author or consumer, you must request access using this form. Please fill out the form as completely as possible, and it will be routed to the appropriate data owner for security reasons.

OOD Load Status

UPDATED

REFRESH_ALL

11/13/2015 01:00:01 am
Process completed successfully at 13-NOV-2015 01:42:11

Financial Advisor

- $500,000
- $750,000
- $1,000,000
- $1,250,000

Legend

1 2 3 4 5

Adjusted YTD Activity Available Percent

1 119001 230014 493.73% 453.07% 56.92% 87.54%
2 119001 230015 2.32% 6.5% 2.26% 2.79%
3 0 0 0 0
4 0 0 0 0
5 0 0 0 0

My Banner

No personal menus defined

Banner Services

Internet Native Banner (INB) is only available to users with an INB license. All others should use the Banner Self-Service site.

Please note that Internet Native Banner (INB) is only accessible on campus.

Open Internet Native Banner (INB)
### Account Title and Information

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<th>Account</th>
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<td>SCRS Death Benefit</td>
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<td>Contractual Services</td>
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<td>In-State Misc Expense</td>
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<td>740411</td>
<td>Insurance - Outside Source</td>
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<td>500</td>
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<tr>
<td>77010</td>
<td>Equipment - Capitalizable</td>
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</tr>
<tr>
<td>770115</td>
<td>Other Equipment</td>
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</tr>
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</table>

**Total:**

489754.5  -189740  -240932  59081.72
Description of evidence for criterion 10.C.01

These pages are printouts of the screens we have access to for financial management activities, and a copy of current budget status as of 11/15/15.
BUSINESS AFFAIRS (/INDEX.PHP)

Departments

Business and Auxiliary Services (http://auxiliarservices.cofc.edu/)

Facilities Planning (http://facilitiesplanning.cofc.edu/)

Government Relations (http://governmentrelations.cofc.edu)

Human Resources (http://hr.cofc.edu)

Information Technology (http://it.cofc.edu/)

Internal Auditor (http://auditor.cofc.edu/)

Physical Plant (http://physicalplant.cofc.edu/)

Procurement and Supply Services (http://procurement.cofc.edu/)

Sustainability (http://sustainability.cofc.edu/)

Contact Us (/../contact/index.php)

APPLY TO THE COLLEGE (http://www.cofc.edu/apply)

PLAN A VISIT (http://www.cofc.edu/visit)

PRINT PAGE (?PRINT=1)

SHARE PAGE (http://www.addthis.com/bookmark.php?v=20)

COLLEGE HOME (http://www.cofc.edu)/INDEX)/BUSINESS AFFAIRS (/INDEX.PHP)/DEPARTMENTS

Departments
Office of Business and Auxiliary Services

The Office of Business and Auxiliary Services oversees the administrative and management activities for major auxiliary service contracts and campus auxiliary services at the College of Charleston including those listed below, as well as: CARTA and campus vending. Additionally, the department is responsible for administering campus insurance, leases, lease outs, and the Spoleto contract.

- Bookstore (http://cofc.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65075&catalogId=10001&langId=-1)
- Copy Center (http://copycenter.cofc.edu/)
- Cougar Card Services
- Dining Services (http://charleston.campusdish.com/)
- Mail Services
- Parking Services (http://parkingservices.cofc.edu/)
- Sottile Theatre (http://sottile.cofc.edu/)

Office of Environmental Health and Safety

The Office of Environmental Health and Safety is responsible for ensuring that the College provide a safe and healthy work environment for employees and students. In addition, this office endeavors to prevent or reduce worker injuries and public risk through the planning and guidance of work operations and facility modifications as well as follow through on incidents and complaints. The office also ensures compliance with safety and environmental regulations that affect College operations.

Office of Facilities Planning

In order to support the institution’s vision for academic excellence, the Office of Facilities Planning (http://facilitiesplanning.cofc.edu/) is responsible for developing and implementing the long-range facilities plan, including property acquisitions, new construction, and major renovations.

Office of Fiscal Services

The Office of Fiscal Services provides leadership and direction in planning and developing goals and strategies for the most efficient use of institutional funds and other resources, enabling the College to pursue its broader mission. Personnel in this office advise and assist the Executive Vice President for Business Affairs on matters related to the business management of the College. This office also coordinates and manages the College’s financial matters, including general operation, capital projects, grants and contracts, fixed-asset accounting, accounts payable, billing of all charges and receipting of all income, collection of delinquent accounts, and payroll functions.
Office of Government Relations

The Office of Government Relations (http://governmentrelations.cofc.edu/) is responsible for communicating the needs of the College to the political leaders at the local, state, and federal levels as well as community partners.

Office of Human Resources

The Office of Human Resources (http://hr.cofc.edu/) provides resources to College employees, hiring managers, and prospective employees. The Office is responsible for coordinating benefits, compensation, classification, and training and development for College personnel. (http://spinner.cofc.edu/%7ehumres/?referrer=webcluster&)

Office of Information Technology (http://it.cofc.edu/)

The Office of Information Technology (http://it.cofc.edu/) is responsible for supporting the academic mission of the College by managing all electronic databases and e-mail systems and assisting with the use and maintenance of all College-owned hardware and software that is utilized by faculty, staff and students. IT also safeguards the College's computing and communications networks.

Office of the Internal Auditor (http://spinner.cofc.edu/auditor/?referrer=webcluster&)

The Office of the Internal Auditor (http://auditor.cofc.edu/) assists the administration and members of the College of Charleston Board of Trustees in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, recommendations and information concerning activities reviewed.

( http://spinner.cofc.edu/%7epysicalplant/?referrer=webcluster& ) Physical Plant

The Physical Plant (http://physicalplant.cofc.edu/) is responsible for the construction, renovation, operation, repair, and preventive and routine maintenance of over 100 facilities and extensive grounds of the College.
Office of Procurement and Supply Services

The Office of Procurement and Supply Services (http://procurement.cofc.edu/) ensures that all transactions by faculty, administrators and staff, including purchases, leases and rentals of goods or services, are conducted in compliance with state regulations. In addition, this office manages the College’s inventory and supervises the purchasing card system.

- Central Stores (http://centralstores.cofc.edu/)

Office of Sustainability

The Office of Sustainability (http://sustainability.cofc.edu/) is the hub for teaching, research, and practice of sustainability on campus and in the greater Charleston community. The office is a decentralized network hub designed to facilitate and expedite transformation of campus buildings, designs, approaches, and behavior/attitudes on sustainability issues.

QUICK LINKS

- Fines and Fees (http://businessaffairs.cofc.edu/documents/fines-and-fees-fy15.pdf)
- Admissions Viewbook (http://www.cofc.edu/generaldocuments//viewbook.pdf)
- College of Charleston Magazine (http://magazine.cofc.edu/)
- Undergraduate Catalog (http:// catalogs.cofc.edu/undergraduate/index.htm)
- Graduate Catalog (http:// catalogs.cofc.edu/graduate/index.htm)
- Majors and Minors (http://cofc.edu/academics/majorsandminors/index.php)
- Division News (http://blogs.cofc.edu/businessaffairs/)
Description of evidence for criterion 10.C.01

The Office of Business Affairs includes all the departments that provide a full range of financial services to the university.

10.C.02: The person directly responsible for program implementation (administrator, site manager, program manager, or supervising teacher) is included in long-range fiscal planning and in operating budget preparation, reconciliation, and review.

The Program Director is the budget administrator for our unit and included in all annual budgeting, review, and long-range planning activities. The School of Education Budget and Finance Analyst oversees budgets from programs within the School.
Miles Early Childhood Development Center
Program Director Position Description

Program Director

This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission.

The director’s responsibilities include:

- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHP, the College, and the early childhood community.

Effective 7.1.09
ECDCP eff.7.1.15.docx

ECDC Policies & Procedures 10.09 and 10.10 describe financial operations.
Jaruszewicz, Candace L

From: Pohl, Justin
Sent: Thursday, December 04, 2014 1:52 PM
To: Hakim-Butt, Karen L; Van Sickle, Meta L; Jaruszewicz, Candace L; Schwalbe, Kathy B; Howard, Courtney Anne; Perkins, Robert F; Lewis, Andrew H
Cc: Welch, Frances C; White, Marcus Silenta; Pohl, Justin; Etcheson, Rachel Ann
Subject: FW: Budget Requests for FY16
Importance: High

As discussed earlier today in the Administrative Council meeting, please see the attached documents and the EHHP budget request timeline below. Please do not hesitate to contact either Marcus or I should you have questions about the process or would like to talk about your request in greater detail.

**December 19** – All Department/Program/Center/Office Budget Requests for FY16 due to Justin Pohl & Marcus White via email (plus use attached document to complete request & provide additional information or data)

**December 22** – Marcus to compile all requests for consideration

**January 5** – Dean Welch, Justin & Marcus meet to consider requests and develop EHHP Budget Request

**January 7** – Draft document sent to Administrative Council via email

**January 9** – Submit final EHHP Budget Request to Provost McGee

Also, on another note, I have attached EHHP Diversity Progress Report to this email. Please review and provide additions or feedback to Courtney Howard.

Have a great afternoon! Minutes from the meeting will be available next week for review.

Justin

Justin Pohl
Operations Manager
School of Education, Health & Human Performance
College of Charleston
86 Wentworth Street
Charleston, SC 29424
843.953.1984 (phone)
843.953.8070 (fax)
Dear Deans and Associate Vice Presidents:

This message provides details relevant to the preparation and submission of budget requests for the 2015-2016 fiscal year (hereafter, “FY16”). Please read this message carefully, as there are several new and revised features of our budget development process.

As in the past, we will utilize incremental budgeting, building on the recurring budget from the prior fiscal year. In other words, we will continue to use a history-based approach, in which we assume that each unit’s FY15 operating budget becomes the starting point used in developing budgets for FY16, with a focus on proposals for new spending in the next fiscal year. Of course, internal budget reallocations are always a possibility.

A basic summary of the timeline for the development of our budget proposal in the Office of Academic Affairs has been discussed in previous meetings. Here is a more detailed statement of that timeline:

- Budget requests for your units should be prepared over the next several weeks. Any questions you have about budget development can be addressed to me between now and January 9, 2015. The Academic Council meeting on January 7 will be largely or entirely devoted to the details of budget development.
- Budget requests should be submitted to me (and, as a courtesy, copied to all members of the Academic Council) no later than January 9, 2015. Your budget submission should include a cover memo, which should not exceed five pages, and the Excel spreadsheet with which most of you are familiar from our previous budgetary exercises. Please make some reference in your cover memo to the ways in which your own direct reports were involved in the development of your budget proposals.
- You will present a summary of your budget request at our first Academic Affairs budget hearing on January 12, to me and to the members of the Faculty Senate Budget Committee. All members of our campus community will be invited to attend this hearing. You will be assigned a 15-minute slot for your presentation. One- or two-page summary handouts will be permitted during each budget presentation; no other visual aids should be prepared. At least five minutes of your presentation slot must be made available to allow me and/or the Budget Committee members to ask questions.
- Based on any special scheduling requests you send to Clara Hodges, the presentation schedule for the January 12 budget hearings will be announced on Friday, December 12.
- Following receipt of all the divisional budget requests, I will prepare a draft budget proposal for the Office of Academic Affairs (OAA). I will consult with most or all of my direct reports individually during the development of the draft divisional budget, depending on the questions I have about the various budget requests.
- The members of Academic Council will receive the draft version of this budget no later than Friday, January 23.
### Jaruszewicz, Candace L

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Mid-Year Budget Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Dean’s Conference Room at 86 Wentworth Street</td>
</tr>
<tr>
<td>Start:</td>
<td>Tue 1/13/2015 11:00 AM</td>
</tr>
<tr>
<td>End:</td>
<td>Tue 1/13/2015 11:30 AM</td>
</tr>
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<tr>
<td>Organizer:</td>
<td>White, Marcus Silenta</td>
</tr>
<tr>
<td>Required Attendees:</td>
<td>Jaruszewicz, Candace L; Merrow, Catherine Lynne; Pohl, Justin</td>
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I will have a status budget update for your department with expenditures and available balances. Please come prepared to discuss planned operating and personnel expenditures (temp/student help, furniture/equipment purchases, etc.) and projected unused funds in department budget. Any requests for items should funds be available at year-end.
Brian,

Thanks for meeting with Candy Jaruszewicz and me to discuss the ECDC budget requests. The suggested documentation is attached. Please let Candy or me know should you have questions or concerns. Appreciate your support.

Fran

Frances C. Welch, Dean
School of Education, Health, and Human Performance
College of Charleston
86 Wentworth Street
Charleston, SC 29424
843.953.5272 (phone)
843.953.8070 (FAX)
welchf@cofc.edu
Description of evidence for criterion 10.C.02

This group of emails documents budgeting as a collaborative process from the program director up through many layers of administration (program, School, Dean, Provost.

10.C.03: The program has resources to support the program’s vision, philosophy, mission, goals, operation, and expected child outcomes. Program administrators and other program leaders actively work to generate and manage the resources needed to support a program of excellence.

We have actively planned and advocated for adequate program funding while maintaining reasonable tuition rates for our parents. Our program is university sponsored - we enjoy in-kind services for all physical plant, maintenance, and security needs and the university funds almost 50% of our salaries and operating expenses. We have been successful in planning for modest tuition increases to adequately cover increased costs while continuing to plan for and implement funding new equipment purchases, upgrades, and salary increases for all of our staff. Program Budget documents are available for view at the site visit.
As discussed earlier today in the Administrative Council meeting, please see the attached documents and the EHHP budget request timeline below. Please do not hesitate to contact either Marcus or I should you have questions about the process or would like to talk about your request in greater detail.

**December 19** – All Department/Program/Center/Office Budget Requests for FY16 due to Justin Pohl & Marcus White via email (plus use attached document to complete request & provide additional information or data)

**December 22** – Marcus to compile all requests for consideration

**January 5** – Dean Welch, Justin & Marcus meet to consider requests and develop EHHP Budget Request

**January 7** – Draft document sent to Administrative Council via email

**January 9** – Submit final EHHP Budget Request to Provost McGee

Also, on another note, I have attached EHHP Diversity Progress Report to this email. Please review and provide additions or feedback to Courtney Howard.

Have a great afternoon! Minutes from the meeting will be available next week for review.

Justin

Justin Pohl

Operations Manager

School of Education, Health & Human Performance

College of Charleston

86 Wentworth Street

Charleston, SC  29424

843.953.1984 (phone)

843.953.8070 (fax)
From: McGee, Brian  
Sent: Wednesday, December 03, 2014 8:50 AM  
To: AcademicCouncil; McNerney, Todd James  
Subject: Budget Requests for FY16  
Importance: High

Dear Deans and Associate Vice Presidents:

This message provides details relevant to the preparation and submission of budget requests for the 2015-2016 fiscal year (hereafter, “FY16”). Please read this message carefully, as there are several new and revised features of our budget development process.

As in the past, we will utilize incremental budgeting, building on the recurring budget from the prior fiscal year. In other words, we will continue to use a history-based approach, in which we assume that each unit’s FY15 operating budget becomes the starting point used in developing budgets for FY16, with a focus on proposals for new spending in the next fiscal year. Of course, internal budget reallocations are always a possibility.

A basic summary of the timeline for the development of our budget proposal in the Office of Academic Affairs has been discussed in previous meetings. Here is a more detailed statement of that timeline:

- Budget requests for your units should be prepared over the next several weeks. Any questions you have about budget development can be addressed to me between now and January 9, 2015. The Academic Council meeting on January 7 will be largely or entirely devoted to the details of budget development.
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Brian,

Thanks for meeting with Candy Jaruszewicz and me to discuss the ECDC budget requests. The suggested documentation is attached. Please let Candy or me know should you have questions or concerns. Appreciate your support.

Fran

Frances C. Welch, Dean
School of Education, Health, and Human Performance
College of Charleston
86 Wentworth Street
Charleston, SC 29424
843.953.5272 (phone)
843.953.8070 (FAX)
welchf@cofc.edu
From: Welch, Frances C
Sent: Friday, January 23, 2015 4:36 PM
To: McGee, Brian
Cc: Jaruszewicz, Candace L; White, Marcus Silenta; Pohl, Justin
Subject: ECDC Information
Attachments: 2014.2015 Marketing Tuition Comparison.docx; ECDC Funding plan for tuition revenue 2.docx

Brian,

Thanks for meeting with Candy Jaruszewicz and me to discuss the ECDC budget requests. The suggested documentation is attached. Please let Candy or me know should you have questions or concerns. Appreciate your support.

Fran

Frances C. Welch, Dean
School of Education, Health, and Human Performance
College of Charleston
86 Wentworth Street
Charleston, SC 29424
843.953.5272 (phone)
843.953.8070 (FAX)
welchf@cofc.edu
Dr. J:

This looks great to me. After spending some time with the charts, I think they are easy to read and communicate your intentions and request quite well. Marcus, your thoughts?

Justin Pohl

Operations Manager

School of Education, Health, and Human Performance

College of Charleston

86 Wentworth Street

Charleston, SC 29424

843.953.1984 (phone)

843.953.8070 (fax)

From: <Welch>, Fran Welch <WelchF@cofc.edu>
Date: Friday, January 23, 2015 at 2:56 PM
To: "Jarszewicz, Candace L" <JarszewiczC@cofc.edu>
Cc: "Pohl, Justin" <pohlJ@cofc.edu>, "White, Marcus Silenta" <mswhite@cofc.edu>
Subject: RE: data needed for Brian McGee

Candy,

This looks fine to me. Justin and Marcus – please let me know if you have concerns before you leave this afternoon. If not, I'll forward to Brian before I leave later this afternoon. Thanks!

Fran
Hi Fran,

I’ve attached two things:

1. Tuition comparison figures for selected campus-based programs & local programs (Ms. Cooper was kind enough to supply me with data they just got in December from Bright Horizons, a national child-care corporation that they hired as consultants as part of their current initiative to move their present center from downtown to a new location in West Ashley (due to open in October 2015); if we increase by the same amount over the next 3 years ($400 per year, $1200 total by 2017-2018 year) we will still be below current tuition rates at the other comparable programs)

2. A chart indicating calculations specific to how the increased tuition revenue would be allocated over the next three years to fund & achieve parity increases for the teachers we have now, rewriting their contracts from the present 170 day to 185 day contracts (present contracts + 15 days currently being funded by $63000 in add pays)

I hope this covers what Brian asked for.

Candy

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewiczc@cofc.edu
Description of evidence for criterion 10.C.03

This set of emails documents commitment to keeping tuition manageable for parents, while also honoring commitment to the program and equitable staff salaries.
evidence for criterion 10.C.03
140006 As of November 15, 2015

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489754.5   -189740   -240932   59081.72
Description of evidence for criterion 10.C.03

The third page of this document is a printout of the program budget status as of 11.15.15, indicating funds spent to date, encumbered funds, and available funds for the remainder of the year sufficient for projected program expenses.

10.D.01: The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address

a. steps to reduce occupational hazards such as infectious diseases (e.g., exposure of pregnant staff to CMV [cytomegalovirus], chicken pox), injuries (e.g., back strain, falls), environmental exposure (e.g., indoor air pollution, noise, stress);
b. management plans and reporting requirements for staff and children with illness, including administration of medication, and criteria for their inclusion or exclusion;
c. supervision of children in instances when teaching staff are assigned to specific areas that are near equipment where injury could occur;
d. the providing of space, supervision, and comfort for a child waiting for pick up because of illness;
e. the providing of adequate nutrition for children and adults;
f. sleeping and napping arrangements, including sleep positioning for infants;
g. sanitation and hygiene, including food handling and feeding;
h. maintenance of the facility and equipment;
i. prohibition of smoking, firearms, and other significant hazards that pose risks to children and adults; and
j. the providing of referrals for staff to resources that support them in wellness, prevention and treatment of depression, and stress management.

These indicators are covered in our Policies & Procedures (b-g), Blood Borne Pathogens Control Plan (a), and College policies that apply campus-wide (h-j). They are also covered under our state licensing regulations.
BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

NAME OF FACILITY: N.E. Miles ECDC          DATE: 6.21.10

Purpose
The purposes of the exposure control plan are to (a) eliminate or minimize employee occupational exposure to blood or certain other body fluids and (b) comply with the OSHA Bloodborne Pathogens standard 1910.1030.

Exposure Determination
At this facility, employees have some occasional occupational exposure:

<table>
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<tr>
<th>JOB CLASSIFICATION</th>
<th>TASK/PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Emergency First Aid</td>
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<tr>
<td>Administrative Assistant</td>
<td>Emergency First Aid</td>
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<td>Master Teacher</td>
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<td>Assisting children with toileting</td>
<td>Emergency First Aid</td>
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<tr>
<td>Teacher assistants</td>
<td>Assisting children with toileting</td>
</tr>
</tbody>
</table>

Compliance Methods
Universal precautions will be observed at N.E. Miles ECDC in order to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.

Work practice controls include hand-washing procedures and the use of latex gloves when handling food or dealing with exposure to any injury or situation where contact with body fluids is possible.

While antiseptic cleansers are available and use encouraged, they are not to be substituted for regular hand-washing procedures or use of gloves.

Work Area Restrictions
If at all possible, when first aid is needed, injured child or staff member is to be removed from classroom to adult restroom for clean-up.

Personal Protective Equipment
Personal protective equipment is limited to disposable hypoallergenic latex gloves, which are used during diapering routines and as needed for universal protection. Any garments which are penetrated by blood must be removed, placed in a plastic zip-loc bag for disposal or laundering as soon as feasible.

Gloves will be worn where it is expected that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes. Disposable
gloves used at this facility are not to be washed or decontaminated for re-use and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised.

Housekeeping
This facility is cleaned nightly, using procedures as outlined by South Carolina DSS Health and Sanitation regulations and according to the NAEYC Cleaning and Sanitation Frequency Chart. Mid-day cleaning occurs for classroom clean-up of eating surfaces and kitchen clean-up of dishes. All contaminated work surfaces are decontaminated using materials such as bleach (solutions of 5.25% sodium hypochlorite diluted between 1:10 and 1:100 with water) or EPA registered germicides after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials, as well as at the end of the work shift if the surface may have become contaminated since the last cleaning. Protective coverings such as plastic wrap may be used to help keep surfaces free of contamination.

Regulated Waste Disposal
This facility does not handle regulated wastes.

Laundry Procedures
This facility has laundry facilities for convenience only.

Hepatitis B Vaccine and Post-Exposure Evaluation and Follow Up
Miles ECDC (College of Charleston) requires full immunization of all children and staff, including Hepatitis B prior to enrollment or hire.

Labels and Signs
N/A

Information and Training
Dr. Candace Jaruszewicz, Director will ensure that training is given at the time of initial assignment to tasks where occupational exposure may occur, and that it will be repeated within 12 months of the previous training. Training will be tailored to the education and language level of the employee, and given during the normal work shift. The training will be interactive and cover:

a.) a copy of the OSHA standard and an explanation of its contents;
b.) a discussion of the epidemiology and symptoms of bloodborne diseases;
c.) an explanation of the modes of transmission of bloodborne pathogens;
d.) an explanation of the Miles ECDC Blood Borne Pathogens Exposure Control Plan, and a method for obtaining a copy;
e.) the recognition of tasks that may involve exposure;
f.) an explanation of the use and limitations of methods to reduce exposure, for example engineering controls, work practices, and personal protective equipment (PPE);
g.) information on the types, use, location, removal, handling, decontamination, and disposal of PPE;
h.) an explanation of the basis of selection of PPE;

i.) information on the Hepatitis B vaccination, including efficacy, safety, method of administration, benefits, and that it will be given free of charge;

j.) information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;

k.) an explanation of the procedures to follow if an exposure incident occurs, including the method of reporting and medical follow-up;

l.) information on the evaluation and follow-up required after an employee exposure incident; and

m.) explanation of the signs, labels and color coding system used.

The person conducting the training must be knowledgeable in the subject matter. Employees who have received training in bloodborne pathogens in the 12 months before the effective date of this policy must only receive training in provisions that were not covered in the previous training.

Additional training will be provided to employees when there are changes of tasks or procedures affecting the employees’ occupational exposure.

**Recordkeeping**
Medical Records: this facility does not maintain medical records.

**Training Records**
Dr. Candace Jaruszewicz, Director is responsible for keeping the training records. These records will be kept in personnel file of employee. Training records must be kept for 3 years from the date of training and the following must be documented:

a.) The dates of the training;

b.) An outline describing the material presented;

c.) The names and qualifications of persons conducting the training; and

d.) The names and job titles of all persons attending the training sessions.

Availability: All employee records will be made available to the employee or his representative in accordance with OSHA standard 1910.1020. All employee records will be made available to OSHA and the National Institute for Occupational Safety and Health under 1910.1020.

Transfer of Records: If this facility is closed or there is no successor employer to receive and retain the records for the prescribed period, the Director of NIOSH will be contacted for final disposition.

**Evaluation and Review**
Dr. Candace Jaruszewicz, Director is responsible for annually reviewing this program, and its effectiveness, and for updating it as needed. The last previous review and update was on 6.21.10.
Description of evidence for criterion 10.D.01

The BBPCP is part of our Emergency Plan. It addresses indicator "a" relative to sanitation, hygiene, and environmental hazards
New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CoC). As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
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Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC's three-part mission is to provide
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy
Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

Eff. Date 8.24.10
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

• identify and support children’s interests
• observe their growth and development
• plan and facilitate activities appropriate to their interests and developmental levels
• monitor, assess, interpret, and document their learning
• respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. http://spinner.cofc.edu/~child/?referrer=webcluster&

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

1.2 Staff Position Descriptions

Program Director: This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:

• Setting and implementing administrative policies
• Managing the day-to-day operations of the center
• Ensuring continued high-quality educational experiences
• Maintaining licensing
• Maintaining NAEYC accreditation standards
• Currency in the field of early childhood education
• Coordinating field experience and research opportunities for College of Charleston students and faculty
• Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHP, the College, and the early childhood community.

Administrative Assistant: The AA position is a 30 hour per week, temporary contract that is renewed annually.

Eff. Date 8.24.10
Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own ear transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

Eff. Date 8.24.10
• Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). The evaluation conference is with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirements for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work the first two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:
• Assisting in planning and implementation of curriculum
• Assisting with classroom management and discipline
• Assist with routines and housekeeping duties
• Assisting with assessment of child progress and behavior
• Supervising inside and outside center/play
• Planning and conducting small group activities as directed by the master teacher
• Establishing and maintaining positive relationships with children and families
• Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SOEHHP/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:
• Assisting in implementation of curriculum
• Assisting with classroom management and discipline
• Assisting with routines and housekeeping duties

Eff. Date 8.24.10
• Monitoring of rest times and child behavior
• Assisting with completion of daily reports as needed
• Maintaining daily communication with the master teacher via the classroom log
• Establishing and maintaining positive relationships with children and families
• Adhering to DSS regulations, NAEYC accreditation standards, and CoF/SOEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHHP</td>
<td>CoF Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoF Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoF, SOEHP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to the CoF Code of Conduct (Appendix B) and the CoF Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHHP Teacher Dispositions:

• The belief that all students can learn.
• Value and respect for difference.
• Value of positive human interaction.
• Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
2.2 Confidentiality (4.E.07)

Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by

- Master Teachers
- Program Director
- Administrative Assistant
- Authorized representatives of the state DSS licensing agency
- Authorized representative from the NAEYC accreditation team
- Health officials with specific authorization from parents
- The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children's work and learning that is presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children's photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAECY accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child's teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university's policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoF C policies for record retention, destruction, and archiving.
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/lanyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, ‘don’t’) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children.

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!! Student employees are not ‘extras’—they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
- Inviting all staff to all program events
- Providing additional opportunities for hours whenever possible
- Acknowledging personal achievements and events of our staff, children, and families
- Finals week ‘survival kits’
- Staff photo display
- Program blog news items
- Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
- Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
- Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During relicensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:

- Knows and can state an accurate head count of children and teaching staff present
- Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
- Is following hygiene procedures for hand-washing and sanitation
- Can readily locate emergency evacuation diagrams and information
- Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
- Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td>1:3</td>
</tr>
<tr>
<td>3-5 years</td>
<td>1:7</td>
</tr>
<tr>
<td>6-12 years</td>
<td>1:10</td>
</tr>
</tbody>
</table>

Eff. Date 8.24.10
### Group/Maximum Size

<table>
<thead>
<tr>
<th></th>
<th>2's</th>
<th>3's</th>
<th>4/5K</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS</td>
<td>1:7</td>
<td>1:11</td>
<td>1:16</td>
</tr>
<tr>
<td>NAEYC</td>
<td>1:6</td>
<td>1:8</td>
<td>1:10</td>
</tr>
<tr>
<td>ECDC Classroom/Playground</td>
<td>1:4</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td>ECDC Nap/rest time</td>
<td>1:6</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td>ECDC Field Trips</td>
<td>1:2</td>
<td>1:4</td>
<td>1:4</td>
</tr>
</tbody>
</table>

In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

#### 6.3 Payroll procedures

All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets.

Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

#### 6.4 Leave, sick days, and breaks/planning time

The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606  
**Admin Assistant:** 843.953.5631  
**2's/3's Office:** 843.953.5607  
**4's/5's Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.

*Eff. Date 8.24.10*
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.coef.edu/~child/cdu/cdjc/curriculum.html](http://spinner.coef.edu/~child/cdu/cdjc/curriculum.html). Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.

Eff. Date 8.24.10
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

Food preparation:
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

Serving:
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply ‘one size fits all’ rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

Eff. Date 8.24.10
10.2 Children with Special Needs

ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/ISFP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:

- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix I), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. Violation of this policy is grounds for immediate dismissal. If/when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 10.D.01
Section 9 of the NSOH provides new staff with information about indicators c, f, and g
Confidentiality & Record-Keeping
PERPA

PERPA (CofC Policies & Procedures & Forms)
http://www.cofc.edu/registrars/PERPA.htm

Records Retention Policies & Procedures
http://www.cofc.edu/~rr/events.php

Controller’s Office:
Change Fund Policy (Controller)
http://controller.cofc.edu/CHGFMG0.html

Cash Receipts Policy (Controller)
http://controller.cofc.edu/CHGFMG01.html

Petty Cash Policy (Controller)
http://controller.cofc.edu/CHGFMG011.html

Travel Policy (Controller & Provost)
http://controller.cofc.edu/pdf/Travel.pdf

Regular Disbursements (Controller)
http://controller.cofc.edu/policies/RegularDisbursements.htm

Pre-Paid Expenses (Controller)
http://controller.cofc.edu/policies/PrepaidExpenses.htm

Taxpayer Identification Numbers (Controller)
http://controller.cofc.edu/policies/TaxpayerIdentification.htm

Cultural Resources:
Multicultural, Student Programs and Services
http://www.cofc.edu/~msp/

Sex Tail Theatre
http://sextail.cofc.edu/

School of The Arts
http://www.cofc.edu/arts/

Fund-raising:
Institutional Advancement (Foundation)
http://in.cofc.edu/

Faculty/Staff Annual Giving Campaign Foundation Blended Giving Fund Numbers
http://in.cofc.edu/FacultyStaffCampaign_FundList.pdf

Health, Safety, & Wellness:
CofC Emergency Plan
http://www.cofc.edu/emergencyp/

CofC Emergency Quick Reference Chart

Community Crime Alerts
http://www.cofc.edu/publicafety/community/patrol/index.php

Swine Flu Update (Health Services)
http://www.cofc.edu/~studenthealth/flu.html
Media & Event Planning:
Copy Center Policies
http://www.cofc.edu/copycenter/policies.html

Catering Procedures
http://www.cofc.edu/~muscul/Infopages/Catering/

Parking Regulations
http://www.cofc.edu/~parking/regulations.html

Brand Manual
http://www.cofc.edu/brandmanual/

Campus Facilities Scheduling
http://www.cofc.edu/~campus/scheduling/

College Calendars (Registrar)
http://www.cofc.edu/registrar/courses/calendars.htm

Payroll, Budget, & Financial:
Internal/Time Sheets (Payroll & Budgeting)
http://budgetingandpayroll.cofc.edu/forms/Timesheets.pdf

Payroll Schedule (Payroll & Budgeting)
http://budgetingandpayroll.cofc.edu/payroll_schedule.htm

E-print Instructions (Payroll & Budgeting)
http://budgetingandpayroll.cofc.edu/e-print-instructions.htm

HRG/SIS/PARS Access Instructions (Information Technology)
http://www.cofc.edu/hr/GettingStarted/parsoff/incompars/hrHRsite.htm

Information Technology Access Application Form (Information Technology)
http://www.cofc.edu/hr/GettingStarted/parsoff/incompars/adminform_A41.pdf

College of Charleston Annual Comprehensive Financial Reports
http://businessaffairs.cofc.edu/

Student Payroll Forms (Career Center)
http://www.cofc.edu/careercenter/employees_forms.html

Returned Check Policy (Treasurer)
http://treasurer.cofc.edu/returned_check_policy.html

PERSONNEL POLICIES & PROCEDURES:
Classified Employees:
Pac/Personnel Manual (Pac/Personnel)
http://www.cofc.edu/AcademicAffairs/manuals/PEM%2007%2009%20Final.pdf

Benefits
http://www.cofc.edu/~finance/Benefits/index.htm

Compensation Policy for Classified Employees (HR)
http://www.cofc.edu/~finance/Policies_and_Forms/assets/Policies/compensation.pdf

Family & Medical Leave Policy (HR)
http://www.cofc.edu/~finance/Policies_and_Forms/assets/Policies/4%2002Feb%2016%20Final.pdf

Grievance Policy Procedure (HR)
http://www.cofc.edu/~finance/Policies_and_Forms/assets/Policies/9%20Grievance%20Procedure.pdf

Leave Benefits Policy (HR)
http://www.ucf.edu/~fa/or/hr/handbook/v06.pdf

Human Resources (HR)
http://www.ucf.edu/~fa/or/hr/handbook/v06.pdf

Reduction in Force Policy (HR)
http://www.ucf.edu/~fa/or/hr/handbook/reduction-in-force.pdf

Holiday Schedule (HR)
http://www.ucf.edu/~fa/or/hr/handbook/holidays.html

**Student Employees:**

Graduate Assistantship Policy (Graduate Office)

Crisis Assistance (CARE)
http://www.ucf.edu/care/

CofC Student Employment Manual (Career Center)
http://www.ucf.edu/careercenter/studentemploymentmanual/

Job Classification Numbers (Career Center)
http://www.ucf.edu/careercenter/jobclassification/

Employing International Students (Career Center)
http://www.ucf.edu/careercenter/employinginternationalstudents.html

Counseling & Substance Abuse
http://www.ucf.edu/careercenter/counseling/

**All Employees:**

Prohibition of Discrimination, Harassment, and Abuse (HR or Provost)

Reporting Discrimination, Harassment, and/or Abuse (HR or Provost)

Statement on Religious Accommodations for Students (Provost)

CofC Ethics Policy (Office of Internal Audit)
http://www.ucf.edu/audit/ethics_policy.html

EEO Affirmative Action Policy (Human Relations)
http://www.ucf.edu/~fa/or/hr/policies/390.html

AERA Policy (Human Relations)
http://www.ucf.edu/~fa/or/hr/policies/392.html

Centennial Relations Policy (Human Relations)
http://www.ucf.edu/~fa/or/hr/policies/393.html

Disability Accommodation Request Form
http://www.ucf.edu/~fa/or/hr/forms/disability-accommodation-request.pdf

Discrimination, Harassment, Complaint Form
http://www.ucf.edu/~fa/or/hr/forms/complaint-form.pdf

Drug Policy (HR)
http://www.ucf.edu/~fa/or/hr/policies/395.pdf

Code of Conduct (HR)
evidence for criterion 10.D.01

Procurement:
Central Stores Catalog
http://www.coefc.edu/centralstores/

Purchasing Card Manual (Procurement)

Inventory Control Procedures (Procurement)
http://www.coefc.edu/procurement/ProcurementManual/property_management.html

Procurement Procedures
http://www.coefc.edu/procurement/ProcurementManual/procurement_manual_index.html

Research:
Protection of Human Research Participants (IRB)
http://ora.coefc.edu/pub/compliance_IRB.pdf

Library Resources
http://libsys.coefc.edu/libraries.html

TeaDy Scholar Grants opportunities
http://libsys.coefc.edu/research/index.html

Reporting & Strategic Planning:
Assessment & Planning
http://www.coefc.edu/vap/assessment.html

CofC Strategic Planning
http://strategicplan.coefc.edu/

CofC Organizational Chart
http://president.coefc.edu/documents/orgchart_081206.pdf

Physical Plant:
Physical Plant Divisions
http://www.coefc.edu/physicalplant/divisions.html

Physical Plant Services
http://www.coefc.edu/physicalplant/services.html

Maintenance Director (mychoolbuilding.com)
http://www.coefc.edu/physicalplant/maintenance.html

Recycling Materials
http://www.coefc.edu/recycling/materials.html

Recycling Pickup Schedule
http://www.coefc.edu/recycling/pickup.html
Campus Sustainability Initiative
http://www.ucf.edu/sustainable/

School of Education, Health & Human Performance (SOEHHPP):
SOEHHPP Home Page
http://edhp.ucf.edu/

SOEHHPP Centers & Interdisciplinary Programs
http://edhp.ucf.edu/centers.html

Early Childhood, Elementary, Middle School Undergraduate Course of Study

Special Education Undergraduate Course of Study
http://edhp.ucf.edu/POS_worksheets/SPEP.pdf

M.A.T. Early Childhood Education Course of Study
http://edhp.ucf.edu/edu/ma_55EDC.html#POS

M.A.T. Elementary Education Course of Study
http://edhp.ucf.edu/edu/ma_55EDL.html#POS

M.A.T. Special Education Course of Study
http://edhp.ucf.edu/edu/mpf_55SPEd.html#POS

Technology:
Computer Replacement Process
http://www.ucf.edu/its/itguide/fac/staff/po_replacement.html

SOEHHPP Lobby Monitor Guidelines
http://edhp.ucf.edu/its/staff/lobby_monitor_guidelines.html

Media Resources (equipment)
http://omm.ucf.edu/

Academic Computing Equipment Checkouts
http://www.ucf.edu/its/services/FITI_Staff_Directory/

Training & Development:
Staff Training Program (Provost)
http://www.ucf.edu/AcademicAffairs/manuals/Staff%20Training%20Program.pdf

Employee Training Opportunities
http://www.ucf.edu/hr/services/training/index.htm

Student Employment Online Training (Career Center)
http://www.ucf.edu/careercenter/Onlinetraining/

Pediatric First Aid/CPR Course Description
http://www.ucf.edu/ems/firstaid.html

EMS Training Calendar
http://www.ucf.edu/ems/calendar.html

Erasmus Training Program for Researchers

CfC/SOEHHPP Funding opportunities for professional development/presentations
http://edhp.ucf.edu/research/index.html
evidence for criterion 10.D.01
Description of evidence for criterion 10.D.01

This complete list of links to College-wide policies and procedures includes a sections for Human Resources and Student Services, which provide the type of supports described in indicators "j" and also includes smoke-free policy (indicator "i")
FOOD STORAGE, PREPARATION, AND SERVING PROCEDURES

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child's name on the outside of the box or storage container.
2. Store all foods promptly upon delivery according to manufacturer's directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

Food preparation:
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

Serving:
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

These guidelines were adapted from the USDA HACCP Guidelines, found online at http://www.fns.usda.gov/cnd/CNLabeling/Food-Safety/HACCPGuidance.pdf.

CJ Rev. 1/2/2012
evidence for criterion 10.D.01
Description of evidence for criterion 10.D.01 addresses indicator g
ILLNESS RELEASE

Our illness policy conforms with Department of Health and Environmental Control (DHEC) Regulations in SC Code Sections 20-7-2980, 44-1-110, 44-1-140, and 44-29-10: Conditions Requiring Exclusion from Out-of-Home Childcare Settings. A reader-friendly version of this information can be found online at http://www.scdhec.gov/health/disease/docs/2007-2008_Childcare_Exclusion_List.pdf

Child's Name:
Date:
Time: AM PM
Class:

Signature of teacher/adult reporting illness:

Your child is being released from ECDC early due to:

_____ Fever of ____________ degrees F. (underarm)

_____ Vomiting

_____ Excessive diarrhea

_____ Other (describe):

Your child must be free of any of the above symptoms (without medication such as Tylenol) for 24 hours before returning to school. He/she may return no sooner than:

_________ Date _________ Time

Please sign and return this form with your child when he/she returns to school!

Parent Signature

Date

THANK YOU FOR HELPING KEEP ECDC A HEALTHY ENVIRONMENT!!!!

5/28/2010 cj
Description of evidence for criterion 10.D.01
Addresses indicator b
January 30, 2015

Dear Immunization Provider:

In accordance with South Carolina Code of Laws, Section 44-29-180, and South Carolina Regulation 61-8, the 2015-2016 “Required Standards of Immunization for School Attendance” and the “Required Standards of Immunization for Day Care Attendance” are enclosed. These requirements are effective for the 2015-2016 school year.

Changes for the 2015-2016 School Year

- 11th grade has been added to the requirement for four (4) doses of diphtheria, tetanus, and pertussis.
- 1st grade has been added to the requirement for (2) doses of Varicella. A child with a positive history of the disease is considered immune and is exempt from this requirement.
- 3rd grade has been added to the requirement for three (3) doses of oral and/or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday.
- 9th grade has been added to the requirement for (1) Tdap (tetanus, diphtheria, and pertussis) booster. Tdap is routinely administered at 11-12 years of age; however, a dose administered on or after the seventh birthday will meet this requirement.
- A hepatitis B third dose minimum age and interval has been added to school attendance minimum requirements (third dose received ≥24 weeks of age and at least 18 weeks after the first dose).
- Doses documented on the immunization certificate must be valid doses according to accepted practice standards for the minimum age(s) and intervals. The “Minimum Ages and Intervals Between Doses of Routinely Recommended Vaccines” table is enclosed for your reference.

General Guidance Points

- On the day of an office visit, if a child cannot obtain all age-eligible vaccine(s) required for day care and/or school for a medical reason, a medical exemption (temporary or permanent as determined by the clinician) must be issued for the certificate to be valid. DHEC supports the provision of all Advisory Committee on Immunization Practices (ACIP) recommended vaccines according to the ACIP schedule.
- SC State Law only allows the following exemptions to vaccine requirements:
  - Medical Exemption: A valid SC Certificate of Immunization (DHEC 2740) which includes all administered vaccines to date and notes a documented medical exemption (temporary or permanent) for vaccines which are not administered for a medical reason. For temporary medical exemptions, an expiration date in the future is noted when next immunizations are due to be obtained. THIS IS THE ONLY EXEMPTION AN IMMUNIZATION PROVIDER CAN AUTHORIZE.
  - Religious Exemption: A religious exemption certificate is issued by a DHEC Health Department. The parent or guardian must sign the DHEC form in the presence of a notary.
  - Special Exemption: A special exemption certificate may be issued by the school to a student that has been unable to secure immunizations or documentation of immunizations already received. This exemption is only valid for 30 calendar days for the current enrollment and may be issued only once.
- A valid South Carolina Certificate of Immunization for all enrolled children, 3 months of age and older, must be maintained by public and private childcare facilities (as defined in Section 63-13-20 of SC Code of Laws); public, private, and parochial schools, grades kindergarten through 12th grade; and child development programs under the control of the Department of Education.
- Children enrolled in PreK or 4K programs and younger must meet Day Care Requirements, even if attendance is in a school setting.
- Children enrolled in 5-year-old kindergarten through Grade 12 must meet School Requirements.
- Children enrolled in grades 5K or greater who also attend a childcare facility (e.g., after school and/or summer program) must meet School Requirements and have a valid South Carolina Certificate of Immunization on file at both day care and school.

DHEC appreciates your continuing efforts to protect South Carolina children from vaccine-preventable diseases. Please advise your patients to receive all age-appropriate vaccines as recommended by the Centers for Disease Control and Prevention (CDC). Procedural and other questions may be directed to DHEC’s Immunization Division at 803-898-0460 or 1-800-277-4687 (1-800-27-SHOTS), or immunize@dhec.sc.gov.

Sincerely,

Linda J. Bell, M.D.
State Epidemiologist

Leanne S. Bailey, RN, MPH
Director, Division of Immunization
Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, "no superintendent of an institution of learning, no school board or principal of a school...may...enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control... Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted."

The Department of Health and Environmental Control has declared the following minimum immunization requirements are necessary for a child to be admitted to any public, private, or parochial school, grades five-year-old kindergarten through twelve (5K-12):

### Minimum Requirements:

<table>
<thead>
<tr>
<th>Vaccine for:</th>
<th>Grade</th>
<th>Grade level requirements apply to all students entering or retained in the grades specified.</th>
</tr>
</thead>
</table>
| Diphtheria, Tetanus and Pertussis | 5K - 11 | Four (4) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday
|                             | 12    | Three (3) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday |
| Tdap Booster                | 7-9   | One (1) dose of Tdap vaccine received on or after the 7th birthday
|                             |       | If necessary, this dose of Tdap may be included as one of the doses needed to meet the requirement for Diphtheria, Tetanus, and Pertussis noted above. |
| Polio                       | 5K-3  | Three (3) doses of oral and/or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday
|                             | 4-12  | Three (3) doses of oral and/or inactivated Polio vaccine (IPV) with at least one (1) dose received on or after the 4th birthday OR four (4) doses of oral and/or inactivated Polio vaccine (IPV) before the 4th birthday (if all doses separated by at least 4 weeks) - Follow CDC recommendations for students 18 years of age and older
| Rubeola (Measles)           | 5K - 12 | Two (2) doses of Rubeola (Measles) vaccine with both doses received on or after the first birthday and separated by at least 4 weeks |
| Rubella (German Measles)    |       | One (1) dose of Rubella (German Measles) vaccine received on or after the first birthday |
| Mumps                       |       | One (1) dose of Mumps vaccine received on or after the first birthday |
| Hepatitis B                 | 5K - 12 | Three (3) doses of Hepatitis B vaccine with the third dose received ≥24 weeks of age and at least 16 weeks after the first dose |
| Varicella                   | 5K - 1 | Two (2) doses of Varicella vaccine with both doses received on or after the first birthday and separated by at least 4 weeks or a positive history of disease |
|                             | 2-12  | One (1) dose of Varicella vaccine received on or after the first birthday or positive history of disease |

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1. When issuing a South Carolina Certificate of Immunization, doses documented on the immunization certificate must be valid according to accepted practice standards for minimum age(s) and intervals.
2. For unvaccinated or incompletely vaccinated children 7 years of age and older, refer to currently published ACIP Catch-Up Schedule for number of doses necessary to complete diphtheria, tetanus, and pertussis series and meet this requirement.
3. Tdap is routinely administered at 11-12 years of age; however, a dose administered on or after the seventh birthday will meet this requirement.
4. Routine vaccination of persons 18 years of age and older who reside in the United States is not necessary or recommended, unless in the following high risk categories: 1) traveler to areas where poliomyelitis is endemic or epidemic; 2) laboratory worker handling specimens that may contain polioviruses; or 3) healthcare worker who has close contact with patients who might be excreting wild polioviruses.

5. Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, students may be exempt from these immunization requirements for the following reasons:
   - Medical Exemption: The Medical Exemption section of the SC Certificate of Immunization should only be completed when a child has a permanent or temporary medical reason for exclusion from receipt of vaccine(s). The Medical Exemption section must only be completed by a licensed Physician (MD or DO) or his/her authorized representative (e.g. Physician's Assistant - PA, or Advanced Practice Registered Nurse - APRN).
   - Religious Exemption: A religious exemption may be granted to any student whose parents, parent, guardian, or person in loco parentis signs the appropriate section of the South Carolina Certificate of Religious Exemption stating that one or more immunizations conflicts with their religious beliefs. The South Carolina Certificate of Religious Exemption may only be obtained from the Department of Health and Environmental Control
   - Special Exemptions: A South Carolina Certificate of Special Exemption, signed by the school principal or his/her authorized representative, may be issued to transfer students while awaiting arrival of medical records from their former area of residence or to other students who have been unable to secure immunizations or documentation of immunizations already received. This exemption may be issued only once and is valid for only thirty (30) calendar days from the date of enrollment. Upon expiration of this special exemption, the student must present a valid South Carolina Certificate of Immunization or a valid South Carolina Certificate of Religious Exemption.
Pursuant to Section 44-29-180, South Carolina Code of Laws, “...no owner or operator of a public or private child care facility as defined in Section 63-13-20 may...enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control. Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted.”

The Department of Health and Environmental Control has declared the following minimum requirements are necessary to receive the final immunization certificate for day care attendance for 4K programs and younger. Children enrolled in day care who have not yet received all required immunizations must present a valid SC Certificate of Immunization that indicates by expiration date of the certificate when the next immunization(s) are due. The child is allowed to remain in the day care no longer than 30 days after the noted expiration date.

Children enrolled in grade 5K or greater AND enrolled in a childcare facility (e.g., after school and/or summer program) must meet school immunization requirements and have a valid SC Certificate of Immunization on file at the childcare facility.

<table>
<thead>
<tr>
<th>Minimum Requirements:</th>
<th>Vaccine for:</th>
<th>Day Care Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus</td>
<td>Four (4) doses of any combination of DTP, DT, or DTap vaccine</td>
<td></td>
</tr>
<tr>
<td>and Pertussis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio</td>
<td>Three (3) doses of any combination of oral or inactivated Polio vaccine</td>
<td></td>
</tr>
<tr>
<td>Haemophilus influenza</td>
<td>Current, age-appropriate Haemophilus influenzae Type b conjugate vaccination according to the currently published immunization schedule. For children 15-59 months of age who have not yet completed age-appropriate Hib vaccination, one (1) dose of Haemophilus influenzae Type b vaccine at or after 15 months of age is required. <strong>Hib vaccine is not required for children 5 years of age and older.</strong></td>
<td></td>
</tr>
<tr>
<td>Type b (Hib)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubeola (Measles)</td>
<td>One (1) dose of Rubeola (Measles) vaccine received on or after the first birthday</td>
<td></td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>One (1) dose of Rubella (German Measles) vaccine received on or after the first birthday</td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td>One (1) dose of Mumps vaccine received on or after the first birthday</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Three (3) doses of Hepatitis B vaccine with the third dose received ≥24 weeks of age and at least 16 weeks after the first dose</td>
<td></td>
</tr>
<tr>
<td>Varicella</td>
<td>One (1) dose of Varicella vaccine received on or after the first birthday or positive history of disease</td>
<td></td>
</tr>
<tr>
<td>Pneumococcal</td>
<td>Current, age-appropriate Pneumococcal vaccination according to the currently published immunization schedule. For children aged 24-59 months who have not yet completed any age-appropriate pneumococcal vaccination schedule (PCV7 or PCV13), one (1) dose of 13-valent pneumococcal conjugate vaccine on or after the 2nd birthday is required. <strong>Pneumococcal conjugate vaccine is not required for children 5 years of age and older.</strong></td>
<td></td>
</tr>
</tbody>
</table>

1When issuing a South Carolina Certificate of Immunization, doses documented on the immunization certificate must be valid according to accepted practice standards for minimum age(s) and intervals.

2A single supplemental dose of PCV13 is strongly recommended for all children 14-59 months of age who have completed age-appropriate pneumococcal vaccination with the 7-valent pneumococcal vaccine (PCV7), but is **not required** for day care attendance.

3Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, children may be exempt from these immunization requirements for the following reasons:

**Medical Exemption:** The Medical Exemption section of the SC Certificate of Immunization should only be completed when a child has a permanent or temporary medical reason for exclusion from receipt of vaccine(s). The Medical Exemption section must only be completed by a licensed Physician (MD or DO) or his/her authorized representative (e.g. Physician’s Assistant, or Advanced Practice Registered Nurse).

**Religious Exemption:** A religious exemption may be granted to any student whose parents, parent, guardian, or person in loco parentis signs the appropriate section of the South Carolina Certificate of Religious Exemption stating that one or more immunizations conflicts with their religious beliefs. The South Carolina Certificate of Religious Exemption may only be obtained from the Department of Health and Environmental Control.
### Minimum Ages and Intervals Between Doses of Routinely Recommended Vaccines

<table>
<thead>
<tr>
<th>Vaccine and dose number</th>
<th>Minimum age for this dose</th>
<th>Minimum interval to next dose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hepatitis B (HepB) - 1</strong></td>
<td>Birth</td>
<td>4 weeks</td>
</tr>
<tr>
<td>HepB - 2</td>
<td>4 weeks</td>
<td>8 weeks</td>
</tr>
<tr>
<td>HepB - 3</td>
<td>24 weeks</td>
<td></td>
</tr>
</tbody>
</table>

| Inactivated poliovirus (IPV) - 1 | 6 weeks | 4 weeks |
| IPV-2                          | 10 weeks | 4 weeks |
| IPV-3                          | 14 weeks | 6 months |
| IPV-4                          | 4 years  | ---     |

| Diphtheria-tetanus-acellular pertussis (DTaP) - 1 | 6 weeks | 4 weeks |
| DTaP-2                        | 10 weeks | 4 weeks |
| DTaP-3                        | 14 weeks | 6 months |
| DTaP-4                        | 12 months | 6 months |
| DTaP-5                        | 4 years  | ---     |

| Tetanus-diphtheria (Td)       | 7 years  | 5 years |
| Tetanus-diphtheria-acellular pertussis (Tdap) | 7 years | --- |

| Haemophilus influenza type b (Hib) - 1 | 6 weeks | 4 weeks |
| Hib-2                         | 10 weeks | 4 weeks |
| Hib-3                         | 14 weeks | 8 weeks |
| Hib-4                         | 12 months | ---     |

| Measles-mumps-rubella (MMR) - 1 | 12 months | 4 weeks |
| MMR-2                         | 13 months (routine @ 4-6 years) | ---     |

| Varicella (Var)-1             | 12 months | See footnote |
| Var-2                         | 15 months (routine @ 4-6 years) | ---     |

| Pneumococcal conjugate (PCV) - 1 | 6 weeks | 4 weeks |
| PCV-2                          | 10 weeks | 4 weeks |
| PCV-3                          | 14 weeks | 8 weeks |
| PCV-4                          | 12 months | ---     |

| Rotavirus (RV) - 1 | 6 weeks | 4 weeks |
| RV-2              | 10 weeks | 4 weeks |
| RV-3              | 14 weeks | ---     |

| Hepatitis A (HepA) - 1 | 12 months | 6 months |
| HepA-2                | 18 months | ---     |

| Human Papillomavirus (HPV) - 1 | 9 years | 4 weeks |
| HPV-2                          | 12 weeks | 4 weeks |
| HPV-3                          | 12 weeks | 4 weeks |

| Meningococcal conjugate (MCV4) - 1 | 2 years (if high risk indication) | 8 weeks |
| MCV4-2                         | 11 years (+6 weeks) (routine @ 16 years) | ---     |

| Influenza, inactivated | 6 months | 4 weeks |
| Influenza, live attenuated | 2 years | 4 weeks |

---

**Footnotes:***

1. Vaccine Required for Day Care and/or School Attendance in South Carolina.
2. Vaccines Recommended for Routine Use.
The schedule of recommended vaccines is developed and published yearly by the Advisory Committee on Immunization Practices (ACIP) and the Centers for Disease Control and Prevention (CDC). Certain ACIP-recommended vaccines are also required for school and/or daycare attendance in South Carolina according to the S. C. Code of Laws Section 44-20-180 and Regulation 61-8. The "Required Standards of Immunization for School Attendance" and the "Required Standards of Immunization for Day Care Attendance" are published annually by the Department of Health and Environmental Control (DHEC).

Combination vaccines are available. Use of licensed combination vaccines is generally preferred to separate injections of their equivalent component vaccines. When administering combination vaccines, the minimum age for administration is the oldest age for any of the individual components; the minimum interval between doses is equal to the greatest interval of any of the individual components.

Combination vaccines containing a hepatitis B component (Comvax, Pediarix, and Twinrix) are available. These vaccines should not be administered to infants younger than 6 weeks because of the other components (i.e., Hib, DTaP, HepA, and IPV).

HepB-3 should be administered at least 8 weeks after HepB-2 and at least 16 weeks after HepB-1, and should not be administered before age 24 weeks.

Calendar months

The minimum recommended interval between DTaP-3 and DTaP-4 is 6 months. However, DTaP-4 need not be repeated if administered at least 4 months after DTaP-3.

The fifth dose is not necessary if the fourth dose was administered at age 4 years or older.

Children receiving the first dose of Hib or PCV vaccine at age 7 months or older require fewer doses to complete the series.

If PRP-OMP (Pedvax-Hib) was administered at ages 2 and 4 months, a dose at age 6 months is not required.

A fourth dose is not needed if the third dose was administered on or after the 4th birthday and at least 6 months after the previous dose.

Combination measles-mumps-rubella-varicella (MMRV) vaccine can be used for children aged 12 months through 12 years.

Recommended minimum interval between doses for persons <13 years of age is 12 weeks. However, if the second dose is administered at least 28 days following the first dose, the second dose does not need to be repeated. Recommended minimum interval for persons ≥13 years of age is 4 weeks.

Only one dose of Tdap is recommended. Subsequent doses should be given as Td. For one brand of Tdap (Adacel), the minimum age is 11 years. For management of a tetanus-prone wound in a person who has received a primary series of a tetanus-toxoid containing vaccine, there is no minimum interval between a previous dose of any tetanus-containing vaccine and Tdap.

The first dose of rotavirus must be administered between 6 weeks 0 days and 14 weeks 8 days. The vaccine series should not be started after age 15 weeks 0 days. Rotavirus should not be administered to children older than 8 months 0 days, regardless of the number of doses received before that age.

If two doses of Rotarix are administered as age appropriate, a third dose is not necessary.

Bivalent HPV vaccine (Cervarix) is approved for females 10 through 25 years of age. Quadrivalent HPV vaccine (Gardasil) is approved for males and females 9 through 26 years of age.

The minimum age for HPV-3 is based on the baseline minimum age for the first dose (108 months) and the minimum interval of 24 weeks between the first and third doses. Dose 3 need not be repeated if it is given at least 16 weeks after the first dose (and if the intervals between doses 1 and 2 and doses 2 and 3 are maintained at 4 weeks and 12 weeks, respectively).

Revaccination with meningococcal vaccine is recommended for previously vaccinated persons who remain at high risk for meningococcal disease (See CDC. Updated recommendations from the ACIP for vaccination of persons at prolonged increased risk for meningococcal disease. MMWR 2009; 58; [1042-3]).

Menactra may be given as young as 2 months for high-risk children.

One dose of influenza vaccine per season is recommended for most people. Children younger than 9 years of age who are receiving influenza vaccine for the first time should receive 2 doses this season. See current influenza recommendations for other factors affecting the decision to administer one vs. two doses to children younger than 9 years.

Adapted from: Table 1, General Recommendations on Immunization, MMWR, Vol. 60/No. 2, January 28, 2011.
ECDC Medications Policy

5.7 Medications (5A.11)
The ECDC Child Medication Log is used to provide documentation that any medications provided for children are administered correctly and with proper authorization. Parents are required to authorize both over the counter and prescription medication. All medications must be

- in original container
- labeled with child’s first and last name
- labeled with date prescription was filled OR recommendation was made by child’s licensed practitioner
- written instructions on container for over-the-counter medications OR from the child’s licensed medical practitioner for prescription administration
- labeled with expiration date of medication
- handed directly to the lead teacher in Ziploc bag or other closed container. Medications sent to school in the child’s lunchbox or backpacks will NOT be administered!

Medications will be secured in the administrative office area under proper storage conditions. Only master teachers or the program director are authorized to administer medication. Staff are required to follow the ‘five right practices’ procedure for administering medication, and sign off on the medication log each time medication is administered for each step of the process, verifying that the

- correct child is receiving medication
- medication being administered is correct
- dosage is correct
- medication is given at the proper time
- method of administering is correct

A copy of the new Child Medication Log is reproduced below. Blank forms will be available in the daily sign-in notebooks for each classroom.

Effective date 2.11.10
Description of evidence for criterion 10.D.01
medications procedure addresses indicator b
CHAPTER SIX—HEALTH, SANITATION AND SAFETY

Child Health

114-505 A. (1) There shall be a statement from a parent/guardian attesting to the health status of the child within 30 days prior to admission and utilizing the appropriate DSS Form.

**POLICY:** The health status referred to in this regulation is a history of the child’s health for the last 30 days before enrolling in the facility and must be completed at the time of admission on DSS Form 2900. (1/31/06)

(2) Children shall be excluded from child care when they exhibit the conditions listed in the South Carolina Department of Health and Environmental Control Exclusion Policy, State Law 1976, Code Section 44-1-110, 44-1-140, and 44-29-10. (See SCHOOL EXCLUSION LIST IN RESOURCE MANUAL SECTION 4.) (See Code Sections 44-1-110, 44-1-140, and 44-29-10 IN RESOURCE MANUAL SECTION 6.)

(3) During hours of operation there shall be no smoking or consumption of alcoholic beverages in the areas used by children or in the food preparation or storage areas. Smoking shall be permitted only in designated areas, a safe distance from the center. Consumption of alcoholic beverages or use of other non-prescription narcotic or illegal substances is prohibited on the center premises. People who appear to be under the influence of alcohol or other drugs shall not be in the center when children are present.

(See RESOURCE MANUAL SECTION 6 FOR TITLE 44, CHAPTER 95, CLEAN INDOOR AIR ACT WITH REGARD TO PLACES WHERE SMOKING IS PROHIBITED.)

**POLICY:** If a parent/guardian or other person appears to be under the influence of alcohol or drugs and intends to leave the facility with a child, the director of the facility has the responsibility of deciding how best to handle the situation. If the director contacts Child Care Licensing and Regulatory Services for assistance, staff shall advise the director that only a court of law or an officer of the court has the right to deny access by a parent to their own child. (1/31/06)

Sanitation

114-505 B. (1) Staff shall ensure that children’s faces and hands are clean.
114-505 B. (2) Furniture, toys, and equipment that come into contact with children’s mouths shall be washed, rinsed, and sanitized daily and more often if necessary.

**POLICY:** This regulation includes stuffed animals. (1/31/06)

**POLICY:** After several washings, stuffed animals should be discarded to prevent unraveling that could present a choking hazard. (8/1/06)

**POLICY:** Furniture, toys, and equipment can be sanitized by using a sanitizing solution spray, dishwasher, washing machine, or the manual dishwashing method. If sanitizing solution is sprayed, it must be allowed to dry. Disinfectant wipes do not sanitize and cannot be used. (11/1/06)

114-505 B. (3) Furniture, toys and equipment soiled by secretion or excretion shall be sanitized before reuse.
114-505 B. (4) Linens and blankets as well as cribs, cots, and mats shall be cleaned at least weekly.
114-505 B. (5) If playpens are used, they shall have waterproof, washable, comfortable pads.
114-505 B. (6) If children brush their teeth at the center, each child shall have a separate, labeled toothbrush, stored with bristles exposed to circulating air, and not in contact with another toothbrush.

**POLICY:** Toothbrush covers are permitted if they allow for air circulation. (5/1/06)

**POLICY:** Toothbrush covers, if used, should be cleaned with bleach solution to prevent mold. (8/1/06)

**Emergency Medical Plan**

114-505 C. (1) The center shall have an emergency medical plan to address the following:
   (a) Medical conditions under which emergency care and treatment is warranted;
   (b) Steps to be followed in a medical emergency;
   (c) The hospital or source of health care to be used;
   (d) The method of transportation to be used; and
   (e) An emergency staffing plan.

**POLICY:** The Emergency Medical Plan must be in writing, and the Regulatory Specialist will review the plan at initial licensure/registration and at each renewal or as needed. (1/31/06)

114-505 C. (2) Emergency information for the child shall be taken with the child to the hospital or emergency location.
114-505 C. (3) A staff person shall remain with the child at the hospital or emergency location until the parent arrives.

**Medications or Medical Procedures**

114-505 D. (1) Written, signed and dated parental consent is required prior to the administration of any prescription or over the counter medication or administration of special medical procedures:
   (a) All medications shall be used only for the child for whom the medication is labeled;
   (b) Medications shall not be given in excess of the recommended dose; and
   (c) Prescribed special medical procedures ordered for a specific child shall be written, signed, and dated by a physician or other legally authorized healthcare provider.

114-505 D. (2) Storage of medications:
   (a) All medications shall be kept in their original labeled containers and have child protective caps. The child’s first and last name shall be on all medications;
   (b) All medications shall be stored in a separate locked container under proper conditions of sanitation, temperature, light, and moisture; and

**POLICY:** If an emergency medication is needed, such as an EpiPen or inhaler, it should be stored in a First Aid Kit that is readily accessible in the event of an emergency. Staff should be trained in the recognition of symptoms in children in the use of the emergency...
medication. Parents should complete and maintain on file at the facility an Emergency Consent Form that identifies and gives consent for the use of any special medication prescribed for the child, as well as consent for the use of Neosporin or any other over the counter antibacterial medication listed in the contents of the facility’s first aid kits. (11/1/06 amended 7/30/09)

**POLICY:** Medications intended for adult use must be stored separately from medications prescribed for children. The storage area must also be in a location inaccessible to children. Due to the privacy concerns and rights of the staff described by HIPPA regulations, caregivers and other staff may provide their own locked containers which may be stored in locations inaccessible to children. (1/29/09)

(c) Discontinued and expired medications shall not be used and shall be returned to the parent or disposed of in a safe manner.

**POLICY:** Diaper ointments, Neosporin, and other common over-the-counter products are considered to be medicines and are to be used and stored according to regulations. (8/1/06)

114-505 D. (3) Medication log:
(a) For each medication that is administered by a staff person, a log shall be kept including the child’s name, the name of the medication, dosage, date, time and name of person administering the medication. This information shall be logged immediately following the administration of the medication and a copy provided to the child’s parent(s)/guardian(s).

**POLICY:** With the exception of training, all logs required by these regulations must be maintained on file at the facility for a minimum of one year. (1/31/06)

114-505 D. (4) Medication errors:
(a) Medication errors, e.g. failure to administer a medication at the prescribed time, administering an incorrect dosage of medication or administering the wrong medication; shall be recorded in the child’s record; and
(b) The parent shall be immediately notified and notified in writing of a medication error or a suspected adverse reaction to a medication.

**First Aid Kit**

114-505 E. (1) A first aid kit shall be available for the treatment of minor cuts and abrasions and shall be stored in a location inaccessible to children.

**POLICY:** First aid kits shall be restocked after use, and an inventory shall be conducted at least monthly. (5/1/06) (See Resource Manual Section 6 for example of suggested contents of a first aid kit.)

**POLICY:** Rubber gloves are to be included in the First Aid Kit. Antibiotic ointment should be used with care as some children may be allergic. (8/1/06)

**Diapering**

114-505 F. (1) Each room in which children who wear diapers are cared for shall have its own diaper-changing area adjacent to the hand-washing sink.
POLICY: “Adjacent” is defined as “close to” and does not include across the room or on the other side of a door. The caregiver can turn around to wash their hands provided that the proper diaper changing procedures are followed. (11/1/06)

114-505 F. (2) Facilities caring for infants shall provide a diaper changing area located within clear view.

POLICY: “The diaper changing area” is defined as the surface used for diapering, the hand-washing sink, and the “hands-free” operated trash can. (11/1/06)

POLICY: If the diaper changing area is not in “clear view” upon entering the classroom, mirrors may be used to provide a “clear view” of the entire diaper changing area. However, a mirror may never be used to provide “clear view” into a bathroom. (11/1/06)

114-505 F. (3) Diaper changing procedures shall be consistent with those recommended by the Center for Disease Control and Prevention.

POLICY: Children’s hands shall be washed in the lavatory after each individual diaper change. In the case of infants, hands may be cleaned with single-use, pre-moistened towelettes. (1/3/06)

114-505 F. (4) Diapering surfaces shall be sanitizable.
114-505 F. (5) Diapering surfaces shall be clean, seamless, waterproof and sanitary.
114-505 F. (6) Diapering surfaces shall be cleaned and sanitized after each use by washing to remove visible soil followed by wiping with an approved sanitizing solution (e.g. 1 tablespoon of chlorine bleach per 1 quart of water) and/or disposable, non-absorbent paper sheets approved for this purpose and shall be discarded immediately after each diapering.

SEE RESOURCE MANUAL SECTION 6 FOR APPROVED SANITIZERS FOR DIAPER CHANGING TABLES. (National Health and Safety Performance Standards, Second Edition)

POLICY: Only bleach/water solution may be used on the diaper changing table. Allow to dry for ten (10) seconds and then it may be wiped with a clean paper towel or clean dry cloth. After one week, old bleach/water solution should be discarded and a new bleach/water solution made for use. (8/1/06)

114-505 F. (7) Blood contaminated materials and diapers shall be discarded in a plastic bag with a secure tie. Surfaces contaminated with blood or blood-containing body fluids shall be cleaned with a solution of chlorine bleach and water.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/06)

114-505 F. (8) Diapering shall occur only at a diapering changing area or in a bathroom.

POLICY: Diaper changing areas cannot be located in bathrooms. (11/1/06)

POLICY: Pull-ups may be changed in restrooms, but all other diapers must be changed in a diaper changing area. (11/1/06)

114-505 F. (9) Diaper changing areas shall not be used for any purpose other than for diapering.
114-505 F. (10) Individual disposable wipes shall be used at each diaper change and shall be placed in a plastic-lined, covered container and disposed of properly, and kept out the reach of children.

114-505 F. (11) Each waste and diaper container shall be labeled and clean and free of build-up of soil and odor. Wastewater from such cleaning operations shall be disposed of as sewage.

114-505 F. (12) Soiled disposable diapers and disposable wipes shall be kept in a closed, labeled hands-free operated, plastic lined receptacle within reach of diaper changing area separate from other trash. Soiled non-disposable items shall be kept in a sealed plastic bag after feces shall be disposed of through the sewage.

114-505 F. (13) Disposable non-absorbent paper sheets shall be disposed of immediately after diapering is completed.

114-505 F. (14) Soiled disposable diapers shall be disposed outside the building daily. Soiled non-disposable diapers shall be kept in a sealed plastic bag and returned to the parent daily.

114-505 F. (15) Staff shall check diapers and clothing at a frequency that ensures prompt changing of diapers and clothing.

**POLICY:** All child care facilities, including centers that do not care for infants or children who are not toilet trained, must clean and change the clothing of children promptly if they become soiled with urine or feces. If the child experiences diarrhea or appears to be ill, the facility will follow their Exposure control Plan to prevent the spread of disease. (8/25/08)

114-505 F. (16) No child shall be left unattended while being diapered.

### Staff Health

114-505 G. (1) The director shall maintain the following records in the center for herself/himself, staff, and emergency person(s):

(a) Medical statements required by the Department and completed by the staff person verifying that his/her health is satisfactory. Medical statements shall be updated as necessary;

(b) A health assessment from a health care provider assessing the ability of the staff person to work with children. The health assessment shall be completed within three months prior to employment or within the first month of employment and shall include health history, physical exam, vision and hearing screening, tuberculosis screening, and a review of immunization status. A new health assessment shall be obtained by the director and staff at least every four years after the initial assessment; and

**POLICY:** When the employee has been identified as low-risk at the initial screening, no additional testing is required according to the guidelines approved by the Board of Health and Environmental Control. (5/1/07)
POLICY: Caregivers may claim the right to refuse a TB test because it violates their religious beliefs, but they must still obtain a written statement from a health professional that they are free of communicable tuberculosis. (4/01/08)

POLICY: Paid students may substitute for full-time caregivers and may be counted in the staff to child ratio under the following conditions:

(1) they meet all requirements of full-time caregivers, or

(2) they meet all requirements of an Emergency Person and remain under the direct supervision of a qualified caregiver at all times. (4/01/08)

SC Statute – Section 44-29-150
Staff of schools and child care centers to be evaluated for tuberculosis before initial hiring.

No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis according to guidelines approved by the Board of Health and Environmental Control. Re-evaluation will not be required for employment in consecutive years unless otherwise indicated by such guidelines.

(c) Written evidence from a physician or health resource attesting that each staff person is free from communicable tuberculosis at the time of employment and subsequently according to state statute.

114-505 G. (2) No person who is known to be afflicted with any disease in a communicable form, or who is a known carrier of such a disease, or who is afflicted with boils, infected wounds, or sores or acute respiratory infection, shall work in any capacity in a child care center in which there is likelihood of such person transmitting disease or infection to other individuals.

114-505 G. (3) Any staff member, including the director, emergency person(s) and volunteer(s) who, upon examination or as a result of tests, shows a condition that could be detrimental to the children or staff, or which would prevent satisfactory performance of duties, shall not continue work at the child care center until the healthcare provider indicates that the condition no longer presents a threat to children or staff.

114-505 G. (4) Staff persons shall wash their hands with soap and warm running water upon arrival at the center, before preparing or serving food, before assisting a child with eating, after assisting a child with toileting or diapering, before and after toileting, after administering medication, after cleaning, after assisting with wiping noses, after contact with body fluids, after contact with animals and after using cleaning materials. Hands shall be washed even if gloves are worn to perform these tasks.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/06)
POLICY: Hand sanitizer may not be used instead of soap and water. However, it may be used after washing hands with soap and water. (8/1/06)

114-505 G. (5) Staff shall be excluded when they exhibit the conditions listed in the SC Department of Health and Environmental Control Exclusion Policy, pursuant to Section 44-1-110, 44-1-140, and 44-29-10 of the South Carolina Code Ann. (2002).

(SEE RESOURCE MANUAL SECTION 6 FOR DHEC EXCLUSION LIST FOR EMPLOYEES IN OUT-OF-HOME CHILD CARE SETTINGS.)

Fire Safety and Emergency Preparedness

114-505 H. (1) Private and public child care centers shall comply with the regulations and codes of the State Fire Marshal.

(SEE RESOURCE MANUAL SECTION 6 FOR INFANT FIRE REGULATIONS, 19-300.11 A & B. AND OTHER PERTINENT REGULATIONS OF THE STATE FIRE MARSHAL.)

114-505 H. (2) In the event of a natural disaster or unscheduled closing of a child care center, the capacity may be exceeded temporarily to accommodate the displaced children. The director shall notify the Department of the situation and maintain appropriate staff:child ratios at all times. Required records shall be kept on file for the new enrollees.

114-505 H. (3) The facility shall have an up to date written plan for evacuating in case of fire, a natural disaster, or other threatening situation that may pose a health or safety hazard. The facility shall also include procedures for staff training in this emergency plan.

POLICY: Staff orientation shall include training on the evacuation plan. The plan must include a posted evacuation route, the procedures followed during evacuation, and an alternative destination. (revised 5/1/06)

Transportation

114-505.I. (1) If the center provides or arrange for transportation through contract, the following transportation requirements apply:

(a) The staffing ratios specified in 114-504.B.(1) through (3) apply. The driver of the vehicle shall not be counted in the ratios for infants or toddlers.

(b) Each child shall be secured in an individual, age-appropriate safety restraint at all times the vehicle is in motion.

POLICY: The capacity of a vehicle used by the facility to transport children is defined by the number of available restraints. (1/31/06)

POLICY: All children under the age of two years must be placed in an appropriate child restraint device any time they are transported, regardless of the type vehicle used. The restraint device must be adequately secured to the vehicle. (11/1/06)
POLICY: Vehicles that do not provide appropriate methods (seat belts) to secure a child restraint device cannot be used to transport children under the age of two years. When children under two years of age are transported, the restraint requirements in this section do not apply to vehicles not required by federal or state law to be equipped with seat restraints. For example, public transportation, such as school buses, city buses and taxis are not required to have seat belts. If a center uses one of these methods to transport children, child restraint seats are not required for children over the age of two years. (11/1/06)

(c) Safety restraints shall be used in accordance with the manufacturer’s instructions.

(d) A child shall not be left unattended in a vehicle.

(e) Transportation placement of children in the vehicle shall be in accordance with all applicable state and federal laws.

POLICY: If a fifteen-passenger van is parked visibly on the premises of a child care facility, the director must provide a written statement to Child Care Regulatory Services that the van will not be used for the transportation of children. (11/1/06)

(f) The driver shall have a valid regular or commercial driver’s license and shall be in compliance with Section 16-13-40(A)(4) of the Code of Laws of 1976.

(g) There shall be a first aid kit and emergency information on each child in the vehicle.

(h) Use of tobacco products is prohibited in the vehicle.

(i) Written consent from the parent is required prior to transportation.

(j) When the facility provides transportation to and from the child’s home, the facility staff shall be responsible for picking the child up and returning the child to a designated location.

(k) The director and/or staff of the center shall provide the driver of the vehicle with a record that lists the name, address, and telephone number of the center, as well as names of children being transported.

114-505 I. (2) The following requirements apply for safe pick-up and drop-off:

(a) The center shall have safe crossways and pick-up and drop-off locations and communicate these locations to the parents.

(b) Children shall be directly supervised during boarding and exiting vehicles.

(c) The director and/or staff shall have on file, in the facility, written permission from parent(s)/guardian(s) for transporting children to and from the home, school, or other designated places, including center-planned field trips and activities.

(d) Written transportation plans for routine travel shall be on file. Plans shall include a checklist to account for the loading and unloading of children at every location.

SEE INFORMATION ON JACOB’S LAW IN RESOURCE MANUAL SECTION 6.

SEE RESOURCE MANUAL SECTION 6 FOR TITLE 56, CHAPTER 5, ARTICLES 47 & 48 OF THE UNIFORM ACT REGULATING TRAFFIC ON HIGHWAYS, CHILD PASSENGER RESTRAINT SYSTEM & SAFETY BELTS.
Description of evidence for criterion 10.D.01

DSS Policy manual chapter 6 addresses health regulations, indicators b & d.
CHAPTER NINE—MEAL REQUIREMENTS; FOOD PREPARATION AND SERVING; STORAGE AND PROTECTION OF FOOD SUPPLIES, UTENSILS AND EQUIPMENT

Meal Requirements

114-508 A. (1) If food is provided by the facility, the following requirements shall be met:
    (a) Daily menus shall be dated and posted in a conspicuous location in public view.
    (b) Meals and snacks provided shall be in compliance with the USDA Child Care Food Program Guidelines. Centers that do not provide overnight care shall serve at least one meal and at least one snack that meet USDA Child Care Food Program Guidelines. Centers providing care between the hours of 6:00 p.m. and midnight shall additionally meet USDA Child Care Food Program Guidelines in serving dinner and at least one additional snack. Meal components and serving sizes shall be in accordance with these guidelines.

(SEE RESOURCE MANUAL SECTION 9 FOR USDA NUTRITION INFORMATION AND FOR ELIGIBILITY REQUIREMENTS FOR CHILD CARE CENTERS TO PARTICIPATE IN CHILD AND ADULT CARE FOOD PROGRAMS.)

    (c) Only Grade A Pasteurized fluid milk and fluid milk products may be given to any child less than 24 months old, except with a written permission from the child’s health provider.
    (d) Whole milk may not be served to children less than 12 months of age, except with a written permission from the child’s health provider.
    (e) Reconstituted milk shall not be served to any child, regardless of age.

114-508 A. (2) Food served shall be suited to the child’s age and appetite. Second portions shall be available.

114-508 A. (3) Round, firm foods shall not be offered to children younger than four years old. Examples of such foods include: hot dogs, grapes, hard candy, nuts, peanuts, and popcorn. Hot dogs may be served if cut lengthwise and quartered; grapes may be served if cut in halves.

114-508 A. (4) All food in child care centers shall be from a source approved by the health authority and shall be clean, wholesome, unspoiled, free from contamination, properly labeled, and safe for human consumption.

POLICY: All foods, including milk, must be served by the date indicated on the container or package. (7/30/09)

114-508 A. (5) The use of food in hermetically sealed containers that was not prepared in an approved food-processing establishment is prohibited.

114-508 A. (6) The use of home-canned food is not allowed.

114-508 A. (7) The following requirements shall be met when it is necessary to provide meals through a catering service:
(a) Catered meals shall be obtained from a food service establishment approved by the DHEC.
(b) If adequate cleaning and sanitizing equipment is not available, only disposable eating and drinking utensils shall be used to serve catered meals or food; and
(c) The procedures and equipment used to transport catered meals shall be approved by the DHEC.

114-508 A. (8) Meals and snacks may be provided by the center or the parent. The center shall have a small supply of nutritional food and beverages available in the event a parent neglects to bring the child’s food on an unanticipated basis.

114-508 A. (9) Dietary alternatives shall be available for a child who has special health needs or religious beliefs.

114-508 A. (10) Written permission/instructions for dietary modifications signed by the child’s health care provider or parent or legal guardian are required.

**Food Preparation**

114-508 B. (1) Adequate hand-washing facilities, separate from food preparation sinks, equipped with hot and cold water under pressure supplied through a mixing faucet, shall be provided in the food preparation area. Hot water shall be at least 125 degrees Fahrenheit. (Facilities shall not be required to install an additional hand-washing sink in the food preparation area if, in the opinion of the health authority, the existing hand-washing facilities are adequate.)

**POLICY:** The hand-washing sink may not be used for any other purpose and must be accessible. (8/1/06)

114-508 B. (2) Sanitary soap and towels shall be provided.

114-508 B. (3) Utensils, such as forks, knives, tongs, spoons, and scoops shall be provided and used to minimize handling of food in all food preparation areas.

114-508 B. (4) Staff shall thoroughly wash their hands and exposed areas of arms with soap and warm water in an approved hand-washing sink before starting work, during work as often as is necessary to keep them clean, e.g., after smoking, eating, drinking, or using the toilet. Staff shall keep their fingernails clean and trimmed.

114-508 B. (5) The outer clothing of all staff shall be clean. The director shall ensure proper hair restraints are worn to protect from falling hair.

**POLICY:** All food preparation staff and servers must wear some form of hair restraint while performing those duties. (11/1/06)

114-508 B. (6) Staff shall neither use tobacco in any form while preparing or serving food, nor while in areas used for equipment or utensil washing or for food preparation. Staff shall use tobacco only in approved, designated areas.
114-508 B. (7) Potentially hazardous foods requiring cooking shall be cooked to heat all parts of the food to an internal temperature of at least 140 degrees Fahrenheit, with the following exceptions:

(a) Hamburger shall be cooked to at least 155 degrees Fahrenheit.
(b) Poultry, poultry stuffing, stuffed meats, and stuffing-containing meat shall be cooked to heat all parts of the food to at least 165 degrees Fahrenheit with no interruption of the cooking process.
(c) Pork and any food containing pork shall be cooked to heat all parts of the food to at least 150 degrees Fahrenheit.

**POLICY: The FDA requires pork products to be cooked to a temperature of at least 155 degrees. (8/1/06)**

(d) Rare roast beef and rare beefsteak shall be cooked to surface temperature of at least 130 degrees Fahrenheit.

114-508 B. (8) Potentially hazardous food such as meats, cooked rice, and cream-filled pastries shall be prepared (preferably from chilled products) with a minimum of manual contact and on surfaces with utensils that are clean and sanitized prior to use.

114-508 B. (9) Metal, stem-type, numerically-scaled indicating thermometers, accurate to plus or minus three degrees Fahrenheit, shall be provided and used to ensure that proper internal cooking, holding, or refrigeration temperatures of all potentially hazardous foods are maintained.

114-508 B. (10) Potentially hazardous foods shall be thawed as follows:

(a) In refrigerated units at a temperature not to exceed 45 degrees Fahrenheit;
(b) Under potable running water from the cold water supply with sufficient water velocity to remove loose food particles;
(c) In a microwave oven only when food will be immediately transferred to conventional cooking equipment as part of a continuous cooking process or when the entire, uninterrupted cooking process takes place in the microwave oven; or
(d) As part of the conventional cooking process.

114-508 B. (11) All raw fruits and vegetables shall be washed thoroughly before being cooked, served, or placed in refrigerators.

**Food Service**

**POLICY: Inspection and approval of kitchens in public schools that have regulated child care facilities shall be deferred to DHEC, the approved health authority in South Carolina. (7/30/09)**

114-508 C. (1) No child shall be deprived of a meal or snack if he/she is in attendance at the time the meal or snack is served.

114-508 C. (2) Easily breakable dinnerware shall not be used.

114-508 C. (3) Children shall not be forced to eat.

114-508 C. (4) Food shall not be used as a punishment.
114-508 C. (5) Children shall not be allowed in the kitchen except during supervised activities.

114-508 C. (6) Portions of food once served shall not be served again.

114-508 C. (7) Single-service articles shall be stored in closed cartons or containers to protect them from contamination.

114-508 C. (8) Use of "common drinking cups" is prohibited.

114-508 C. (9) Disposable cups, if used, shall be handled and stored properly to prevent contamination.

114-508 C. (10) Reuse of single service articles is prohibited.

The following definitions are provided by DHEC in R. 61-25:

"Single-Service Articles" – Any tableware, carry-out utensils, or other items that are designed and constructed for one-time, one-person use.

"Single-Use Articles" – Utensils and bulk food containers designed and constructed to be used once and discarded.

114-508 C. (11) If potentially hazardous foods that have been cooked and then refrigerated are to be served hot, they shall be reheated rapidly to 165 degrees Fahrenheit or higher throughout before being served or before being placed in a hot food-storage facility. Steam tables, double boilers, warmers, and similar hot food holding facilities are prohibited from use for the rapid reheating of potentially hazardous foods.

**Storage**

114-508 D. (1) All food shall be properly labeled and stored, and shall be protected against contamination.

114-508 D. (2) The director shall provide refrigeration units and insulated facilities, as needed, to ensure that all potentially hazardous foods are maintained at 45 degrees Fahrenheit or below or 130 degrees Fahrenheit or above, except during necessary periods of preparation.

114-508 D. (3) Thermometers shall be accurate to plus or minus 3 degrees and conspicuously placed in the warmest area of all cooling and warming units to ensure proper temperatures.

**POLICY:** Thermometers should be placed close to the inside of the refrigerator or freezer door which is the warmest area inside the appliance. (8/1/06)

114-508 D. (4) Containers of food, food preparation equipment and single service articles shall be stored at least 6" above the floor, on clean surfaces, and in such a manner to be protected from splash and other contamination.

114-508 D. (5) Food not subject to further washing or cooking before serving shall be stored in such a manner to be protected against contamination from food requiring washing or cooking.
114-508 D. (6) The storage of food or food equipment, utensils, or single-service articles in toilet rooms and under exposed sewer lines is prohibited.

114-508 D. (7) Custards, cream fillings, or similar products which are prepared by hot or cold processes shall be kept at safe temperatures except during necessary periods of preparation and service.

114-508 D. (8) All cleaning supplies, detergents, and other potentially poisonous items shall be stored away from food items and shall be inaccessible to children.

**Cleaning, Storage and Handling of Utensils and Equipment**

114-508 E. (1) Tableware shall be washed, rinsed, and sanitized after each use.

SEE RESOURCE MANUAL SECTION 6 FOR SELECTION AND USE OF AN APPROPRIATE SANITIZER.

114-508 E. (2) All kitchenware and food-contact surfaces of equipment shall be washed, rinsed, and sanitized.

114-508 E. (3) The cooking surfaces of cooking devices shall be cleaned as often as necessary and shall be free of encrusted grease deposits and other soil.

114-508 E. (4) Non-food contact surfaces of all equipment, including tables, counters, and shelves, shall be cleaned at such frequency as is necessary to be free of accumulation of dust, dirt, food particles, and other debris.

114-508 E. (5) After sanitation, all equipment and utensils shall be air-dried.

114-508 E. (6) Prior to washing, all equipment and utensils shall be rinsed or scraped, and when necessary, presoaked to remove gross food particles and soil.

114-508 E. (7) When manual dishwashing is employed, equipment and utensils shall be thoroughly washed in a detergent solution that is kept reasonably clean, be rinsed thoroughly of such solution, sanitized by one of the following methods:

(a) Complete immersion for at least 30 seconds in a clean solution containing at least 50 parts per million of available chlorine as a hypochlorite and at a temperature of at least 75 degrees Fahrenheit;

(b) Complete immersion for at least 30 seconds in a clean solution containing at least 12.5 parts per million of available iodine and having a pH no higher than 5.0 and at a temperature of at least 75 degrees Fahrenheit;

(c) Complete immersion for at least 30 seconds in a clean solution containing at least 200 parts per million of quaternary ammonium at a temperature of at least 75 degrees Fahrenheit; or

(d) Complete immersion in hot water at a temperature of 170 degrees Fahrenheit in a three-compartment sink.

**POLICY:** Three compartment sinks must be used to sanitize dishes and food handling equipment only when the sanitation process is complete immersion in hot water at a temperature of 170 degrees Fahrenheit. (11/1/06)

114-508 E. (8) Other chemical sanitizing agents may be used which have been demonstrated to the satisfaction of the health authority to be effective and non-toxic under use conditions,
and for which suitable field tests are available. Such sanitizing agents, in use solution, shall provide the equivalent bactericidal effect for a solution containing at least 50 parts per million of available chlorine at a temperature not less than 75 degrees Fahrenheit.

114-508 E. (9) A test kit or other device that accurately measures the parts per million concentration of the solution shall be available and used.

114-508 E. (10) All dishwashing machines shall be approved by the South Carolina Department of Health and Environmental Control (DHEC) and shall meet applicable installation requirements.

114-508 E. (11) Food-contact surfaces of cleaned and sanitized equipment and utensils shall be handled in such a manner as to be protected from contamination.

114-508 E. (12) Cleaned and sanitized utensils shall be stored above the floor in a clean, dry location so that food-contact surfaces are protected from contamination.

114-508 E. (13) Clean spoons, knives, and forks shall be picked up and touched only by their handles. Clean cups, glasses, and bowls shall be handled so that fingers and thumbs do not contact inside surfaces or lip-contact surfaces.

114-508 E. (14) Dish tables or drain boards of adequate size to properly handle soiled utensils prior to washing and for cleaned utensils following rinsing and sanitizing shall be provided.
Description of evidence for criterion 10.D.01

DSS Policy manual chapter 8 addresses indicator g.

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Program policies described all indicators in this criterion: Section 3 Teaching 3.3 - supervision 3.4 - rest/nap Section 5 Health 5.2 - training requirements for this criterion 5.3 - sick policies 5.4 - safe outdoor play 5.5 - diapering 5.6 - handwashing 5.7 - medications 5.8 - meals, snacks 5.9 - Cleaning/sanitation 5.10 - Emergencies Section 9 - physical environment 9.2 Playground 9.3 safe equipment 9.4 ADA compliance 9.6 Environmental health Section 10 - Leadership/Mgmt 10.7 Personnel policies
N. E. Miles Early Childhood Development Center
Food Safety and Nutrition Plan
Introduction
At N.E. Miles ECDC, we aim to provide and model high quality nutrition and healthy living habits for young children and their families. Our program uses the National Health and Safety Performance Standards (3rd Edition) published by the National Resource Center for Health and Safety in Child Care and Early Education to guide our policies and practices. While ECDC does not participate in or receive federal food subsidies, we also adhere to the standards set for the Child and Adult Care Food Program (CACFP)

Goals
- For children at ECDC to be healthy, safe, and on a path to lifelong good nutritional habits.
- Work with our parents and families to encourage healthy eating habits.
- Use meal and snack times as opportunities for development of fine motor skills, language, and social skills
- Accommodate children with special health care and nutritional needs.

Food Services Provided
ECDC staff serve snack twice daily, and three times for children who attend the program longer than 8 hours per day. We prepare, serve, and store foods according to U.S. Department of Agriculture guidelines.

Children bring their own lunches from home and we require parents/guardians to use appropriate packaging for keeping food hot or cold. We encourage families to send healthy foods that comply with current recommendations for portion sizes and balanced nutrition. We also share resources that provide families with good information about healthy eating and food preparation tips, such as the Food newsletter.

Occasional special treats (for birthdays, holidays, etc.) are permitted and parents are encouraged to provide healthy treats, or if “sugary,” very small portions.

Snack Foods
The five-week ECDC master snack menu provides a monthly rotation of foods that comply with recommended nutritional density and variety and serving quantities. USDA recommends that each snack contain items from 2 of the four food groups, which are currently designated as:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>FV</td>
<td>Fruits &amp; Vegetables: Fresh, dried, or canned fruits and vegetables</td>
</tr>
<tr>
<td>BG</td>
<td>Breads &amp; Grains: Whole grain products &amp; derivatives such as flour, meal, cereals</td>
</tr>
<tr>
<td>D</td>
<td>Dairy: Milk (1%) or milk products such as yogurt, cheeses</td>
</tr>
<tr>
<td>M</td>
<td>Meat Alternate: Protein-dense foods such as seeds, seed butters, beans or other legumes</td>
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ECDC SC DSS License #1766  NAEYC Accreditation Program ID#279292
Young children’s eating habits and appetites are notoriously mercurial, as sometimes a child may want to eat the same food every day or become picky, refusing familiar or new foods and dawdling over meals. We work with families and children through these experiences, promoting not only good eating habits, but daily rigorous outside activity and exercise, rest periods, and plenty of water and fluids. These practices limit the child’s risk of childhood obesity, and contribute to their overall health and well-being.

Baking activities are an important part of the curriculum at ECDC and are built into the snack menu weekly. Children look forward to baking and participate in preparations, which also give teachers the opportunity to teach safe and appropriate food handling and safety practices. We focus on gluten-free recipes that incorporate ingredients from multiple food groups. Baked snack items include for example, banana bread, pumpkin muffins, granola/fruit preserve bars and oatmeal/raisin cookies.

Food Sensitivities & Preferences
Children with allergies to foods or environmental substances notify ECDC of those conditions and depending on severity, may provide the program with a written plan for meeting their needs. We may ask parents to provide special foods if they are not those that would be easy to procure or typically part of our food inventories (such as soy milk in lieu of 1% cow’s milk). Information about children with food sensitivities or allergies is provided to all staff and posted in food preparation areas. We take care when shopping for foods to note ingredients on packages that might be unsuitable for children with special dietary needs. In addition, our population is culturally diverse with many different kinds of food traditions. Some of our families favor a vegan or vegetarian lifestyle. Our menu is planned to respect those needs; it is peanut and tree-nut free, and limited in gluten, processed foods, sugars, and fats. It also includes some items that reflect our Low Country and regional food traditions.

Liquids
We encourage children to drink water all day. Each child is required to have his/her own water bottle. We do not typically use fruit juice for snack, as we prefer children to eat whole fruits with water. We provide 1% hormone-free milk from a local dairy source that is delivered weekly and stored in a temperature-controlled milk cooler. We understand the importance of hydration and teachers monitor children outside carefully, making sure they use their water bottles or the drinking fountain regularly. Our staff are all trained in Pediatric First Aid and CPR and know the signs of dehydration and the various heat-related conditions that can affect children who don’t drink enough water.

Resources
The College of Charleston Aramark Service has a registered dietician/nutritionist on staff that provides us with advice and guidance as needed or requested. This nutrition plan and menu is reviewed annually.
Meal & Snack-time Classroom Routines
We provide glasses, stainless eating utensils, and paper napkins for snacks and lunchtime. Teachers use gloves if needed to prepare or distribute food, but children are encouraged to use tongs, spoons, and other utensils to serve themselves. At lunchtime, teachers help children who need assistance with opening their lunchboxes and food storage containers.

Children in the Seashell and Sunflower classes (2-3 year olds) are seated at child-sized round tables and they all eat snack and lunch together, family style. In the Butterfly class (4K/5K), we encourage independence and socialization by setting up snack at one table and children choose when they will have snack with friends, during morning center time and after rest time in the PM. The teachers write instructions in rebus format on a whiteboard placed in the snack area so that children know what the serving size is, and provide appropriate serving dishes and utensils. Butterfly lunch seating is “restaurant” style, with children seated at the many small tables around the room that accommodate from 2-6 children. In all classrooms, teachers sit with the children and model conversation, good manners, and safe/proper eating habits.

Children participate in set-up and clean-up routines and the College provides a custodial staff member to help during the lunch period.

Nutritional Learning for Children and Families
Acquiring and practicing good health habits and knowledge about foods and nutrition are part of daily life at ECDC. Some of the things we do to promote learning include:

- Involving children and families in baking and cooking activities
- Discussing, collecting, and creating recipes and cookbooks
- Inviting families to share cultural and food traditions from home as part of the curriculum
- Maintaining an edible & sensory garden with herbs, vegetables and fruits.
- Teaching sustainable practices such as recycling, composting, and rain-water harvesting
- Incorporating experiences with foods that provide children opportunities to explore their taste, smell, textures, shapes, colors, and sizes.
- Providing families with resources about nutrition, foods, and activities they can do with their children
- Sharing healthy recipes children enjoy at school with families

References
Farm to School Initiative
### Evidence for Criterion 10.D.01

#### National Resource Center for Health and Safety in Child Care and Early Education
http://cfoc.nrckids.org/;

#### U.S. Department of Agriculture Food and Nutrition Service Child Nutrition Programs

<table>
<thead>
<tr>
<th>WK1</th>
<th>MONDAY</th>
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<tbody>
<tr>
<td>AM</td>
<td>BG D</td>
<td>Cinnamon applesauce &amp; granola</td>
<td>BG</td>
<td>Steamed rice &amp; field peas or red beans</td>
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<tr>
<td>PM</td>
<td>FV MA</td>
<td>Banana &amp; sunbutter</td>
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<td>FV MA</td>
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<td>Yogurt &amp; peaches</td>
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<tr>
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<td>BG D</td>
<td>Whole grain crackers &amp; cheese cubes</td>
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<td>FV MA</td>
<td>Pears &amp; sunflower seeds</td>
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<td>French toast sticks or mini-pancakes &amp; syrup or fruit spread</td>
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<tr>
<td>PM</td>
<td>FV BG</td>
<td>Raisin bread &amp; cream cheese (mixed with white chocolate)</td>
<td>D</td>
<td>Salad &amp; ranch dressing (made with plain yogurt)</td>
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<td>Cheese cubes &amp; apples</td>
<td>FV</td>
<td>Pineapples &amp; Vanilla yogurt</td>
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<tr>
<td>PM</td>
<td>BG MA</td>
<td>Carrot sticks &amp; cucumber, Pita chips &amp; hummus</td>
<td>BG</td>
<td>Oat Bran bread &amp; sunbutter</td>
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<tr>
<td>AM</td>
<td>MA D</td>
<td>Hardboiled egg slices (or scrambled eggs) &amp; cheese</td>
<td>BG</td>
<td>Blue or white corn Tortilla chips &amp; salsa</td>
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<tr>
<td>PM</td>
<td>FV BG</td>
<td>Whole grain or pretzel Goldfish crackers &amp; apple slices</td>
<td>BG</td>
<td>Mini-bagel &amp; cream cheese (mixed with ricotta cheese)</td>
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<td>B</td>
<td>October</td>
<td>December</td>
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Blue May contain gluten Green Pitted fruit Yellow Contains eggs
Description of evidence for criterion 10.D.01

Nutrition Plan addressed indicators e & g. and is written to comply with current CACFP guidelines (we only provide snacks)
YOU ARE HEREBY NOTIFIED that this is an official Fire and Life Safety REPORT of the SCDSS Child Care Regulatory Services, in accordance with SC 29 9 30, stating the defects found to exist in the herein referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days, unless otherwise stated below, to complete the specified repairs or improvements. If corrections are not completed within the time set above, both this REPORT and a SUPPLEMENTAL REPORT detailing the failure to comply with the Fire codes will be provided to the licensing department which requested this inspection.

You are further notified that the owner, agent, or party in control of said building or structure may request “Administrative Reconsideration” for findings of this REPORT within fourteen (14) days of receipt, by writing to the SCDSS CCL Director at the address above and stating the specified ground for reconsideration.

Director:
Name: Candace Jeruszewicz

Violations Corrected.
Are all Fire violations corrected?: Yes
Are all Health violations corrected?: No violations noted at the time of the inspection.

Hours of operation approved for:
Facility is approved for: Less than 24 hour care.

| Records and Reports | | |
|---------------------|-----------------|
| 1. Is written “Fire Evacuation Plan” available in accordance with the International Fire Code? | Yes |
| 2. Is “Fire Safety Plan” posted to include Site and Floor Plan? | Yes |
| 3. Is the “Fire Evacuation Plan” and “Fire Safety Plan” maintained and reviewed annually? | Yes |
| 4. Are employees trained in the contents of the Fire Evacuation and Safety Plan and documented at least annually? | Yes |
| 5. Are monthly fire drills conducted in accordance with the International Fire Code? | Yes |
| 6. Are fire drills documented in accordance with the International Fire Code? | Yes |
| 7. Is Fire Alarm Inspected, Tested, Maintained and Documented by a SC Licensed person? | Yes |
| 8. Are deficiencies noted in Fire Alarm Inspection report corrected? | Yes |
| 14. Are Fire extinguishers (and hood suppression) inspected monthly (by employee) and documented on tag? | Yes |
| 15. Are Fire Extinguishers serviced and maintained Annually by a SC licensed Company? | Yes |
| 17. Is the emergency power for lights and exit signs tested and documented monthly and annually? | Yes |
| 18. Is address number properly posted for facility in accordance with the International Fire Code? | Yes |
| 19. Is Fire Department Access to building maintained? | Yes |
| 20. If a Lockdown policy is provided for the facility, does it meet the code requirements and has it been approved by the Fire Official I.e. (Local Fire Marshall, State Fire Marshall or DSS Fire Marshall)? | Yes |
evidence for criterion 10.D.01

Party:
N.E. Miles ECDC
(9534)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

Occupancy Type: Educational
Property Use: Child Care - Educational
Total Violation: 0
Corrected Violation: 0
Hours: 1.28

Safety
1. Does the facility provide adequate lighting for activities in the corridors and bathrooms? 
   Yes
2. Is the facility free from hazards in the floors, walls, ceilings, windows and doors and other surfaces? 
   Yes
3. Does the facility have safety glass in the doors and windows that are within 32 inches of the floor where accessible to children? 
   Yes
4. Are decal applied to glass doors and sliding glass doors at eye level of children? 
   Yes
5. Is all furniture, toys and recreational equipment free from hazards? 
   Yes
6. Is all outdoor recreational equipment made of durable, non-rusting, non-poisonous material and are sturdy? 
   Yes

Housekeeping and Electrical
1. Is storage in the facility orderly, compact, accessible and away from ignition sources? 
   Yes
2. Is storage kept clear from mechanical and electrical rooms? 
   Yes
3. Are decorative items and curtains flame resistant or treated and maintained flame resistant? 
   Yes
4. Does the facility prohibit the use of portable unvented heaters? 
   Yes
5. Are electrical boxes, receptacles, panels, etc. properly covered? 
   Yes
6. Are electrical panels properly labeled? 
   Yes
7. Is minimum of 30 inches clearance maintained in front of electric panels? 
   Yes
8. Are portable electric heaters used in accordance with the Fire Code and DSS regulation? 
   Yes
9. Are Electrical Rooms properly identified? 
   Yes
1. Does the facility’s diaper changing station meet the recommendations of the Center for Disease Control and Prevention? Yes
2. Does diaper changing occur only at the diapering changing area or in the bathroom? Yes
3. Does the facility maintain a closed, sealed and labeled hands free plastic lined receptacle within reach of the diaper changing area to place solid disposable diapers and wipes separate from other trash? Yes
4. Are the facility’s outdoor spaces free from hazards and litter? Yes
5. Does the facility restrict children from all unsafe areas by a fence or barrier of at least 4 ft in height? Yes
6. Does the facility have measures in place to control insects, rodents and other vermin to prevent harboring, breeding and infestation on the premises? Yes
7. Does the facility meet applicable lead base requirements? Yes
8. Does the facility store all poisonous and or harmful agents in their original labeled containers in a locked and inaccessible area to children? Yes
9. Does the facility maintain clean and sanitary conditions indoors and outdoors, including recreational equipment and furnishings? Yes
10. Does the facility provide at least 1 flushing toilet for every 20 children over 2 years of age, including staff when there is no designated staff restroom? Yes
11. Does the facility provide toilet training equipment for the children being toilet trained? Yes
12. Is the facility’s bathroom completely enclosed? Yes
13. Does the facility clean toilets, toilet seat adapters and sink daily and are in good working condition? Yes
14. Does the facility provide liquid or granular soap and disposable towels at each sink? Yes
15. Does the facility provide a smooth and washable floor and wall surface in the toilet area? Yes
16. Does the facility meet the water supply requirements for quality and tested in accordance with DHHEC? Yes
17. Does the facility have a water fountain available with an angle jet design, maintained in good working order, sanitary with capability of mouth or nose submersion? Yes

19. Does the facility outside trash receptacle remain water tight and have a firm fitting lid that prevents the penetration of insects and rodents? Yes
20. Does the facility dispose of all solid waste at a sufficient frequencies to avoid a rodent, insect or vermin problem? Yes
25. Does the facility prohibit the use of common drinking cups? Yes
26. Does the facility staff thoroughly wash their hands and exposed arms with soap and warm water in an approved sink before starting work, during work as often as need to keep them clean? Yes
27. Are fingernails trimmed? Yes
29. Does the facility have accurate thermometers places in conspicuous locations? Yes
35. Does the facility clean all surfaces to be free of the accumulation of dust, dirt and other debris? Yes
38. Is bathroom ventilation provided and working properly? Yes

Means of Egress

2. Is exit access maintained clear from obstructions? Yes
4. Are all doors in the means of egress provided with single action direct acting hardware? Yes
5. Are all doors in the means of egress free from manual flush or surface bolts? Yes
6. Are all doors in the means of egress free from deadbolts? Yes
8. Are fence gates unlocked when used as part of a means of egress? Yes
9. Are wedges or manual hold open devices removed from rated doors? Yes
10. Are EXIT and EXIT directional signs illuminated? Yes
11. Are emergency lights or emergency power for EXIT signs operable? Yes
12. Does the “access control system” provided on any required exit door meet current code requirements? Yes
Evidence for criterion 10.D.01

**Party:**
N.E. Miles ECDC
(9534)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

**Occupancy Type:** Educational
**Property Use:** Child Care - Educational
**Total Violation:** 0
**Corrected Violation:** 0
**Hours:** 1.28

**Existing SCRR Child Care**

3. Are smoke detectors tied to Fire Alarm provided for each room occupied by children except RR? (after 6/25/99 opening date or alarm replacement)
   - Yes

4. Are special protective covers for electrical receptacles in rooms occupied by clients?
   - Yes

**Violation**

No New Violation

**Pre-existing Violation**

No Pre-existing Outstanding Violation

Comments:
This Day Care does no cooking meals.

[Signature]

[Signature]
Description of evidence for criterion 10.D.01

The DHEC inspection that precedes re-licensing covers some of the indicators for this criterion (Health, Sanitation, Fire protection)

10.D.02: The program has written procedures to protect children and adults from environmental hazards such as air pollution, lead, and asbestos, according to public health requirements.

This criterion is a requirement in our licensing regulations and monitored by the South Carolina Department of Health and Environmental Control. We also address this indicator in our Policies and Procedures.

DSs_Physical_Facility_Regs.pdf

DSS Regulations Operating Manual Chapter 8 describes policies that must be followed with respect to environmental safety.

ECDCPP_eff.7.1.15.docx

Section 9.6 in our Policies & Procedures addresses this criterion.
YOU ARE HEREBY NOTIFIED that this is an official Fire and Life Safety REPORT of the SCDSS Child Care Regulatory Services, in accordance with SC 23 9 30, stating the defects found to exist in the herein referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days, unless otherwise stated below, to complete the specified repairs or improvements. If corrections are not completed within the time set above, both this REPORT and a SUPPLEMENTAL REPORT detailing the failure to comply with the Fire codes will be provided to the licensing department which requested this inspection.

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Records and Reports

1. Is "Fire Evacuation Plan" available in accordance with the International Fire Code?
   Yes
2. Is "Fire Safety Plan" posted to include Site and Floor Plan?
   Yes
3. Is the "Fire Evacuation Plan" and "Fire Safety Plan" maintained and reviewed annually?
   Yes
4. Are employees trained in the contents of the Fire Evacuation and Safety Plan and documented at least annually?
   Yes
5. Are monthly fire drills conducted in accordance with the International Fire Code?
   Yes
6. Are fire drills documented in accordance with the International Fire Code?
   Yes
7. Is Fire Alarm Inspected, Tested, Maintained and Documented by a SC Licensed person?
   Yes
8. Are deficiencies noted on Fire Alarm Inspection report/corrected?
   Yes

14. Are Fire extinguishers (and hood suppression) inspected monthly (by employee) and documented on tag?
   Yes
15. Are Fire Extinguishers serviced and maintained annually by a SC licensed Company?
   Yes
17. Is the emergency power for lights and exit signs tested and documented monthly and annually?
   Yes
18. Is address number properly posted for facility in accordance with the International Fire Code?
   Yes
19. Is Fire Department Access to building maintained?
   Yes
20. If a Lockdown policy is provided for the facility, does it meet the code requirements and has it been approved by the Fire Official I.e. (Local Fire Marshal, State Fire Marshal or DSS Fire Marshal)?
   Yes
Party:  
N.E. Miles ECDC  
(9534)  
91 Wentworth St. Main Building  
Charleston, SC 29401  
843-953-5606

Safety
1. Does the facility provide adequate lighting for activities in the corridors and bathrooms?  
   Yes
2. Is the facility free from hazards in the floors, walls, ceilings, windows and doors and other surfaces?  
   Yes
3. Does the facility have safety glass in the doors and windows that are within 32 inches of the floor where accessible to children?  
   Yes
4. Are decals applied to glass doors and sliding glass doors at eye level of children?  
   Yes
5. Is all furniture, toys and recreational equipment free from hazards?  
   Yes
6. Is all outdoor recreational equipment made of durable, non-rusting, non-poisonous material and are sturdy?  
   Yes

Housekeeping and Electrical
1. Is storage in the facility orderly, compact, accessible and away from ignition sources?  
   Yes
2. Is storage kept clear of mechanical and electrical rooms?  
   Yes
3. Are decorative items and curtains flame resistant or treated and maintained flame resistant?  
   Yes
4. Does the facility prohibit the use of portable unvented heaters?  
   Yes
5. Are electrical boxes, receptacles, panels, etc. properly covered?  
   Yes
6. Are electrical panels properly labeled?  
   Yes
7. Is minimum of 30 inches clearance maintained in front of electric panels?  
   Yes
8. Are portable electric heaters used in accordance with the Fire Code and DSS regulation?  
   Yes
9. Are Electrical Rooms properly identified?  
   Yes
evidence for criterion 10.D.02

Party:
N.E. Miles ECDC
(9554)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

Health

1. Does the facility’s diaper changing station meet the recommendations of the Center for Disease Control and Prevention? Yes
2. Does diaper changing occur only at the diaper changing area or in the bathroom? Yes
3. Does the facility maintain a closed, sealed and labeled hands free plastic lined receptacle within reach of the diaper changing area to place soiled disposable diapers and wipes separate from other trash? Yes
4. Are the facility’s outdoor areas free from hazards and litter? Yes
5. Does the facility restrict children from unsafes areas by a fence or barriers of at least 4ft in height? Yes
6. Does the facility have measures in place to control insects, rodents and other vermin to prevent harboring, breeding and infestation on the premises? Yes
7. Does the facility meet applicable lead base requirements? Yes
8. Does the facility store all poisons and or harmful agents in their original labeled containers in a locked and inaccessible area to children? Yes
9. Does the facility maintain clean and sanitary conditions indoors and outdoors, including recreational equipment and furnishings? Yes
10. Does the facility provide at least 1 flushing toilet for every 20 children over 2 years of age, including staff when there is no designated staff restroom? Yes
11. Does the facility provide toilet training equipment for the children being toilet trained? Yes
12. Is the facilities bathroom completely enclosed? Yes
13. Does the facility clean toilets, toilet seat adapters and sink daily and are in good working condition? Yes
14. Does the facility provide liquid or granular soap and disposable towels at each sink? Yes
15. Does the facility provide a smooth and washable floor and wall surface in the toilet area? Yes
16. Does the facility meet the water supply requirements for quality and tested in accordance with DHSC? Yes
17. Does the facility have a water fountain available with an angle jet design, maintained in good working order, sanitary with capability of mouth or nose submersion? Yes

Means of Egress

2. Is exit access maintained clear from obstructions? Yes
4. Are all doors in the means of egress provided with single action direct acting hardware? Yes
5. Are all doors in the means of egress free from manual flush or surface bolts? Yes
6. Are all doors in the means of egress free from deadbolts? Yes
8. Are fence gates unlocked when used as part of a means of egress? Yes
9. Are wedges or manual hold open devices removed from rated doors? Yes
10. Are EXIT and EXIT directional signs illuminated? Yes
11. Are emergency lights or emergency power for EXIT signs operable? Yes
12. Does the “access control system” provided on any required exit door meet current code requirements? Yes

Occupancy Type: Educational
Property Use: Child Care - Educational
Total Violation: 0
Corrected Violation: 0
Hours: 1.28
Evidence for criterion 10.D.02

Party:
N.E. Miles ECDC
(9534)
91 Wentworth St. Main Building
Charleston, SC 29401
843-953-5606

Existing SCRR Child Care

3. Are smoke detectors tied to Fire Alarm provided for each room occupied by children except RR? (after 6/25/99 opening date or alarm replacement)
   Yes

4. Are special protective covers for electrical receptacles in rooms occupied by clients?
   Yes

Violation

No New Violation

Pre-existing Violation

No Pre-existing Outstanding Violation

Comments:
This Day Care does no cooking meals.

[Signature]

[Another Signature]
10.D.03: The program has a written policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.

This is a state licensing requirement and included in our Policies/Procedures and New Staff Orientation Handbook training.
New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHHP) at the College of Charleston (CoC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
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Eff. Date 8.24.10
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H. Blood Borne Pathogens Exposure Control Plan
I. ECDC Emergency Evacuation Routes
J. ECDC Discipline Policy
K. South Carolina Mandatory Reporting Requirements Regarding Children
Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC's three-part mission is to provide
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy
Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

Eff. Date 8.24.10
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:
- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. http://spinnercofc.edu/~child/referrer=webcluster&

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

1.2 Staff Position Descriptions

Program Director: This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:
- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHHP, the College, and the early childhood community.

Administrative Assistant: The AA position is a 30 hour per week, temporary contract that is renewed annually.

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Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:
- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:
- Attending all program staff meetings and SOEHHP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

Eff. Date 8.24.10
Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:

- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SOEHHP/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:

- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

Eff. Date 8.24.10
- Monitoring of rest times and child behavior
- Assisting with completion of daily reports as needed
- Maintaining daily communication with the master teacher via the classroom log
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CofC/SOEHPP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

### 1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHPP</td>
<td>CoF Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHPP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHPP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoF Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

### 2.0 Expectations for Ethical Conduct

#### 2.1 Ethical Conduct Policies (NAEYC, CofC, SOEHPP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to: CofC Code of Conduct (Appendix B) and the CofC Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHPP Teacher Dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by

- Master Teachers
- Program Director
- Administrative Assistant
- Authorized representatives of the state DSS licensing agency
- Authorized representative from the NAEYC accreditation team
- Health official(s) with specific authorization from parents
- The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEYC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However, convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.

Eff. Date 8.24.10
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoFC policies for record retention, destruction, and archiving. 
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/lanyard is kept on a hook by each door for daily use by assistants. It should be worn outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
- Inviting all staff to all program events
- Providing additional opportunities for hours whenever possible
- Acknowledging personal achievements and events of our staff, children, and families
- Finals week ‘survival kits’
- Staff photo display
- Program blog news items
- Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
- Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
- Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at [http://www.naeyc.org/](http://www.naeyc.org/)

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at [http://childcare.sc.gov/main/general/programs/licensing/manual.aspx](http://childcare.sc.gov/main/general/programs/licensing/manual.aspx). New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During relicensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:

- Knows and can state an accurate head count of children and teaching staff present
- Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
- Is following hygiene procedures for hand-washing and sanitation
- Can readily locate emergency evacuation diagrams and information
- Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
- Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

Eff. Date 8.24.10
In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

6.3 Payroll procedures
All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets.
Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

6.4 Leave, sick days, and breaks/planning time: The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitutes confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

Director: 843.953.5606
Admin Assistant: 843.953.5631
2’s/3’s Office: 843.953.5607
4’s/5’s Office: 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.

Eff. Date 8.24.10
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.coef.edu/~child/ecd/c/curriculum.html](http://spinner.coef.edu/~child/ecd/c/curriculum.html). Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g., magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to be in the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.

Eff. Date 8.24.10
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

**Food preparation:**
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

**Serving:**
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

**9.6 Emergency Plan**
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

**10.0 Meeting Individual Needs of Children**

**10.1 Developmentally appropriate practice**
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply “one size fits all” rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

Eff. Date 8.24.10
10.2 Children with Special Needs
ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/ISFP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:
- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the **ECDC Discipline Policy** (Appendix J), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. **Violation of this policy is grounds for immediate dismissal.** If/when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 10.D.03
The New Staff Orientation Handbook clearly describes these responsibilities and procedures in section 12.

ECDC Policy 5.12 addresses this criterion.

10.D.04: The program has written procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protect the rights of the accused staff person as well as protect the children in the program.

This indicator is addressed in Policies & Procedures and our New Staff Orientation Handbook. It is also a state licensing regulation.
New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CofC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center

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Preface:

Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:

- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. http://spinner.cofc.edu/~child/?referrer=webcluster&

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

1.2 Staff Position Descriptions
Program Director: This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:
- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHP, the College, and the early childhood community.

Administrative Assistant: The AA position is a 30 hour per week, temporary contract that is renewed annually.

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Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHHP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

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Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:

- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SOEHH/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:

- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

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- Monitoring of rest times and child behavior
- Assisting with completion of daily reports as needed
- Maintaining daily communication with the master teacher via the classroom log
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SOEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoC Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/ input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoC Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoC, SOEHHP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to: CoC Code of Conduct (Appendix B) and the CoC Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHP Teacher Dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

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• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by
• Master Teachers
• Program Director
• Administrative Assistant
• Authorized representatives of the state DSS licensing agency
• Authorized representative from the NAEYC accreditation team
• Health officials with specific authorization from parents
• The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEYC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoFC policies for record retention, destruction, and archiving.
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/yard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During re-licensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:

- Knows and can state an accurate head count of children and teaching staff present
- Has all children in sight (2's, 3's, 4's) and/or sound (5K) proximity
- Is following hygiene procedures for hand-washing and sanitation
- Can readily locate emergency evacuation diagrams and information
- Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
- Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

Eff. Date 8.24.10
### Group/Maximum Size

<table>
<thead>
<tr>
<th></th>
<th>2's</th>
<th>3's</th>
<th>4/5K</th>
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</thead>
<tbody>
<tr>
<td>DSS</td>
<td>1:7</td>
<td>1:11</td>
<td>1:16</td>
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<tr>
<td>NAEYC</td>
<td>1:6</td>
<td>1:8</td>
<td>1:10</td>
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<tr>
<td></td>
<td>(12)</td>
<td>(16)</td>
<td>(20)</td>
</tr>
<tr>
<td>ECDC Classroom/Playground</td>
<td>1:4</td>
<td>1:8</td>
<td>1:8 (24)</td>
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<tr>
<td></td>
<td>(12)</td>
<td>(16)</td>
<td></td>
</tr>
<tr>
<td>ECDC Nap/rest time</td>
<td>1:6</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td>ECDC Field Trips</td>
<td>1:2</td>
<td>1:4</td>
<td>1:4</td>
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</tbody>
</table>

In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

### 6.3 Payroll procedures

All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets. Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

### 6.4 Leave, sick days, and breaks/planning time

The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time isgrounds for dismissal.

**Director:** 843.953.5606  
**Admin Assistant:** 843.953.5631  
**2's/3's Office:** 843.953.5607  
**4's/5's Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.

Eff. Date 8.24.10
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.coae.edu/~child/cde/cce/curriculum.html](http://spinner.coae.edu/~child/cde/cce/curriculum.html); Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomiis or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.

Eff. Date 8.24.10
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

Food preparation:
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing hands and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrape the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

Serving:
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office.
At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply “one size fits all” rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

Eff. Date 8.24.10
10.2 Children with Special Needs

ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/IFSP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:
- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix I), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. Violation of this policy is grounds for immediate dismissal. If/when any staff member encounters a situation he/she is not able to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
10.D.04: The program has written procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to
   a. administrators or teaching staff who have consent from a parent or legal guardian for access to records,
   b. the child's parents or legal guardian, and
   c. regulatory authorities, on request.

This is a state licensing requirement. The state monitors at least twice annually. We keep an internal spreadsheet and a separate set of copies filed in order of due dates that can be viewed at the site visit. We review monthly and notify parents whose due dates for updates are approaching. All families and staff sign confidentiality agreements that detail access to records.
** Please check each item on the list below as they are completed.

Child’s Name_________________________________________ Class Group 2010/2011__________

A. Pick Up & Take with you:

___ 2010-2011 calendar (some dates are marked PENDING)
___ CDC Illness Exclusion Brochure
___ Cefi Parking Memo
___ ECDC Parent Free Letter
___ ECDC Assessment System Plan/Timeline

B. Sign up:

___ Home Vote Day Contact Information (leave in folder)
___ Request Dine-in Day (check off on master sheet)

C. Please review/complete or update/sign the following for your Child’s File:

* Please note that all forms need to be initialed and dated even if no changes are made to the form.

___ DHRSC Immunization Record
___ DSS 2900 (Emergency contact, health, and treatment information) new form annually
___ Enrollment/Registration Form (new form each year)
___ REVISED Policies or Procedures Signature Page (Review or consent of all ECDC Policies)
___ REVISED Financial Policy or Agreement
___ REVISED Medication Policy
___ Authorized Pick-up list
___ Home Information Form (HIF)
___ ASQ (Ages & Stages Questionnaire)
___ ECDC Re-Accreditation Release/Participation Form
___ ECDC Annual Parent Survey (for currently enrolled children only)

D. ECDC Registration Fees & Tuition (payments due at the end of the semester: May 7):

___ Registration fees are paid for MEM, SUM, and Fall 10
___ Tuition payments are current (for currently enrolled children only)

**Thank you for your time and cooperation in making this a successful “Paper Day!”**
Description of evidence for criterion 10.D.05
Parents are provided this checklist prior to enrollment and at re-registration annually indicating all documents that are required.

ECDCPP_eff.7.1.15.docx
ECDC Policies 4.4 and 5.1 address this criterion and indicators.

10.D.06: Written procedures address all aspects of the arrival, departure, and transportation of children. The procedures
   a. facilitate family-staff interaction.
   b. ensure that all children transported during the program day are accounted for before, during, and after transport.
   c. ensure the safety of all children as pedestrians and as passengers.
   d. address specific procedures for children with disabilities.
   e. address special circumstances in picking up children at the end of the day.

We do not provide transportation (except for occasional contracting of local school transport company for field trips when we typically have a 2:1 ratio of adults/children. All children are transported to and from school by parents. Parents are issued security cards for front door access, a Parking decal and copy of Parking Policy, and informed fully in writing of requirements for signing in/out, authorized pick-up persons, and notification procedures. We also suggest developmentally appropriate interaction routines to manage separation anxiety, etc. We have observation booths for each classroom and parents anxieties are often eased because they can use the booths at any time to observe teacher/child interactions.
ECDC Field Trip Permission Form

Name: __________________________________________

Supervising Teacher/Sponsor: ___________________________

Field Trip Date: __________________________

Destination: ______________________________________

I give my child permission to attend the above trip. I understand that my child will be transported by:

I also understand that attendance is not mandatory but that my child cannot participate without authorization from me.

______________________________________________

Parent’s signature __________________________ Date

ECDC Field Trip Permission Form

Name: __________________________________________

Supervising Teacher/Sponsor: ___________________________

Field Trip Date: __________________________

Destination: ______________________________________

I give my child permission to attend the above trip. I understand that my child will be transported by:

I also understand that attendance is not mandatory but that my child cannot participate without authorization from me.

______________________________________________
Evidences for criterion 10.D.06

[Type text]

Parent’s signature

Date
Description of evidence for criterion 10.D.06
Parents sign permission forms for any field trip.
Dear Families,

Welcome to the Nathan E. Miles Early Childhood Development Center (ECDC). We are happy to have the privilege of working together to start your child on the road to a love of learning. The ECDC at the College of Charleston (CoC) was founded in 1974 as a laboratory and demonstration program for preschool and kindergarten education, developmental research, teaching, and mentoring of preservice and practicing educators. We are part of the School of Education, Health, and Human Performance (SEHHP). We actively collaborate with many units and departments across campus and partner with other schools and organizations in the local and larger communities. ECDC is licensed by the South Carolina Department of Social Services (DSS) and accredited through the National Association for the Education of Young Children (NAEYC). Our three-part mission is to provide:

- A demonstration program for research, observation, and practicum purposes.
- Quality child care and early education for children ages two through kindergarten.
- An active model of child advocacy in the greater Charleston community.

We use current developmental research across the spectrum of social, cognitive, and physical domains as the framework for our curriculum, with a focus on meeting children’s individual needs and assessing their progress. Correspondingly, adult learning research grounds our efforts to support growth across the life-span for the wide range of staff, family members, researchers, CoC students, and professional community colleagues that participate in our program. Our school explores new directions to meet the changing needs of education in the 21st Century.

This handbook is not intended to take the place of our program Policies and Procedures, which provide detailed information about all dimensions of ECDC operations. It is designed only to provide practical information that may be time-sensitive and useful for managing day-to-day routines and activities. Please keep this reference handy, but also take the time to review our Policies and Procedures at least annually, or if you have a specific question about any aspect of our program. We will provide translation of any of our program information on request. We encourage you to visit our website regularly where you may download program documents (https://blogs.cofc.edu/ecdc/).

As part of the College’s sustainability initiative, we distribute as many of our program materials electronically as possible. We keep in the building for your reference at any time hard copies of:
- DSS and DHEC Regulations
- NAEYC accreditation standards
- Emergency Plan
- Policies and Procedures
- Parent Handbook
- Curriculum Reference notebooks (in each observation booth)
- Assessment System
- Annual Reports (CoC and NAEYC)
- New Staff Orientation Handbook
- Community Resource Notebook
- Program Publications and Presentations

Lastly, we invite each family to become involved in our mission. Our Parent Teacher Organization actively supports us in many ways and we welcome opportunities for family members to share their languages, cultures, traditions, interests, and professional expertise with our children and teachers.

Warm regards,

Candace Jaruszewicz, Ph.D.,
Director (on behalf of the entire staff)
Lead Staff Contact Information

<table>
<thead>
<tr>
<th>N.E. Miles ECDC</th>
<th>91 Wentworth Street</th>
<th>Charleston</th>
<th>SC 29401/29424</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dr. Candace Jaruszewicz</td>
<td>843.953.5606</td>
<td><a href="mailto:jaruszewiczc@cofc.edu">jaruszewiczc@cofc.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Catherine Merrow</td>
<td>843.953.5631</td>
<td><a href="mailto:merrowc@cofc.edu">merrowc@cofc.edu</a></td>
</tr>
<tr>
<td>2's (Seashells)</td>
<td>Stephanie Johnston</td>
<td>843.953.5607</td>
<td><a href="mailto:johnstons@cofc.edu">johnstons@cofc.edu</a></td>
</tr>
<tr>
<td>3's (Sunflowers)</td>
<td>Phyllis Gates</td>
<td>843.953.5607</td>
<td><a href="mailto:gatesp@cofc.edu">gatesp@cofc.edu</a></td>
</tr>
<tr>
<td>4/5K (Butterflies)</td>
<td>Jane Hart</td>
<td>843.953.4968</td>
<td><a href="mailto:hartinj@cofc.edu">hartinj@cofc.edu</a></td>
</tr>
<tr>
<td>4/5K (Butterflies)</td>
<td>Mary White</td>
<td>843.953.4968</td>
<td><a href="mailto:whitemj@cofc.edu">whitemj@cofc.edu</a></td>
</tr>
</tbody>
</table>

A list of current student worker contact information is posted in the office each semester.

2010-2011 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, August 24</td>
<td>Phase-in Group A attends</td>
</tr>
<tr>
<td>Wednesday, August 25</td>
<td>Phase-in Group B attends</td>
</tr>
<tr>
<td>Thursday, August 26</td>
<td>All children attend</td>
</tr>
<tr>
<td>Monday, October 11</td>
<td>College Fall Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, October 12</td>
<td>College Fall Break; NO SCHOOL</td>
</tr>
<tr>
<td>Friday, October 22</td>
<td>Teacher Professional Development Day; NO SCHOOL</td>
</tr>
<tr>
<td>Wednesday, November 24</td>
<td>College Thanksgiving Break; NO SCHOOL</td>
</tr>
<tr>
<td>Thursday, November 25</td>
<td>College Thanksgiving Break; NO SCHOOL</td>
</tr>
<tr>
<td>Friday, November 26</td>
<td>College Thanksgiving Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, December 7</td>
<td>ECDC Parent Teacher Conferences; NO SCHOOL (babysitting provided while parents are on-site)</td>
</tr>
<tr>
<td>Friday, December 17</td>
<td>LAST DAY ECDC FALL SEMESTER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 10</td>
<td>First Day ECDC Spring Semester</td>
</tr>
<tr>
<td>Monday, January 17</td>
<td>Martin Luther King Holiday; NO SCHOOL</td>
</tr>
<tr>
<td>Monday, February 7</td>
<td>Teacher Professional Development Day; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, February 8</td>
<td>Teacher Professional Development Day; NO SCHOOL</td>
</tr>
<tr>
<td>Monday, March 7</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, March 8</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Wednesday, March 9</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Thursday, March 10</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Friday, March 11</td>
<td>College Spring Break; NO SCHOOL</td>
</tr>
<tr>
<td>Tuesday, April 26</td>
<td>ECDC Parent Teacher Conferences; NO SCHOOL (babysitting provided while parents are on-site)</td>
</tr>
<tr>
<td>Tuesday, April 26</td>
<td>ECDC Paper Day: Summer and Fall 2011 Registration</td>
</tr>
<tr>
<td>Thursday, May 5</td>
<td>ECDC Kindergarten Graduation &amp; Family Picnic</td>
</tr>
<tr>
<td>Friday, May 6</td>
<td>LAST DAY ECDC SPRING SEMESTER</td>
</tr>
<tr>
<td>Tuesday, May 10</td>
<td>ECDC Maymester Session Begins</td>
</tr>
<tr>
<td>Friday, May 27</td>
<td>ECDC Maymester Session Ends</td>
</tr>
<tr>
<td>Tuesday, May 31</td>
<td>ECDC Summer I Session Begins</td>
</tr>
<tr>
<td>Friday, June 24</td>
<td>ECDC Summer I Session Ends</td>
</tr>
</tbody>
</table>
ECDC Family Handbook 2010-2011

**Hours**
ECDC is open Monday-Friday 7:45 AM-5:15 PM
Parents must be in the building no later than 5:15 PM or a late fee may be assessed!

**2011-2012 Enrollment & Registration**
Children are enrolled for the academic year; Maymester and Summer I sessions are optional, but only open to currently enrolled children. We distribute registration forms for currently enrolled children in early February for the summer sessions and following fall. Once the number of available openings is confirmed, we contact families on our waiting list and make enrollment offers. Annual registration fees are $75 for returning children, $100 for new children, and $25 per summer session. All new and returning families are required to complete required DSS paperwork on our April 26 “Paper Day,” which is the same day our program is closed for Parent-Teacher conferences.

**Tuition & Scholarships**
Tuition is monthly and payable on the first weekday of the month, September through April (8 payments). Payments may be made by check or cash either at the ECDC office or the Treasurer’s Office on Calhoun Street. At this time the College does not make arrangements for automatic payroll deductions for ECDC tuition, but pre-tax accounts can be processed. Parents are required to sign a Financial Responsibility Agreement. Tuition for 2010-2011 is:

<table>
<thead>
<tr>
<th></th>
<th>Fall-Spring</th>
<th>Maymester</th>
<th>Summer I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time M-F</td>
<td>$450</td>
<td>$400</td>
<td>$450</td>
</tr>
<tr>
<td>1/2 Day M-F</td>
<td>$350</td>
<td>7:45-Noon</td>
<td>$300</td>
</tr>
<tr>
<td>Full Day MWF</td>
<td>$350</td>
<td></td>
<td>$300</td>
</tr>
<tr>
<td>1/2 Day MWF</td>
<td>$300</td>
<td>7:45-Noon</td>
<td>$250</td>
</tr>
<tr>
<td>Full Day TTh</td>
<td>$300</td>
<td></td>
<td>$250</td>
</tr>
<tr>
<td>1/2 Day TTh</td>
<td>$275</td>
<td>7:45-Noon</td>
<td>$225</td>
</tr>
</tbody>
</table>

A limited number of need-based tuition scholarships are available through the Nathan E. Miles Endowment Fund. Applications are available at any time, but due before August 1. Award notifications are made before the first tuition payment is due.

**Policies & Procedures**
This handbook is not intended to take the place of or super-cede ECDC’s official Policies and Procedures, which cover all aspects of our program operations. We significantly revised and expanded the P/P’s in 2010 to meet NAEYC accreditation requirements and merge with College Policies & Procedures as needed. The P/P’s are posted on our website (Parent Page) and emailed to parents prior to the beginning of the school year. Parents must sign-off on policies annually.

**Documentation**
We need to keep all of our child file information current at all times, specifically immunization and health records, authorized pick-up permissions, and documentation of referrals or instructional plans (ISFP/IEP’s) for children with special health or learning needs. Please make sure you provide us with copies of updated information and keep us apprised of any temporary
special circumstances or needs that you may have. Our confidentiality policies and procedures ensure your child and family’s privacy at all times.

Arrivals & Departures
Parking & Access: ECDC has two entrances, Wentworth Street and the “P” parking lot behind the fraternity houses on Wentworth Street. Families are issued TWO parking decals (front driverside window of vehicle). Decals are free. The parking decal is NOT an official campus parking sticker and is only valid for drop-off and pick-up in either the two YELLOW lined spaces on Wentworth Street in front of the building, or the YELLOW-lined area in the P lot next to the fence. Parents who park in any other area are subject to parking tickets and we have no authority to intervene on your behalf if you park in unauthorized spaces or longer than a few minutes.

Security: Parents are issued ONE magnetic swipe card per family for the front door at no charge. Additional swipe cards or replacements are available at the current cost of cards to us (currently $5). You will be given the pin-pad code to the P lot playground gate. The gate is not to be left open at any time!!!!! Someone in the office must physically check the security monitors and buzz in anyone without a swipe card, so it is extremely helpful to us if parents who use the front door request swipe cards and replace them if lost/stolen. NO MARKINGS are to be made on swipe cards, as a lost/stolen card with ECDC written on it would crash our entire security system!!!!! DO NOT allow children to use either the swipe cards or the gate code.

Signing In/Out: All children must be signed in AND out daily at the sign-in notebook outside the classroom door. This is very important, especially in the event of emergency. Each teacher will share preferences for drop-off/pick-up routines. Children will only be released to parents/guardians or other adults listed on the Authorized Pick-up list, which parents can edit at any time. Written permission must be provided for release to anyone else. We are required by DSS to have a copy of any legal document regarding special circumstances such as visitation/custody.

Home/School Communications
One of our primary goals is to establish mutually respectful, friendly relationships with all of our children and families. Good communications are essential and we strive for a balance of formal/informal communications that acknowledge the needs and desires of both families and the teachers/director. We use the classroom sign-in areas as communications centers – things you should see there and that we expect you to review/use regularly:

- Sign-in/out book for grown-ups (some classrooms have a book for children as well)
- Daily schedule
- Activity Plans
- Special Events calendar and/or notifications
- Celebrations & Concerns Forms (for notes back and forth)
- Field trip permission forms
- Posting of AM/PM snack (2’s & 3’s)

Drop-off times can be stressful, especially at the beginning of the year. Our children arrive/depart at different times. Sometimes the most convenient time for drop-off does not necessarily coincide
with what the teacher needs to be doing inside the classroom and we want to minimize the effect of separations on other children in the classroom and on-going activities. Therefore, we recommend that parents develop a reasonable routine for saying good-bye in the hallway, so that when a teacher greets your child at the door, the transition can be smooth and quick. Drop off time is usually NOT a good time to attempt a substantive conversation with the teacher. If the master teacher has usually left for the day when you pick-up your child, s/he will certainly work with you to identify a means by which those kinds of conversations can occur. 2’s and 3’s teachers send home a daily note in the lunchbox with information about the child’s daily routines.

A news blog is located on the home page of our website. The Director posts information about daily activities, special events, etc. Classroom teachers are responsible for communications about the curriculum, activities, events, and scheduling of meetings, conferences, etc. Essential communications from the director are distributed in the hallway cubbies and/or email. If you ever have questions or concerns, please make them known to your child’s lead teacher or Dr. Jaruszewicz, as we prefer to head off problems before they occur! We distribute Family Surveys annually at Paper Day to collect formal feedback from our families.

Observation Booths
Families are welcome in the observation booths at any time and may spend as much time in the building as they wish. Observation hours for other visitors and College of Charleston students are scheduled ahead of time and restricted to limited hours in the AM and PM (not during naptime).

Personal Care Routines

Clothing & personal effects:
Dress your child in comfortable clothing! Each child is required to have at least one extra set of seasonally appropriate clothing in the event of toileting accidents, spills, etc. Please label all your child’s personal possessions. We do have laundry facilities and will wash/dry clothing when necessary if time permits. We believe in outdoor play for all children! Dress your child for the weather. If your child is not well enough to play outside, your child should not be at school. Remember that open-toed shoes are not allowed on the playground. Parents must provide all diapering supplies as well as sunscreens, insect repellents, etc. 3’s must be toilet-trained!

Nap/rest time:
Rest Mat: We are required by both DSS and our accreditation standards to provide time and equipment for mid-day rest. We provide a durable rest mat for your child that will be labeled with his/her name and only be used by your child for the length of time your child is enrolled at ECDC. When your child leaves ECDC, you may take the mat with you. These mats are sprayed with disinfectant daily, and cleaned thoroughly each Friday.

Nap Item Storage: While children are not required to sleep, they are encouraged to be quiet during this time and therefore, we suggest you provide your child with comforting/familiar items. A favorite blanket, toy, and/or pillow may be kept at school for rest time. HOWEVER, (and this is a big however) our storage space is VERY limited. While each child has an individual cubby in the
hallway, (and the 2’s have an additional cubby inside the classroom for diapering supplies), these cubbies are 9" x 19 ½", not big enough to accommodate full size pillows, comforters, gigantic stuffed toys, etc. We have had a big problem with children’s nap things spilling out onto the floor. This is not only unsightly, but unsafe and not hygienic. Therefore, each child is required to have a tote that fits entirely inside the hallway cubby and limit the size of blankets, pillows, etc. to those that will fit entirely (and easily) inside the tote. We also encourage your child to be independent, so even the youngest children need to be able to pack and unpack their items easily from the tote. We encourage you to purchase an ‘official’ canvas ECDC tote that has a snap closure with two canvas handles. They can be purchased for $10 from the PTO and can be personalized as desired.

**Peanut-Free Center:** ECDC is designated “peanut-free.” 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) 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 ECDC Child Health Advisory list and posted in the kitchen and classrooms. If needed, a daily log is maintained for the child documenting the type and quantity of food consumed.

**Lunch:** Parents need to provide their child with an appropriate lunch box or other leak-proof receptacle clearly labeled with the child’s name. 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. Therefore, we do not heat leftovers or pre-packaged meals or snacks, so cold or hot packs must be used if food needs to be kept warm or cold. We prefer items that do not need refrigeration. ECDC provides 2% milk at lunch and parents are responsible for providing a healthy lunch for their child – no candy or other junk food items that are high in sugar, salt, or fats. All foods for children younger than four must be cut into pieces no larger than ½ inch square.

**Snacks** Morning snack is served between 9:00 and 9:30 AM and afternoon snack following rest time (after 2:30 PM). ECDC provides juice or water for snack and nutritious items that are appealing to children, such as fresh fruits and vegetables, whole grain crackers, pita chips, salsa, scrambled eggs, bagels, waffles, muffins, cereal, cheese, and pastas. Children are often involved in cooking or baking activities as part of the curriculum that we subsequently serve for snack. Food Storage, Preparation, and Serving Procedures, adapted from USDA guidelines are posted in the kitchen and followed when staff members handle food.

**Special Occasions:** We make exceptions for birthdays and other special occasions and parents are welcome to send in (or bring) whatever kind of treats they wish at these times! We prefer that these items be commercially prepared rather than home-cooked.
*Medications:* Our medications policy permits only master teachers or the director to administer medications. A parent must enter instructions in *the Medication Log*, which is located in the office each day medication is to be administered for temporary medications, and/or provide a copy of physician instructions for long-term meds.

**Activities & Special Events**
We sponsor or participate in a number of campus/ECDC special events throughout the year and you will receive information ahead of time with details. These include:

- Back-to-School Night (Early September)
- Campus Costume Parade (Halloween)
- ECDC/Elementary School Transitions Evening Info session (November)
- Thanksgiving Feast (Tuesday before Thanksgiving)
- Sottle Tree Lighting Ceremony
- PJs/Movie Night Out for Parents (last Thursday of Fall Semester)
- Evening info sessions on timely topics of interest
- Play Day & Family Picnic (April)
- Teacher Appreciation Week (April)
- Kindergarten Graduation & Family Picnic (last Thursday of Spring Semester)

**Parent Teacher Organization**
There are many ways you can support our program! All parents are invited to participate in our PTO, and you will receive information directly from them about activities and events. Early in the year, room parents will also be recruited. Officers for 2010-2011 are:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Carol Ann Davis</td>
<td><a href="mailto:davisca@cofc.edu">davisca@cofc.edu</a>;</td>
</tr>
<tr>
<td>Vice-President</td>
<td>Cristy Landis</td>
<td><a href="mailto:landisc@cofc.edu">landisc@cofc.edu</a>;</td>
</tr>
<tr>
<td>Secretary</td>
<td>Starr Jordan</td>
<td><a href="mailto:jordans@cofc.edu">jordans@cofc.edu</a>;</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Kathleen Reardon</td>
<td><a href="mailto:kathleen.reardon@blackbaud.com">kathleen.reardon@blackbaud.com</a>;</td>
</tr>
</tbody>
</table>

**Parent Advisory Committee**
You are also represented by a Parent Advisory Committee, composed on one parent from each age group/class. These parents are appointed by the director to act as spokespersons on behalf of their class as needed for mediation of any problems that may arise and for strategic planning purposes. PAC Representatives for 2010-2011 are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Massey</td>
<td>4/5K Butterfly</td>
<td><a href="mailto:jmassey@cprrc.com">jmassey@cprrc.com</a>;</td>
</tr>
<tr>
<td>Beth Goodier</td>
<td>4/5K Butterfly</td>
<td><a href="mailto:goodierb@cofc.edu">goodierb@cofc.edu</a>;</td>
</tr>
<tr>
<td>Stan Gray</td>
<td>3’s Sunflower</td>
<td><a href="mailto:grayss@cofc.edu">grayss@cofc.edu</a>;</td>
</tr>
<tr>
<td>Karin Roof</td>
<td>2’s Seashells</td>
<td><a href="mailto:roofkn@cofc.edu">roofkn@cofc.edu</a>;</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 10.D.06

The Family Handbook explains procedures for drop-off and pick-up.

ECDCPPEff.7.1.15.docx

ECDC Policies 5.13 and 9.5 fully address this criterion and indicators

10.D.09: The program has written, up-to-date, comprehensive procedures to prepare for and respond to medical and dental emergencies for children and adult staff. The procedures include

a. identification of a hospital or other source of medical care as the primary site for emergency care (program staff have informed the facility of their intent to use their services in an emergency);

b. immediate access to written familial-consent forms to relevant health insurance information for emergency medical treatment and transportation arrangements;

c. arrangements for emergency transport and escort from the program of individuals who require immediate medical attention;

d. presence of an adult with current pediatric first-aid training certification on-site at all times (training includes providing rescue breathing, management of a blocked airway, and any special procedures that physicians of enrolled children have documented that the children require); and

e. individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support)

These procedures are covered in our Emergency Plan, Policies & Procedures (5.11) and the DSS regulations for emergency contact information. Also, as we are part of a university, we have access to all their Public Safety and EMT personnel, equipment, and services. Our campus has a fully staffed and equipped EMT staff and ambulance. Our security system includes panic buttons, security and fire alarms that are all wired into the local fire station and our Office of Public Safety.
A photo/list of all children with special health and/or emergency procedures is posted in each classroom, the kitchen, and the office.
EMERGENCY PLAN

Director: Dr. Candace Jaruszewicz

Emergencies on Campus: 953-5611

Public Safety Information & Assistance: 953-5609

This plan was reviewed on the following dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Reviewer (print name)</th>
<th>Reviewer (Signature)</th>
</tr>
</thead>
<tbody>
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evidence for criterion 10.D.09
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I. EMERGENCY CONTACTS LIST

<table>
<thead>
<tr>
<th>Title/Agency</th>
<th>Contact Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miles ECDC Facility Director</td>
<td>Dr. Candace Jaruszewicz</td>
<td>843.953.5606; 843.327.4737 (h)</td>
</tr>
<tr>
<td>Emergency</td>
<td>CofC Public Safety</td>
<td>843.953.5611</td>
</tr>
<tr>
<td>Police (non-emergency)</td>
<td>CofC Public Safety</td>
<td>843.953.5609</td>
</tr>
<tr>
<td>Fire (non-emergency)</td>
<td>CofC Public Safety</td>
<td>843.953.5609</td>
</tr>
<tr>
<td>Poison Control</td>
<td>Carolinas Poison Control</td>
<td>800.222.1222</td>
</tr>
<tr>
<td>Local Health Department</td>
<td>Charleston County</td>
<td>843.579.4500</td>
</tr>
<tr>
<td>Building Inspector</td>
<td>City of Charleston</td>
<td>843.724.7433</td>
</tr>
<tr>
<td>Alternate Evacuation Site #1</td>
<td>McConnell Residence Hall</td>
<td>843.953.5682</td>
</tr>
<tr>
<td>Alternate Evacuation Site #2</td>
<td>Jewish Studies Building</td>
<td>843.953.5151</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>Mary White</td>
<td>843.953.4681; 843.261.4255 (h)</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>Phyllis Gates</td>
<td>843.953.5607; 843.849.9993 (h)</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>Stephanie Johnston</td>
<td>843.953.5607; 843.607.504 (h)</td>
</tr>
<tr>
<td>Admin. Assistant</td>
<td>Catherine Merrow</td>
<td>843.953.5631; 864.320.2812 (h)</td>
</tr>
<tr>
<td>Dean SOEHHP</td>
<td>Dr. Frances Welch</td>
<td>843.953.8047; 843.425.9661 (h)</td>
</tr>
<tr>
<td>CofC Emergency Information Hotline</td>
<td></td>
<td>843.725.7246</td>
</tr>
<tr>
<td>CofC General Information</td>
<td>Operator</td>
<td>843.805.5507</td>
</tr>
<tr>
<td>Disability Access</td>
<td>Relay South Carolina</td>
<td>1.800.735.2905</td>
</tr>
<tr>
<td>TTY text Telephone</td>
<td></td>
<td>843.953.1419</td>
</tr>
</tbody>
</table>

Department of Social Services Emergency Contacts

<table>
<thead>
<tr>
<th>Title/Agency</th>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensing Specialist</td>
<td>Tara Y. Kennley</td>
<td>843.953.9780</td>
</tr>
<tr>
<td>Region 3 Supervisor</td>
<td>Ella Gooden</td>
<td>843.953.9780</td>
</tr>
<tr>
<td>Disaster Response Line</td>
<td>Phone</td>
<td>800.556.7445</td>
</tr>
<tr>
<td>Disaster Response Line</td>
<td>Email</td>
<td><a href="mailto:Childcare.disaster.response@dss.sc.gov">Childcare.disaster.response@dss.sc.gov</a>;</td>
</tr>
</tbody>
</table>

Evidence for criterion 10.D.09
II. EMERGENCY PLAN COMPLIANCE

ECDC is required to have a written comprehensive Emergency Plan for (a) medical emergencies, (b) evacuations, and (c) risk management/preparedness. The plan is reviewed at least annually and revised as needed. The Miles ECDC is part of the College of Charleston (CofC), licensed by the South Carolina Department of Social Services (DSS), and accredited by the National Association for the Education of Young Children (NAEYC). Therefore, our Emergency Plan is coordinated to be cross-compliant with the requirements for each of these three bodies.

A copy of the plan is located in each of the teacher offices, and an office copy is available for review at any time. Evacuation routes (Appendix A) and the C of C Quick Reference Chart (Appendix B) are posted in all classrooms and several other locations throughout the building. A copy of the plan is forwarded to the CofC Fire Marshal and Public Safety office, the Charleston Fire Department, and the Charleston County Emergency Management Division.

The Office of Public Safety monitors the security system and provides Community Crime Watch bulletins. The CofC Fire Marshal conducts practice drills and monitoring of alarms and extinguishers.

ECDC is part of the CofC Emergency Notification System. In the event the campus declares an emergency closing, parents MUST pick their children up within one half hour of notification.

A. College of Charleston Emergency Policies & Requirements:
Emergency Preparedness Plan information for the College of Charleston is always available at http://emergency.cofc.edu/. In the event of emergency, the Emergency Notification System and CofC Emergency Management Team are activated and this page becomes the site of time-sensitive information. Each School specifically has a Tropical Storm and Hurricane Preparedness Plan that outlines preparations for anticipated major storms (Appendix C).

B. DSS Regulations & Policies relative to Emergencies:

*Emergency Medical Plan*

114-505 C. (1)
The center shall have an emergency medical plan to address the following:
(a) Medical conditions under which emergency care and treatment is warranted;
(b) Steps to be followed in a medical emergency;
(c) The hospital or source of health care to be used;
(d) The method of transportation to be used; and
(e) An emergency staffing plan.

**POLICY:** The Emergency Medical Plan must be in writing, and the Regulatory Specialist will review the plan at initial licensure/registration and at each renewal or as needed. (1/31/06).

114-505 C. (2) Emergency information for the child shall be taken with the child to the hospital or emergency location.

114-505 C. (3) A staff person shall remain with the child at the hospital or emergency location until the parent arrives.
Fire Safety and Emergency Preparedness
114-505 H. (1) Private and public child care centers shall comply with the regulations and codes of the State Fire Marshal.

114-505 H. (2) In the event of a natural disaster or unscheduled closing of a child care center, the capacity may be exceeded temporarily to accommodate the displaced children. The director shall notify the Department of the situation and maintain appropriate staff/child ratios at all times. Required records shall be kept on file for the new enrollees.

114-505 H. (3) The facility shall have an up to date written plan for evacuating in case of fire, a natural disaster, or other threatening situation that may pose a health or safety hazard. The facility shall also include procedures for staff training in this emergency plan.

POLICY: Staff orientation shall include training on the evacuation plan. The plan must include a posted evacuation route, the procedures followed during evacuation, and an alternative destination. (revised 5/1/06).

114-503 K. (5)(b) & (c)
POLICY: An exposure control plan must be established as part of Blood Borne Pathogens training. Credit for the training will not be given if the plan is not complete and in writing at the facility (8/25/08 reviewed with no revision 7/30/09).

114-505 D
POLICY: If an emergency medication is needed, such as an EpiPen or inhaler, it should be stored in a First Aid Kit that is readily accessible in the event of an emergency. Staff should be trained in the recognition of symptoms in children and the use of the emergency medication. Parents should complete an Emergency Consent Form and provide it to the facility (11/1/06).

NAEYC Accreditation Standards criteria relative to Emergencies:
(5.A.03) At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When the program includes swimming and wading and when a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times. (This is a required criterion.)

(10.D.08) The program has written and posted disaster preparedness and emergency evacuation procedures.
The procedures
a. designate an appropriate person to assume authority and take action in an emergency when the administrator is not on-site.
The procedures include
b. plans that designate how and when to either shelter in place or evacuate and that specify a location for the evacuation;
c. plans for handling lost or missing children, security threats, utility failure, and natural disasters;
d. arrangements for emergency transport and escort from the program; and
e. monthly practice of evacuation procedures with at least yearly practice of other emergency procedures.
III. STAFF TRAINING & PRACTICE DRILLS

CPR, First Aid & Blood Borne Pathogens Training
Staff members are trained in the implementation of the emergency plan at the time of hire or whenever there is a change of procedure.

All teaching staff at ECDC have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix D).

At least one adult is always present in each classroom that has been trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Annual (paid) training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff members do not attend the training sessions provided, they must secure certification at their own expense.

Fire drills are to be held monthly, with a copy of drill records kept on the premises (See Appendix E for sample drill report form).

Tornado and other inclement weather drills shall be held annually (earthquake).
IV. MEDICAL EMERGENCIES

Minor Injuries: Minor injuries are treated with medical supplies on hand and monitored for the need of further medical attention. Written documentation of all incidents resulting in injury is signed by both attending staff member and parent/guardian and kept in child’s permanent file.

A. Medical Emergency Conditions: This is a list of conditions including, but not limited to, considered to be medical emergencies requiring immediate medical attention:

- Loss of consciousness
- Semi-consciousness
- Breathing difficulty
- Cardiac arrest
- Severe bleeding
- Unequal pupils
- Seizures
- Neck or back injury
- Continuous clear drainage from nose/ear after a blow to the head
- Severe headache
- Stiff neck or neck pain when head is moved
- Hives that appear quickly
- Very sick child who seems to get worse quickly
- Repeated forceful vomiting
- Vomiting blood
- Severe abdominal pain that causes a child to double over
- Possible broken bones
- Shock
- Moderate or severe allergic reaction to foods, bees, or other allergens

B. Medical Emergency Procedure
In the event of a medical emergency,

a. Attending staff will send another staff member to call 3-5611 (College of Charleston first response team) to obtain emergency personnel. At no time is injured child or adult to be left unattended.
b. Apply appropriate triage and first aid techniques as trained until medical personnel arrive.
c. Staff will attempt to locate all authorized emergency contacts including relatives and medical personnel listed on child’s DSS 2900 form. It is the responsibility of the parent to keep these files up to date.
d. If the injured child or adult is transported to a hospital emergency room, one staff member will accompany team and take emergency authorization form DSS 2900.
e. Staff will continue to attempt to reach a family member or other authorized adult until someone is reached who can then assume responsibility for the child’s care.
f. Within 24 hours, DSS is to be notified of medical emergencies requiring ambulance transport.

No staff member should place themselves at risk in the rescue of an injured child or staff member
V. EMERGENCY EVACUATION

Causes for evacuation could be fire, flooding, severe weather conditions, earthquake, potential exposure to hazardous substances, or individuals threatening harm by violence. In an emergency, evacuation of the facility will proceed as rapidly and safely as possible. These plans describe four evacuation scenarios:

A. **In-place evacuation:** Keeping children and staff members in place but securing the location for the emergency at hand. In the event that an emergency occurs at NE Miles ECDC and “in-place evacuation” is necessary due to events such as a tornado, chemical spill, etc. the children will be kept inside the facility, but they will be moved to the hallway for a tornado or to an area furthest from a hazardous chemical spill. The children will remain here under the care and supervision of our child care staff until dangerous conditions subside and EMS arrives.

B. **On-site evacuation:** Movement of children and staff members out of buildings affected and relocated to other areas on physical property. In the event that an emergency occurs at NE Miles ECDC and “on-site evacuation” is necessary, the children will be relocated to the P Lot by foot through the playground and back gate. The children will remain here under the care and supervision of our child care staff until dangerous conditions subside (See Facility Evacuation Map, Appendix A).

C. **Off-site evacuation:** Movement of part or all children and staff members off site to another designated area. In the event that an emergency occurs at NE Miles ECDC and “off-site evacuation” is necessary due to events such as a brush fire, flash flood, etc., the children will be relocated to the McConnell Residence Hall (first choice) or the Jewish Studies Building by foot. The children will remain at this alternate site 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 make arrangements to pick up their child or authorize that care be provided for the remainder of the day (See Facility Evacuation Map, Appendix A).

In all cases of evacuation, if children are exposed to toxic fumes or injured during the emergency then staff will call the College of Charleston first response team (fire and life safety) to obtain emergency personnel at 953-5611. This may include an ambulance and other medical teams. The child(ren) will be transported to the medical facility as dispatched by CofC Public Safety where they will be examined by a health care professional and the parents/guardian will be contacted.

D. **Major Disasters or Emergencies**

*With advance warning:* In the event that advance notice of a severe storm, hurricane, or other emergency is available and mandatory evacuation is ordered, the campus declares an emergency closing, activates the emergency notification system, and institutes storm preparations procedures (Appendix C). Parents MUST pick their children up within one half hour of notification. If parents cannot be reached, then staff will call the College of Charleston first response team (fire and life safety) to obtain emergency personnel and the children will remain in-place under the care and supervision of our child care staff while parents/guardians are contacted.

*Unanticipated major disaster:* In the event of an unanticipated major disaster or emergency (earthquake, major chemical spill or explosion, etc.) and mandatory evacuation is ordered or
warranted, the CofC emergency notification system activates and parents will be notified to pick their children up within one half hour. Any children remaining will then be transported to the nearest Red Cross Shelter under the supervision and at the direction of College of Charleston Emergency personnel.

All evacuation situations:
Staff will:
✓ Pay attention to warnings
✓ Remain with the children throughout the event
✓ Check attendance every time the children are relocated
✓ Bring any necessary medications and emergency supplies
✓ Bring the children’s emergency records
✓ Take a cell phone if available to use for notifying parents/guardians

In the event of off-site evacuation, the Evacuation Checklist (Appendix F) is followed. Children will only be released to an adult who is either a parent/guardian known to staff or to an individual who has received written permission from the parent/guardian. The pick-up authorization form would be checked before a child is released. The Emergency Kit will be inventoried at least annually prior to storm season, June 1 (Appendix G). This kit is stored in a marked cabinet in the teacher storage area in the back of the Multi-Purpose room.

In the event campus and/or ECDC closes due to a major disaster, ECDC will not re-open or relocate to another child care facility until authorized to do so by the College.

In the event ECDC is requested as an emergency relocation site for children from another facility, permission from the College administration would be needed to do so.

If off-site relocation of program is necessary, DSS would be called to provide status information.
VI. EMERGENCY EVACUATION PROCEDURES

A. General Information:

In the event of an emergency, the Director or staff of respective authority will be notified as soon as possible regarding the situation and the response to it. The Director may require that all staff members on duty remain at work or return to work until the situation is no longer deemed an emergency.

The Director or Administrative Assistant is responsible for monitoring of emergency notification systems.

B. Fire

1. Evacuate the building (always stay low as smoke and heated gasses collect near the ceiling first). If possible, turn off all electrical switches and breakers and close all doors/windows to compartmentalize the fire/smoke. However, do not waste time doing this if the condition is an emergency. Never go back to do any of the items mentioned. Any fire in the building calls for evacuation to the outside area, away from the building (See Appendix A, Facility Evacuation Map).

2. Evaluate the situation; determine quickly, if possible, the size, nature, and location of the fire within the facility.

3. Activate the fire alarm by utilizing a manual pull station while evacuating the building.

4. Call 953-5611 after exiting the building, indicating the need for assistance from the fire department and law enforcement. Other communication networks should be identified and utilized in the event that the fire has caused the telephone system to be out of order. The fire alarm will be received by the CofC Public Safety Dispatcher who will notify Public Safety and the Charleston Fire Department.

5. Make certain that all children and staff members are accounted for and safe. Move to other locations as required.

6. Upon the arrival of the fire department the facility Director, or designee, shall establish contact with the senior fire department official and coordinate subsequent activities with him or her. Advise the Fire Department upon their arrival of known information about the fire as well as if there are any injuries or missing children, staff or visitors.

7. Any of the steps above may be done simultaneously as the number of staff members on duty permits. The decision not to follow any of these steps is justifiable only when there is certainty that there is imminent danger.

8. If the fire is small, the fire alarm should be activated before utilizing a fire extinguisher. After the alarm is pulled any of the facility’s fire extinguishers may be used to put it out, if the staff member has received proper training. Although there should be no hesitation regarding the use of fire extinguishers, the fighting of any fire by staff members should be undertaken only if there is no imminent danger.

9. Ensure that no re-entry is attempted until authorized by the fire department.

The fire extinguishers in the N.E. Miles ECDC are located:

a) In the multi-purpose room by the SE exit.

b) In the hall by the kitchen door.

c) In the mechanical room beside the bathrooms.
d) Next to the water fountain.
e) Under the fire alarm control panel besides the front (Wentworth St.) door.
f) A “K” Class (cooking fires) fire extinguisher in the kitchen.

C. Inclement Weather

Hurricane and tropical storms: N.E. Miles Early Childhood Development Center adheres to the College of Charleston’s weather emergency plans, policies, and procedures. These procedures can be found at www.cofc.edu/emergency/documents/weatherplan.pdf as follows: In the event that the CofC decides to close the campus due to a known weather emergency, the N.E. Miles Early Childhood Development Center will close. In accordance with the College plans, the Director of the N.E. Miles ECDC will determine if/which staff are essential employees and their proper course of action(s).

College of Charleston coordinates responses to severe weather incidents such as hurricanes and tropical storms, because these incidents pose genuine risks to the health, safety and well-being of the College community. Depending on incident complexity and severity, hurricanes may be Level 2, Level 3 or Level 4 emergencies, as defined in The College’s Emergency Management Plan. Every reasonable effort will be made for decisions to cancel classes, close the campus or evacuate the campus to be announced no later than 5:00 PM on the night prior to such action(s) being taken. See also Title 8, Chapter 11, Section 57 of the South Carolina Code of Laws: Declaration of state of emergency order to close state offices due to hazardous weather (See Appendix C - SOEHHP Hurricane and Tropical Storm Preparedness Plan).

Tornadoes and severe thunderstorms: If warnings are issued, or if threatening weather approaches:
1. Director activates air horn.
2. Staff move children from classrooms to hallway.
3. All children and staff sit facing cubbies with hands covering head until danger has passed.

Winter Storms: If severe winter weather is imminent, the College issues an emergency closing, activates the emergency notification system and parents are expected to pick their child up within one half hour of notification.

D. Dangerous or threatening individuals
The Public Safety office at College of Charleston notifies ECDC if this situation exists externally. The facility would go on lockdown with in-place evacuation until notified that the situation was no longer dangerous. If the situation arises inside the building, one or both of our panic buttons would be activated, calling the campus Public Safety officers to our facility. Until they arrive, children and staff would be confined to classrooms and take evasive measures accordingly to protect children from harm.
APPENDIX A
FACILITY EVACUATION MAP

If severe illness or injury occurs the staff will call 953-5611. The child’s parents will then be contacted and notified of where the child will be transported. Staff who are trained will provide first aid until medical personnel arrive as long as there is no danger to the staff member. The child’s medical information will be transported with the child.
COLLEGE OF CHARLESTON
EMERGENCY PROCEDURES

PHONE NUMBERS
PUBLIC SAFETY
Emergencies: 843.953.5611
Non-Emergencies: 843.953.5609

PHYSICAL PLANT: 843.953.5550
WEATHER LINE: 843.725.RAIN (843.725.7246)
WEBSITE: www.cofc.edu/emergency

WHAT TO DO...

FIRES
- Activate the nearest fire alarm pull station.
- Call Public Safety at 843.953.5611.
- Notify occupants and help those needing assistance in the immediate area.
- Confine the fire by closing doors as you exit.
- Evacuate the building at the nearest exit.
- Do not re-enter the building until authorized to do so by emergency personnel.

BUILDING EVACUATION PROCEDURES
- When the fire alarm is activated, evacuation is mandatory.
- Do not use elevators.
- Take personal belongings (ID, keys, purses, wallets) and dress appropriately for the weather.
- Close doors as you exit.
- Move all personnel to a safe area, away from the building in danger.

SUSPICIOUS BEHAVIOR/PERSONS OF CONCERN
- Do not physically confront the person exhibiting the behavior.
- Do not let anyone into a locked room/building.
- Do not block a person's access to an exit.
- Call Public Safety at 843.953.5611.

ACTIVE Shooters
- If possible, exit the building immediately and call Public Safety at 843.953.5611.
- If you cannot exit: Clear the hallway immediately and/or remain behind closed doors in a locked or barricaded room, if possible. Stay away from windows. Remain calm and quietly call Public Safety at 843.953.5611.
- Evacuate the room only when authorities have arrived and instructed you to do so.
- Do not leave or unlock the door to see “what is happening.”
- Do not attempt to confront or apprehend the shooter, unless as a last resort.
- Do not assume someone else has called police or emergency personnel.

SUSPICIOUS PACKAGES
- Do not touch or disturb the object or package.
- Evacuate the immediate area.
- Call Public Safety at 843.953.5611.
- Notify your building administrator, residence hall director or RA.

BOMB THREATS
- Remain calm.
- Get as much information as possible from the threatening caller.
- Call Public Safety at 843.953.5611.
- Follow instructions from emergency personnel.

WEATHER EMERGENCIES
- Call the Emergency Weather Hotline at 843.725.7246 (843.725.RAIN).
- For procedures, refer to the College's Hurricane Plan online at www.cofc.edu/emergency.
- Throughout the event, continue to check the Emergency Website at www.cofc.edu/emergency.
- For updates, monitor local television and radio stations for announcements.

APPENDIX B

COLLEGE OF CHARLESTON QUICK REFERENCE GUIDE
IN AN EMERGENCY, CALL PUBLIC SAFETY AT 953.5611
IN AN EMERGENCY, CALL PUBLIC SAFETY at 953.5611

::: QUICK REFERENCE ::: WHAT TO DO...

FLOODING
Flooding can occur due to major rainstorms, water main breaks or loss of power to sump pumps. In case of imminent or actual flooding:
• If you can do so safely:
  — Secure vital equipment, records and hazardous materials.
  — Shut off non-essential electrical equipment.
  — Wait for instructions from Public Safety or Physical Plant.
• Move all personnel to a safe area, away from the building in danger.
• Do not return to the building until instructed to do so by Public Safety or Physical Plant.
• Call Physical Plant for assistance with flood clean-up at 843.953.5550.

GAS LEAKS, FUMES, VAPORS
If you detect natural gas, fumes or vapors:
• Do not pull fire alarms.
• Do not touch light switches or electrical equipment.
• Call Public Safety at 843.953.5611.
• Clear the area immediately if instructed to do so by the emergency dispatcher.
• Provide your location and the location of the odor to the dispatcher.
• Provide as many details as possible to the dispatcher.

HAZARDOUS MATERIALS SPILLS
Hazardous material spill, incident or release for which assistance is needed:
• If the incident is indoors, close all doors in order to isolate the area if it is safe to do so.
• From a safe area, Call Public Safety at 843.953.5611.
• Be prepared to provide the following information:
  — Name of the material
  — Quantity of material
  — Time of the incident
  — Location of the incident
  — If anyone is injured or exposed to material
  — If a fire or explosive is involved
  — Your name, phone number and location
• Follow instructions provided by the emergency responders.
• Evacuate, if necessary.

MEDICAL EMERGENCIES
• Cardiac Arrest/Heart Attack
  — Assess the scene for danger.
  — Check the victim.
  — Call or instruct someone to call Public Safety/EMS at 843.953.5611.
  — Locate an Automated External Defibrillator (AED), if one is available.
  — Perform CPR.
• Burns
  — Remove the cause of the burn.
  — Flush the area with water.
  — Do not apply a dressing or creams or lotions.
  — Call Public Safety/EMS at 843.953.5611.
• Bleeding
  — Apply firm but gentle pressure to the wound with a clean cloth or tissue.
  — Immobilize the body part.
  — Keep person lying down.
  — Call Public Safety/EMS at 843.953.5611.

MEDIA INQUIRIES
Do not attempt to answer media questions about campus emergencies, either in person or by phone. If you are contacted by a news reporter, refer them to the nearest Public Safety officer for information or ask them to call the Office of Media Relations at 843.953.5667.
APPENDIX C
SOEHHP HURRICANE AND TROPICAL STORM PREPAREDNESS PLAN

EHHP Contacts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office Phone</th>
<th>Home Phone</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fran Welch</td>
<td><a href="mailto:welchf@cofc.edu">welchf@cofc.edu</a></td>
<td>953-8047</td>
<td>425-9661</td>
<td>425-9661</td>
</tr>
<tr>
<td>Sara Davis</td>
<td><a href="mailto:daviss@cofc.edu">daviss@cofc.edu</a></td>
<td>953-8060</td>
<td>971-0971</td>
<td>364-7053</td>
</tr>
<tr>
<td>Meta Van Sickle</td>
<td><a href="mailto:vansicklem@cofc.edu">vansicklem@cofc.edu</a></td>
<td>953-6357</td>
<td>402-9385</td>
<td></td>
</tr>
<tr>
<td>Tom Langley</td>
<td><a href="mailto:langleyr@cofc.edu">langleyr@cofc.edu</a></td>
<td>953-8249</td>
<td>567-3154</td>
<td></td>
</tr>
</tbody>
</table>

1) Steps to take before a storm:


b) 48 hours prior to arrival of storm:

i) **Provide supervisors with updated contact information.** This includes contact information for any evacuation plan you may have.

ii) **Listen** for decision to cancel classes. This decision will be made by the President and the Executive Team. You will also receive an email with instructions from the Dean or Associate Dean.

iii) **Plan** to secure your own office and work space. If necessary, you will be provided with plastic sheeting, tape, and large heavy duty plastic bags. Ask for help if needed.

iv) **Photograph** any valuable equipment which will stay in the office or work area.

v) **Label** clearly any essential records that will be needed immediately to restart your work or that have permanent or historical significance. Clear labeling is critical during recovery efforts in hard hit areas to identify what to remove from a site first.

vi) **Secure** all critical papers, pictures, books, small lab materials, and other loose items in a cabinet, drawer, desk, or closet.

vii) Save all documents to your Drayton or Dixie account. These accounts are on a secure server. Don’t leave valuable files on your computer hard drive only. If your computer goes, your files go too.
viii) **Prepare** for broken and leaking windows, rising water, and leaking roofs:

1. **Move** items away from window or to a windowless area.

2. **Raise** equipment and CPUs off the floor if on a first or low second floor.

3. **Cover** with plastic and secure with tape any items that cannot be protected any other way.

c) **24 hours prior to arrival of storm**

i) **Print** any critical information which won’t be accessible during a power outage.

ii) **Unplug** all electrical equipment. **Disconnect** phone and computer lines, **labeling** each line so that they can be reconnected later. **Store** phone in a desk or cabinet.

iii) **Close and lock** or secure with tape all file cabinets and drawers.

iv) **Close and lock** all windows. **Close** any blinds on your windows.

v) Take all valuable and irreplaceable personal effects with you, including your laptop.

vi) **Take** EHHP contact sheet with you.

vii) **Close and lock** all doors behind you. **Take all your keys and classroom access cards.**

d) **After the storm**

i) **Listen** for storm and damage reports through local news media or **check** the College emergency phone line (843-725-RAIN), and www.cofc.edu for updates.

ii) **Wait** for a call or until an all clear has been issued. You will receive information about a return to work.

(1) **The Dean** will contact the Associate Dean.

(2) **The Dean and/or Associate Dean** will contact Department Chairs and ECDC Director.

(3) **Department Chairs and ECDC Director** will contact department members/staff and request that they call certain other department members and staff in order that all employees in EHHP are contacted about the status of the return to campus.

(4) **The Department Chairs** will call the Dean or Associate Dean to provide a faculty contact update.

e) **After returning to campus,** follow directions on the website listed above.
2) Miles Early Childhood Development Center

   a) ECDC building personnel will follow the same procedures as EHHP with the addition of the following building security and document storage considerations.

      i) Install and inflate floodgates (stored in hallway compartment) for each external door.

      ii) Request additional sandbags for all ground level doors.

      iii) Sandbag two additional doors at the back of the building which are not currently fitted for floodgates.

      iv) Secure the roof access hatch door to prevent leaking.

      v) Transfer paper files, records, and computers to temporary storage in the Graduate Assistant area on the third floor of 86 Wentworth.
APPENDIX D
BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

NAME OF FACILITY: N.E. Miles ECDC DATE: 6.21.10

Purpose
The purposes of the exposure control plan are to (a) eliminate or minimize employee occupational exposure to blood or certain other body fluids and (b) comply with the OSHA Bloodborne Pathogens standard 1910.1030.

Exposure Determination
At this facility, employees have some occasional occupational exposure:

<table>
<thead>
<tr>
<th>JOB CLASSIFICATION</th>
<th>TASK/PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Emergency First Aid,</td>
</tr>
<tr>
<td>Assisting children with toileting</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td>Teacher assistants</td>
<td>Emergency First Aid</td>
</tr>
<tr>
<td></td>
<td>Assisting children with toileting</td>
</tr>
</tbody>
</table>

Compliance Methods
Universal precautions will be observed at N.E. Miles ECDC in order to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status off the source individual.

Work practice controls include hand-washing procedures and the use of latex gloves when handling food or dealing with exposure to any injury or situation where contact with body fluids is possible.

While antiseptic cleansers are available and use encouraged, they are not to be substituted for regular hand-washing procedures or use of gloves.

Work Area Restrictions
If at all possible, when first aid is needed, injured child or staff member is to be removed from classroom to adult restroom for clean-up.

Personal Protective Equipment
Personal protective equipment is limited to disposable hypoallergenic latex gloves, which are used during diapering routines and as needed for universal protection. Any garments which are penetrated by blood must be removed, placed in a plastic zip-loc bag for disposal or laundering as soon as feasible.

Gloves will be worn where it is expected that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes. Disposable gloves used at this facility are not to be washed or decontaminated for re-use and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised.
Housekeeping
This facility is cleaned nightly, using procedures as outlined by South Carolina DSS Health and Sanitation regulations and according to the NAEYC Cleaning and Sanitation Frequency Chart. Midday cleaning occurs for classroom clean-up of eating surfaces and kitchen clean-up of dishes. All contaminated work surfaces are decontaminated using materials such as bleach (solutions of 5.25% sodium hypochlorite diluted between 1:10 and 1:100 with water) or EPA-registered germicides after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials, as well as at the end of the work shift if the surface may have become contaminated since the last cleaning. Protective coverings such as plastic wrap may be used to help keep surfaces free of contamination.

Regulated Waste Disposal
This facility does not handle regulated wastes.

Laundry Procedures
This facility has laundry facilities for convenience only.

Hepatitis B Vaccine and Post-Exposure Evaluation and Follow Up
Miles ECDC (College of Charleston) requires full immunization of all children and staff, including Hepatitis B prior to enrollment or hire.

Labels and Signs
N/A

Information and Training
Dr. Candace Jaruszewicz, Director will ensure that training is given at the time of initial assignment to tasks where occupational exposure may occur, and that it will be repeated within 12 months of the previous training. Training will be tailored to the education and language level of the employee, and given during the normal work shift. The training will be interactive and cover:

a.) a copy of the OSHA standard and an explanation of its contents;

b.) a discussion of the epidemiology and symptoms of bloodborne diseases;
c.) an explanation of the modes of transmission of bloodborne pathogens;
d.) an explanation of the Miles ECDC Blood Borne Pathogens Exposure Control Plan, and a method for obtaining a copy;

e.) the recognition of tasks that may involve exposure;
f.) an explanation of the use and limitations of methods to reduce exposure, for example engineering controls, work practices, and personal protective equipment (PPE);
g.) information on the types, use, location, removal, handling, decontamination, and disposal of PPE;
h.) an explanation of the basis of selection of PPE;
i.) information on the Hepatitis B vaccination, including efficacy, safety, method of administration, benefits, and that it will be given free of charge;
j.) information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;
k.) an explanation of the procedures to follow if an exposure incident occurs, including the method of reporting and medical follow-up;
l.) information on the evaluation and follow-up required after an employee exposure incident; and
m.) explanation of the signs, labels and color coding system used.

The person conducting the training must be knowledgeable in the subject matter. Employees who have received training in Blood Borne pathogens in the 12 months before the effective date of this policy must only receive training in provisions that were not covered in the previous training.

Additional training will be provided to employees when there are changes of tasks or procedures affecting the employees' occupational exposure.

Recordkeeping
Medical Records: this facility does not maintain medical records.

Training Records
Dr. Candace Jaruszwelcz, Director is responsible for keeping the training records. These records will be kept in personnel file of employee. Training records must be kept for 3 years from the date of training and the following must be documented:
a.) The dates of the training;
b.) An outline describing the material presented;
c.) The names and qualifications of persons conducting the training; and
d.) The names and job titles of all persons attending the training sessions.

Availability: All employee records will be made available to the employee or his representative in accordance with OSHA standard 1910.1020. All employee records will be made available to OSHA and the National Institute for Occupational Safety and Health under 1910.1020.

Transfer of Records: If this facility is closed or there is no successor employer to receive and retain the records for the prescribed period, the Director of NIOSH will be contacted for final disposition.

Evaluation and Review
Dr. Candace Jaruszwelcz, Director is responsible for annually reviewing this program, and its effectiveness, and for updating it as needed. The last previous review and update was on 6.21.10.
APPENDIX E
Fire Drill & Panic Button Log Forms

evidence for criterion 10.D.09
### APPENDIX F
EMERGENCY & OFF-SITE EVACUATION CHECKLIST

<table>
<thead>
<tr>
<th>Item/Task</th>
<th>Responsible Staff Member</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call 953-5611 (CofC Emergency)</td>
<td>Director OR designated staff member</td>
<td>Any office landline or any personal cell phone</td>
</tr>
<tr>
<td>Administer First Aid</td>
<td>All certified staff</td>
<td>Where/when needed</td>
</tr>
<tr>
<td>Accompany child to hospital; take child’s DSS 2900 form</td>
<td>Director, if isolated emergency; if center-wide evacuation, child’s lead teacher</td>
<td>MUSC</td>
</tr>
<tr>
<td>Retrieve Emergency Kit</td>
<td>Designated Assistant Teacher</td>
<td>Multi-purpose room designated cabinet</td>
</tr>
<tr>
<td>Retrieve Emergency Contacts Notebook</td>
<td>Administrative Assistant</td>
<td>Office</td>
</tr>
<tr>
<td>Retrieve Wagon for transport of Emergency Kit</td>
<td>Designated Assistant Teacher</td>
<td>Playground</td>
</tr>
<tr>
<td>Blankets (children’s nap totes)</td>
<td>Assistant teachers</td>
<td>Children’s cubbies</td>
</tr>
<tr>
<td>Turn off utilities (gas, electric, water)</td>
<td>CofC Physical Plant; if no time, Director</td>
<td>Utility closet in main hallway</td>
</tr>
<tr>
<td>Post relocation site information</td>
<td>Director (if needed)</td>
<td>Front &amp; back doors of ECDC</td>
</tr>
<tr>
<td>Supervision of children</td>
<td>Lead &amp; Assistant Teachers</td>
<td>In designated areas</td>
</tr>
<tr>
<td>Move children to relocation site #1 or #2</td>
<td>All staff; lead teachers account for all children upon leaving ECDC &amp; upon arrival at relocation site</td>
<td>In-place</td>
</tr>
<tr>
<td>Contact families</td>
<td>Director, Admin. Assistant &amp; Lead Teachers</td>
<td>From all available phones</td>
</tr>
<tr>
<td>Contact Staff Families</td>
<td>Staff contact own families</td>
<td>Office Files</td>
</tr>
</tbody>
</table>
Description of evidence for criterion 10.D.09

The Emergency Plan describes these procedures. This plan complies with DSS, NAEYC, and university requirements. Our campus has a fully staffed and equipped EMT staff and ambulance. Our security system includes panic buttons, security and fire alarms that are all wired into the local fire station and our Office of Public Safety.
CHAPTER SIX—HEALTH, SANITATION AND SAFETY

Child Health

114-505 A. (1) There shall be a statement from a parent/guardian attesting to the health status of the child within 30 days prior to admission and utilizing the appropriate DSS Form.

**POLICY:** The health status referred to in this regulation is a history of the child’s health for the last 30 days before enrolling in the facility and must be completed at the time of admission on DSS Form 2900. (1/31/06)

(2) Children shall be excluded from child care when they exhibit the conditions listed in the South Carolina Department of Health and Environmental Control Exclusion Policy, State Law 1976, Code Section 44-1-110, 44-1-140, and 44-29-10. (See School Exclusion List in Resource Manual Section 4.) (See Code Sections 44-1-110, 44-1-140, and 44-29-10 in Resource Manual Section 6.)

(3) During hours of operation there shall be no smoking or consumption of alcoholic beverages in the areas used by children or in the food preparation or storage areas. Smoking shall be permitted only in designated areas, a safe distance from the center. Consumption of alcoholic beverages or use of other non-prescription narcotic or illegal substances is prohibited on the center premises. People who appear to be under the influence of alcohol or other drugs shall not be in the center when children are present.

(See Resource Manual Section 6 for Title 44, Chapter 95, Clean Indoor Air Act with regard to places where smoking is prohibited.)

**POLICY:** If a parent/guardian or other person appears to be under the influence of alcohol or drugs and intends to leave the facility with a child, the director of the facility has the responsibility of deciding how best to handle the situation. If the director contacts Child Care Licensing and Regulatory Services for assistance, staff shall advise the director that only a court of law or an officer of the court has the right to deny access by a parent to their own child. (1/31/06)

Sanitation

114-505 B. (1) Staff shall ensure that children’s faces and hands are clean.

114-505 B. (2) Furniture, toys, and equipment that come into contact with children’s mouths shall be washed, rinsed, and sanitized daily and more often if necessary.

**POLICY:** This regulation includes stuffed animals. (1/31/06)

**POLICY:** After several washings, stuffed animals should be discarded to prevent unraveling that could present a choking hazard. (8/1/06)

**POLICY:** Furniture, toys, and equipment can be sanitized by using a sanitizing solution spray, dishwasher, washing machine, or the manual dishwashing method. If sanitizing solution is sprayed, it must be allowed to dry. Disinfectant wipes do not sanitize and cannot be used. (11/1/06)

114-505 B. (3) Furniture, toys and equipment soiled by secretion or excretion shall be sanitized before reuse.
114-505 B. (4) Linens and blankets as well as cribs, cots, and mats shall be cleaned at least weekly.
114-505 B. (5) If playpens are used, they shall have waterproof, washable, comfortable pads.
114-505 B. (6) If children brush their teeth at the center, each child shall have a separate, labeled toothbrush, stored with bristles exposed to circulating air, and not in contact with another toothbrush.

**POLICY:** Toothbrush covers are permitted if they allow for air circulation. (5/1/06)

**POLICY:** Toothbrush covers, if used, should be cleaned with bleach solution to prevent mold. (8/1/06)

### Emergency Medical Plan

114-505 C. (1) The center shall have an emergency medical plan to address the following:
(a) Medical conditions under which emergency care and treatment is warranted;
(b) Steps to be followed in a medical emergency;
(c) The hospital or source of health care to be used;
(d) The method of transportation to be used; and
(e) An emergency staffing plan.

**POLICY:** The Emergency Medical Plan must be in writing, and the Regulatory Specialist will review the plan at initial licensure/registration and at each renewal or as needed. (1/31/06)

114-505 C. (2) Emergency information for the child shall be taken with the child to the hospital or emergency location.
114-505 C. (3) A staff person shall remain with the child at the hospital or emergency location until the parent arrives.

### Medications or Medical Procedures

114-505 D. (1) Written, signed and dated parental consent is required prior to the administration of any prescription or over the counter medication or administration of special medical procedures:
(a) All medications shall be used only for the child for whom the medication is labeled;
(b) Medications shall not be given in excess of the recommended dose; and
(c) Prescribed special medical procedures ordered for a specific child shall be written, signed, and dated by a physician or other legally authorized healthcare provider.

114-505 D. (2) Storage of medications:
(a) All medications shall be kept in their original labeled containers and have child protective caps. The child’s first and last name shall be on all medications;
(b) All medications shall be stored in a separate locked container under proper conditions of sanitation, temperature, light, and moisture; and

**POLICY:** If an emergency medication is needed, such as an EpiPen or inhaler, it should be stored in a First Aid Kit that is readily accessible in the event of an emergency. Staff should be trained in the recognition of symptoms in children in the use of the emergency
medication. Parents should complete and maintain on file at the facility an Emergency Consent Form that identifies and gives consent for the use of any special medication prescribed for the child, as well as consent for the use of Neosporin or any other over the counter antibacterial medication listed in the contents of the facility’s first aid kits.  
(11/1/06 amended 7/30/09)

**POLICY:** Medications intended for adult use must be stored separately from medications prescribed for children. The storage area must also be in a location inaccessible to children. Due to the privacy concerns and rights of the staff described by HIPPA regulations, caregivers and other staff may provide their own locked containers which may be stored in locations inaccessible to children. (1/29/09)

(c) Discontinued and expired medications shall not be used and shall be returned to the parent or disposed of in a safe manner.

**POLICY:** Diaper ointments, Neosporin, and other common over-the-counter products are considered to be medicines and are to be used and stored according to regulations. (8/1/06)

114-505 D. (3) Medication log:

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

**POLICY:** With the exception of training, all logs required by these regulations must be maintained on file at the facility for a minimum of one year. (1/31/06)

114-505 D. (4) Medication errors:

(a) Medication errors, e.g. failure to administer a medication at the prescribed time, administering an incorrect dosage of medication or administering the wrong medication; shall be recorded in the child’s record; and

(b) The parent shall be immediately notified and notified in writing of a medication error or a suspected adverse reaction to a medication.

**First Aid Kit**

114-505 E. (1) A first aid kit shall be available for the treatment of minor cuts and abrasions and shall be stored in a location inaccessible to children.

**POLICY:** First aid kits shall be restocked after use, and an inventory shall be conducted at least monthly.  
(5/1/06) (SEE RESOURCE MANUAL SECTION 6 FOR EXAMPLE OF SUGGESTED CONTENTS OF A FIRST AID KIT.)

**POLICY:** Rubber gloves are to be included in the First Aid Kit. Antibiotic ointment should be used with care as some children may be allergic. (8/1/06)

**Diapering**

114-505 F. (1) Each room in which children who wear diapers are cared for shall have its own diaper-changing area adjacent to the hand-washing sink.
POLICY: “Adjacent” is defined as “close to” and does not include across the room or on the other side of a door. The caregiver can turn around to wash their hands provided that the proper diaper changing procedures are followed. (11/1/06)

114-505 F. (2) Facilities caring for infants shall provide a diaper changing area located within clear view.

POLICY: “The diaper changing area” is defined as the surface used for diapering, the hand-washing sink, and the “hands-free” operated trash can. (11/1/06)

POLICY: If the diaper changing area is not in “clear view” upon entering the classroom, mirrors may be used to provide a “clear view” of the entire diaper changing area. However, a mirror may never be used to provide “clear view” into a bathroom. (11/1/06)

114-505 F. (3) Diaper changing procedures shall be consistent with those recommended by the Center for Disease Control and Prevention.

POLICY: Children’s hands shall be washed in the lavatory after each individual diaper change. In the case of infants, hands may be cleaned with single-use, pre-moistened towelettes. (1/3/06)

114-505 F. (4) Diapering surfaces shall be sanitizable.
114-505 F. (5) Diapering surfaces shall be clean, seamless, waterproof and sanitary.
114-505 F. (6) Diapering surfaces shall be cleaned and sanitized after each use by washing to remove visible soil followed by wiping with an approved sanitizing solution (e.g. 1 tablespoon of chlorine bleach per 1 quart of water) and/or disposable, non-absorbent paper sheets approved for this purpose and shall be discarded immediately after each diapering.

SEE RESOURCE MANUAL SECTION 6 FOR APPROVED SANITIZERS FOR DIAPER CHANGING TABLES. (National Health and Safety Performance Standards, Second Edition)

POLICY: Only bleach/water solution may be used on the diaper changing table. Allow to dry for ten (10) seconds and then it may be wiped with a clean paper towel or clean dry cloth. After one week, old bleach/water solution should be discarded and a new bleach/water solution made for use. (8/1/06)

114-505 F. (7) Blood contaminated materials and diapers shall be discarded in a plastic bag with a secure tie. Surfaces contaminated with blood or blood-containing body fluids shall be cleaned with a solution of chlorine bleach and water.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/06)

114-505 F. (8) Diapering shall occur only at a diapering changing area or in a bathroom.

POLICY: Diaper changing areas cannot be located in bathrooms. (11/1/06)

POLICY: Pull-ups may be changed in restrooms, but all other diapers must be changed in a diaper changing area. (11/1/06)

114-505 F. (9) Diaper changing areas shall not be used for any purpose other than for diapering.
114-505 F. (10) Individual disposable wipes shall be used at each diaper change and shall be placed in a plastic-lined, covered container and disposed of properly, and kept out the reach of children.

114-505 F. (11) Each waste and diaper container shall be labeled and clean and free of build-up of soil and odor. Wastewater from such cleaning operations shall be disposed of as sewage.

114-505 F. (12) Soiled disposable diapers and disposable wipes shall be kept in a closed, labeled hands-free operated, plastic lined receptacle within reach of diaper changing area separate from other trash. Soiled non-disposable items shall be kept in a sealed plastic bag after feces shall be disposed of through the sewage.

114-505 F. (13) Disposable non-absorbent paper sheets shall be disposed of immediately after diapering is completed.

114-505 F. (14) Soiled disposable diapers shall be disposed outside the building daily. Soiled non-disposable diapers shall be kept in a sealed plastic bag and returned to the parent daily.

114-505 F. (15) Staff shall check diapers and clothing at a frequency that ensures prompt changing of diapers and clothing.

**POLICY:** All child care facilities, including centers that do not care for infants or children who are not toilet trained, must clean and change the clothing of children promptly if they become soiled with urine or feces. If the child experiences diarrhea or appears to be ill, the facility will follow their Exposure control Plan to prevent the spread of disease. (8/25/08)

114-505 F. (16) No child shall be left unattended while being diapered.

**Staff Health**

114-505 G.(1) The director shall maintain the following records in the center for herself/himself, staff, and emergency person(s):

(a) Medical statements required by the Department and completed by the staff person verifying that his/her health is satisfactory. Medical statements shall be updated as necessary;

(b) A health assessment from a health care provider assessing the ability of the staff person to work with children. The health assessment shall be completed within three months prior to employment or within the first month of employment and shall include health history, physical exam, vision and hearing screening, tuberculosis screening, and a review of immunization status. A new health assessment shall be obtained by the director and staff at least every four years after the initial assessment; and

**POLICY:** When the employee has been identified as low-risk at the initial screening, no additional testing is required according to the guidelines approved by the Board of Health and Environmental Control. (5/1/07)
POLICY: Caregivers may claim the right to refuse a TB test because it violates their religious beliefs, but they must still obtain a written statement from a health professional that they are free of communicable tuberculosis. (4/01/08)

POLICY: Paid students may substitute for full-time caregivers and may be counted in the staff to child ratio under the following conditions:

(1) they meet all requirements of full-time caregivers, or

(2) they meet all requirements of an Emergency Person and remain under the direct supervision of a qualified caregiver at all times. (4/01/08)

SC Statute – Section 44-29-150
Staff of schools and child care centers to be evaluated for tuberculosis before initial hiring.

No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis according to guidelines approved by the Board of Health and Environmental Control. Re-evaluation will not be required for employment in consecutive years unless otherwise indicated by such guidelines.

(c) Written evidence from a physician or health resource attesting that each staff person is free from communicable tuberculosis at the time of employment and subsequently according to state statute.

114-505 G. (2) No person who is known to be afflicted with any disease in a communicable form, or who is a known carrier of such a disease, or who is afflicted with boils, infected wounds, or sores or acute respiratory infection, shall work in any capacity in a child care center in which there is likelihood of such person transmitting disease or infection to other individuals.

114-505 G. (3) Any staff member, including the director, emergency person(s) and volunteer(s) who, upon examination or as a result of tests, shows a condition that could be detrimental to the children or staff, or which would prevent satisfactory performance of duties, shall not continue work at the child care center until the healthcare provider indicates that the condition no longer presents a threat to children or staff.

114-505 G. (4) Staff persons shall wash their hands with soap and warm running water upon arrival at the center, before preparing or serving food, before assisting a child with eating, after assisting a child with toileting or diapering, before and after toileting, after administering medication, after cleaning, after assisting with wiping noses, after contact with body fluids, after contact with animals and after using cleaning materials. Hands shall be washed even if gloves are worn to perform these tasks.

POLICY: The use of non-porous gloves should be worn in accordance with the facility’s Blood Borne Pathogens Plan. (11/1/06)
**POLICY:** Hand sanitizer may not be used instead of soap and water. However, it may be used after washing hands with soap and water. (8/1/06)

114-505 G. (5) Staff shall be excluded when they exhibit the conditions listed in the SC Department of Health and Environmental Control Exclusion Policy, pursuant to Section 44-1-110, 44-1-140, and 44-29-10 of the South Carolina Code Ann. (2002).

(SEE RESOURCE MANUAL SECTION 6 FOR DHEC EXCLUSION LIST FOR EMPLOYEES IN OUT-OF-HOME CHILD CARE SETTINGS.)

**Fire Safety and Emergency Preparedness**

114-505 H. (1) Private and public child care centers shall comply with the regulations and codes of the State Fire Marshal.

(SEE RESOURCE MANUAL SECTION 6 FOR INFANT FIRE REGULATIONS, 19-300.11 A & B. AND OTHER PERTINENT REGULATIONS OF THE STATE FIRE MARSHAL.)

114-505 H. (2) In the event of a natural disaster or unscheduled closing of a child care center, the capacity may be exceeded temporarily to accommodate the displaced children. The director shall notify the Department of the situation and maintain appropriate staff:child ratios at all times. Required records shall be kept on file for the new enrollees.

114-505 H. (3) The facility shall have an up to date written plan for evacuating in case of fire, a natural disaster, or other threatening situation that may pose a health or safety hazard. The facility shall also include procedures for staff training in this emergency plan.

**POLICY:** Staff orientation shall include training on the evacuation plan. The plan must include a posted evacuation route, the procedures followed during evacuation, and an alternative destination. (revised 5/1/06)

**Transportation**

114-505.I. (1) If the center provides or arranges for transportation through contract, the following transportation requirements apply:

(a) The staffing ratios specified in 114-504.B.(1) through (3) apply. The driver of the vehicle shall not be counted in the ratios for infants or toddlers.

(b) Each child shall be secured in an individual, age-appropriate safety restraint at all times the vehicle is in motion.

**POLICY:** The capacity of a vehicle used by the facility to transport children is defined by the number of available restraints. (1/31/06)

**POLICY:** All children under the age of two years must be placed in an appropriate child restraint device any time they are transported, regardless of the type vehicle used. The restraint device must be adequately secured to the vehicle. (11/1/06)
POLICY: Vehicles that do not provide appropriate methods (seat belts) to secure a child restraint device cannot be used to transport children under the age of two years. When children under two years of age are transported, the restraint requirements in this section do not apply to vehicles not required by federal or state law to be equipped with seat restraints. For example, public transportation, such as school buses, city buses and taxi cabs are not required to have seat belts. If a center uses one of these methods to transport children, child restraint seats are not required for children over the age of two years. (11/1/06)

(c) Safety restraints shall be used in accordance with the manufacturer’s instructions.
(d) A child shall not be left unattended in a vehicle.
(e) Transportation placement of children in the vehicle shall be in accordance with all applicable state and federal laws.

POLICY: If a fifteen-passenger van is parked visibly on the premises of a child care facility, the director must provide a written statement to Child Care Regulatory Services that the van will not be used for the transportation of children. (11/1/06)

(f) The driver shall have a valid regular or commercial driver’s license and shall be in compliance with Section 16-13-40(A)(4) of the Code of Laws of 1976.
(g) There shall be a first aid kit and emergency information on each child in the vehicle.
(h) Use of tobacco products is prohibited in the vehicle.
(i) Written consent from the parent is required prior to transportation.
(j) When the facility provides transportation to and from the child’s home, the facility staff shall be responsible for picking the child up and returning the child to a designated location.
(k) The director and/or staff of the center shall provide the driver of the vehicle with a record that lists the name, address, and telephone number of the center, as well as names of children being transported.

114-505 I. (2) The following requirements apply for safe pick-up and drop-off:
(a) The center shall have safe crossways and pick-up and drop-off locations and communicate these locations to the parents.
(b) Children shall be directly supervised during boarding and exiting vehicles.
(c) The director and/or staff shall have on file, in the facility, written permission from parent(s)/guardian(s) for transporting children to and from the home, school, or other designated places, including center-planned field trips and activities.
(d) Written transportation plans for routine travel shall be on file. Plans shall include a checklist to account for the loading and unloading of children at every location.

SEE INFORMATION ON JACOB’S LAW IN RESOURCE MANUAL SECTION 6.

SEE RESOURCE MANUAL SECTION 6 FOR TITLE 56, CHAPTER 5, ARTICLES 47 & 48 OF THE UNIFORM ACT REGULATING TRAFFIC ON HIGHWAYS, CHILD PASSENGER RESTRAINT SYSTEM & SAFETY BELTS.
Description of evidence for criterion 10.D.09

This chapter of the DSS Regulations Operating Manual describes requirements for emergency medical emergency procedures.
South Carolina Department of Social Services  
Child Care Regulatory Services  
GENERAL RECORD AND STATEMENT OF CHILD’S HEALTH FOR ADMISSION TO CHILD CARE FACILITY

This form is to be completed for each child at the time of enrollment in the child care facility, updated annually thereafter, and maintained on file at the facility.

GENERAL INFORMATION: (to be completed by Parent or Guardian)

Name of Facility: N.E. Miles ECDC  
County: Charleston

Address: 91 Wentworth Street Charleston, SC 29401  
Street Address – no Post Office Boxes  
City, State, Zip

Child's Name: ___________________________  
Last  First  Middle Initial  Nick Name

Date of Birth: ___________________________  
Enrollment Date: ___________________________

Child's Current Home Address: ___________________________  
Street Address  
City, State, Zip

Parent/Guardian’s Full Name: ___________________________

Home Phone: ___________________________  
Work Phone: ___________________________  
Other Phone: ___________________________

Parent/Guardian’s Full Name: ___________________________

Home Phone: ___________________________  
Work Phone: ___________________________  
Other Phone: ___________________________

You must have two individuals who have the authority to obtain emergency medical treatment for the child.

1. Person responsible if parent/guardian unavailable for emergency medical services:

   Full Name
   Address: ___________________________  Street Address  
   City, State, Zip  
   Telephone Number(s): ___________________________
   Family Code Word(s): ___________________________

2. Person responsible if parent/guardian unavailable for emergency medical services:

   Full Name
   Address: ___________________________  Street Address  
   City, State, Zip  
   Telephone Number(s): ___________________________
   Family Code Word(s): ___________________________

Is Child currently enrolled in school? (5K up to 6 years old)  □ Yes  □ No

My Child will regularly attend this facility  □ Yes  □ No

If Child is a drop-in, indicate hours of care: FROM _______ am/pm TO _______ am/pm

Check all days Child will regularly attend this facility: □ Mon □ Tue □ Wed □ Thurs □ Fri □ Sat □ Sun

Check all meals Child will receive daily: □ Meals are not offered □ Breakfast □ Morning Snack □ Lunch

□ Afternoon Snack  □ Dinner  □ Evening Snack

HEALTH INFORMATION: (to be completed by Parent or Guardian)

Family Physician or Health Resource: ___________________________  
Name

Street Address  
City, State, Zip  
Telephone

Emergency Care Provider: ___________________________  
Emergency Facility Name

Street Address  
City, State, Zip  
Telephone

DSS Form 2900 (OCT 07) Edition of MAR 94 is obsolete.
Dental Care Provider: ___________________________ Name

Street Address ____________________ City, State, Zip __________ Telephone __________

Health Insurance Provider: ____________________________

Certificate of Immunization: ☐ Yes ☐ No ☐ N/A Please explain: ____________________________

My child has the following health conditions such as allergies, asthma, diabetes, epilepsy, etc., and/or takes the following medications on a regular basis:

________________________________________________________________________

________________________________________________________________________

Additional Comments: _______________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I certify that to the best of my knowledge ___________________________ Child’s Name

is in good mental and physical health and able to participate in the child care program at

N.E. Miles ECDC

Name of Child Care Facility

Signature: ___________________________ Date: __________________

Parent or Guardian

Signature: ___________________________ Date: __________________

Director/ Operator/Staff Designee
Description of evidence for criterion 10.D.09

The child health form includes all emergency treatment and contact information.
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Description of evidence for criterion 10.D.09

All staff have current Pediatric First Aid, CPR & Blood Borne Pathogens training.

ECDCPP_eff.7.1.15.docx

These indicators are covered in policy 5.11 of ECDC Policies/Procedures
10.E.: Personnel Policies

10.E.01: The program has written personnel policies that define the

- a. roles and responsibilities,
- b. qualifications, and
- c. specialized training required of
- d. staff and
- e. volunteer positions.

- f. nondiscriminatory hiring procedures and
- g. policies for staff evaluation.

- h. job descriptions for each position, including reporting relationships
- i. salary scales with increments based on professional qualification, length of employment, and performance evaluation
- j. benefits; and
- k. resignation, termination, and grievance procedures.
- l. Personnel policies provide for incentives based on participation in professional development opportunities.
- m. The policies are provided to each employee upon hiring.

We have both program-level and College Of Charleston personnel policies. a-e & h are covered in job descriptions. i-l: All permanent College employees, including the Director and Administrative Assistant are state employees who follow CofC Human Resources policies and procedures, and compensation depending on classification; permanent employees sign annual contracts; Master teacher salaries are extrapolated to be consistent with pay scales of the county public school district and that information may be viewed at the site visit; increments and/or merit procedures and policies apply as authorized by the university administration. Graduate Assistants are contracted temporary employees for one semester at a time at a fixed stipend rate. Hourly student employees are hired through the CofC Career Center following their guidelines and payrate categories. All College employees follow Human Resources policies as applicable. All of our employees are issued relevant policies at the time of hire, either through the HR office, student Career Services Office, or contained in our New Employee Orientation Handbook.
New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHHP) at the College of Charleston (CoC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
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Eff. Date 8.24.10
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H. Blood Borne Pathogens Exposure Control Plan
I. ECDC Emergency Evacuation Routes
J. ECDC Discipline Policy
K. South Carolina Mandatory Reporting Requirements Regarding Children
Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC’s three-part mission is to provide
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinnen.cofc.edu/~child/?referrer=webcluster&](http://spinnen.cofc.edu/~child/?referrer=webcluster&)

1.0 ECDC Staff

1.1 Teacher Qualifications:
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.1.05; 6.1.06)

1.2 Staff Position Descriptions

*Program Director:* This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:

- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHP, the College, and the early childhood community.

*Administrative Assistant:* The AA position is a 30 hour per week, temporary contract that is renewed annually.

Eff. Date 8.24.10
Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Mayterm and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHPP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

Eff. Date 8.24.10
Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:
- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/ play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SEHHP/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:
- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

Eff. Date 8.24.10
1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

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<td>CofC Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/ input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CofC Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoF, SOEHHP)

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to the CofC Code of Conduct (Appendix B) and the CoF Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHP Teacher Dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
2.2 Confidentiality (4.E.07)

Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by

- Master Teachers
- Program Director
- Administrative Assistant
- Authorized representatives of the state DSS licensing agency
- Authorized representative from the NAEYC accreditation team
- Health officials with specific authorization from parents
- The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAECY accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoC policies for record retention, destruction, and archiving.
http://www.coc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/landyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!! Students employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8/24/10
• Inviting all staff to all program events
• Providing additional opportunities for hours whenever possible
• Acknowledging personal achievements and events of our staff, children, and families
• Finals week ‘survival kits’
• Staff photo display
• Program blog news items
• Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
• Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
• Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During relicensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:
• Knows and can state an accurate head count of children and teaching staff present
• Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
• Is following hygiene procedures for hand-washing and sanitation
• Can readily locate emergency evacuation diagrams and information
• Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
• Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements

Eff. Date 8.24.10
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

Eff. Date 8.24.10
<table>
<thead>
<tr>
<th>Group/Maximum Size</th>
<th>2’s</th>
<th>3’s</th>
<th>4/5K</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS</td>
<td>1:7</td>
<td>1:11</td>
<td>1:16</td>
</tr>
<tr>
<td>NAEYC</td>
<td>1:6</td>
<td>1:8</td>
<td>1:10</td>
</tr>
<tr>
<td>(12)</td>
<td>(16)</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>ECDC Classroom/Playground</td>
<td>1:4</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td>(12)</td>
<td>(16)</td>
<td>(24)</td>
<td></td>
</tr>
<tr>
<td>ECDC Nap/rest time</td>
<td>1:6</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td>ECDC Field Trips</td>
<td>1:2</td>
<td>1:4</td>
<td>1:4</td>
</tr>
</tbody>
</table>

In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

6.3 Payroll procedures
All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets.
Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

6.4 Leave, sick days, and breaks/planning time: The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios.
Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606
**Admin Assistant:** 843.953.5631
**2’s/3’s Office:** 843.953.5607
**4’s/5’s Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.

Eff. Date 8.24.10
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at http://spinner.cofe.edu/~child/cdc/curriculum.html: Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/heard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
• vomits or has uncontrolled diarrhea more than once,
• has a fever over 100F (99F underarm)
• has any condition or discomfort which keeps him or her from actively participating in the activities
• shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.

Eff. Date 8.24.10
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

Food preparation:
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

Serving:
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply “one size fits all” rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/record their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.
10.2 Children with Special Needs

ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/IFSP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:

- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix J), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. Violation of this policy is grounds for immediate dismissal. If when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 10.E.01

The New Staff Orientation Handbook (and our Policies and Procedures) contain information relative to (a)-(e), (h),(l), and (m).
CofC Policies, Procedures & Resources

Confidentiality & Record-Keeping
PERPA

PERPA (CofC Policies & Procedures & Forms)
http://www.cofc.edu/legislation/PERPA.htm

Records Retention Policies & Procedures
http://www.cofc.edu/~rr/rpres.php

Controller's Office:
Change Fund Policy (Controller)
http://controller.cofc.edu/Policies/ChgFndOfc.html

Cash Receipts Policy (Controller)
http://controller.cofc.edu/Policies/CashRec.html

Petty Cash Policy (Controller)
http://controller.cofc.edu/Policies/PettyCash.html

Travel Policy (Controller & Provost)
http://controller.cofc.edu/pdf/Travel.pdf

Regular Disbursements (Controller)
http://controller.cofc.edu/policies/RegularDisbursements.htm

Pre-Paid Expenses (Controller)
http://controller.cofc.edu/policies/PrepaidExpenses.htm

Taxpayer Identification Numbers (Controller)
http://controller.cofc.edu/policies/TaxpayerIdentification.htm

Cultural Resources:
Multicultural Programs and Services
http://www.cofc.edu/~msp/

Sottile Theatre
http://sottile.cofc.edu/

School of The Arts
http://www.cofc.edu/arts/

Fund-raising:
Institutional Advancement (Foundation)
http://fa.cofc.edu/

Faculty/Staff Annual Giving Campaign Foundation Blessed Giving Fund Numbers
http://fa.cofc.edu/FacultyStaffCampaign_FundList.pdf

Health, Safety, & Wellness:
CofC Emergency Plan
http://www.cofc.edu/emergency/

CofC Emergency Quick Reference Chart

Community Crime Alerts
http://www.cofc.edu/publicafety/communitycrime/index.php

Swine Flu Update (Health Services)
http://www.cofc.edu/~studentlife/swine_flu.html

CF 1.2/2012
Media & Event Planning:
Copy Center Policies
https://www.cofe.edu/CopyCenter/policies.html

Catering Procedures
http://www.compusaid.com/m-SC/FOX/06/Hartford/Catering/

Parking Regulations
http://www.cofe.edu/~parking/regulations.html

Brand Manual
http://www.cofe.edu/brandmanual/

Campus Facilities Scheduling
http://www.cofe.edu/~campus/hscheduling/

College Calendars (Registrar)
http://www.cofe.edu/registrar/courses/calendars.htm

Payroll, Budget, & Financial:
Internal Time Sheet (Payroll & Budgeting)
http://budgetingandpayroll.cofe.edu/forms/Timesheet.pdf

Payroll Schedule (Payroll & Budgeting)
http://budgetingandpayroll.cofe.edu/payroll_schedule.htm

E-Print Instructions (Payroll & Budgeting)
http://budgetingandpayroll.cofe.edu/e-print-instructions.htm

HRIS/SIS/PIS Access Instructions (Information Technology)
https://www.cofe.edu/HumanResources/hris/access/instructions.html

Information Technology Access Application Form (Information Technology)
http://www.cofe.edu/HumanResources/hris/access/application_form.pdf

College of Charleston Annual Comprehensive Financial Reports
http://businessaffairs.cofe.edu/

Student Payroll Forms (Career Center)
http://www.cofe.edu/careercenter/employees_forms.html

Returned Check Policy (Treasurer)
http://treasurer.cofe.edu/returned_check_policy.html

PERSONNEL POLICIES & PROCEDURES:
Classified Employees:
Fac/Assistant Manual (Provincial)
https://www.cofe.edu/AcademicAffairs/manuals/FS%3F%250D%250A%250D%250Afinal.pdf

Benefits
https://www.cofe.edu/~humanResources/index.htm
Compensation Policy for Classified Employees (HR)

Family & Medical Leave Policy (HR)

Grievance Policy/Procedure (HR)
https://www.cofe.edu/~humanResources/Policies_and_Forms/Policies/GrievancePolicy.pdf

Leave Benefits Policy (HR)
evidence for criterion 10.E.01

http://www.coffe.edu/~laumer/policies_and_forms/assets/policies/05%20Company%20Policies.pdf

Hours of work Policy [HR]
http://www.coffe.edu/~laumer/Policies_and_Forms/assets/Policies/Hours%20of%20Work%20Overview%20Policy%202014%2005%2007.pdf

Reduction in Force Policy [HR]
http://www.coffe.edu/~laumer/Policies_and_Forms/assets/Policies/Reduction%20in%20Force.pdf

Holiday Schedule [HR]
http://www.coffe.edu/~laumer/Employee-Benefits-Holidays.html

**Student Employees:**

Graduate Assistantship Policy (Graduate Office)
http://www.coffe.edu/graduate-school/faculty-resources/GradAssistantPolicy14A.pdf

Crisis Assistance (CARE)
http://www.coffe.edu/care/

CofC Student Employment Manual (Career Center)
http://www.coffe.edu/careercenter/StudentEmploymentManual/

Job Classification Numbers (Career Center)
http://www.coffe.edu/careercenter/OnlineTraining/

Employing international Students (Career Center)
http://www.coffe.edu/careercenter/internationalstudents.html

Counseling & Substance Abuse
http://www.coffe.edu/~counseling/

**All Employees:**

Prohibition of Discrimination, Harassment, and Abuse (HR or Provost)
http://www.coffe.edu/AcademicAffairs/manuals/Prohibition%20of%20Discrimination%20Policy%202006.pdf

Reporting Discrimination, Harassment, and/or Abuse (HR or Provost)
http://www.coffe.edu/AcademicAffairs/manuals.Reporting%20of%20Discrimination%20Policy%202006.pdf

Statement on Religious Accommodations for Students (Provost)
http://www.coffe.edu/AcademicAffairs/manuals.Statement%20of%20Religious%20Accommodation%20for%20Students.pdf

CofC Ethics Policy (Office of Internal Audit)
http://www.coffe.edu/internal/ethics_policy.html

FASO Affirmative Action Policy (Human Relations)
http://www.coffe.edu/~laumer/policies/000.html

AERA Policy (Human Relations)
http://www.coffe.edu/~laumer/policies/103.html

Centennial Relations Policy (Human Relations)
http://www.coffe.edu/~laumer/policies/200.html

Disability Accommodation Request Form

Discrimination, Harassment, Complaints Form
http://www.coffe.edu/~laumer/forms/complaints.html http://www.coffe.edu/~laumer/forms/harassmentcomplaints%20form.pdf

Drug Policy (HR)
http://www.coffe.edu/~laumer/Policies_and_Forms/assets/Policies/0020Drug%20Policy.pdf

Code of Conduct (HR)
evidence for criterion 10.E.01

Procurement:
Central Stores Catalog
http://www.cofc.edu/~centralstores/

Purchasing Card Manual (Procurement)
http://www.cofc.edu/~procure/Procurement2and/manual%20data%202009%20details%20as%20html.pdf

Inventory Control Procedures (Procurement)
http://www.cofc.edu/~procure/ProcurementManual/property_management_Area

Procurement Procedures
http://www.cofc.edu/~procure/ProcurementManual/Procurement_manual_index.html

Research:
Protection of Human Research Participants (hRPP)
http://cogre.cofc.edu/pdf/compliance_FRP.pdf

Library Resources
http://library.cofc.edu/Services.html

Teachers Scholar Grants opportunities
http://library.cofc.edu/research/index.html

Reporting & Strategic Planning:
Assessment & Planning
http://www.cofc.edu/~app/assessment.html

CoC Strategic Planning
http://strategicplan.cofc.edu/

CoC Organizational Chart
http://president.cofc.edu/documents/coe_chart_082906.pdf

Physical Plant:
Physical Plant Divisions
http://www.cofc.edu/~physicalplant/divisions.html

Physical Plant Services
http://www.cofc.edu/~physicalplant/services.html

Maintenance Direct (myshoolbuilding.com)
http://www.cofc.edu/~physicalplant/maintenance.html

Recycling Materials
http://www.cofc.edu/~recycling/materials.html

Recycling Pickup Schedule
http://www.cofc.edu/~recycling/pickup.html
Campus Sustainability Initiative
http://www.ucf.edu/sustainable/

School of Education, Health & Human Performance (SOEHHF):  
SOEHP Main Page  
http://eslp.ucf.edu/

SOEHP Centers & Partnerships  
http://eslp.ucf.edu/centers.html

Early Childhood, Elementary, Middle School Undergraduate Course of Study  
http://eslp.ucf.edu/POE_worksheets/POE_ERC.pdf

Special Education Undergraduate Course of Study  
http://eslp.ucf.edu/POE_worksheets/POE_SPED.pdf

M.A.T. ECE Course of Study  
http://eslp.ucf.edu/eda/mt_ECE.html#POE

M.A.T. Elementary Course of Study  
http://eslp.ucf.edu/eda/mt_ELEMENTARY.html#POE

M.A.T. Special Education Course of Study  
http://eslp.ucf.edu/psd/MAT_ASE.html#POE

Technology:  
Computer Replacement Process  

SOEHP Lobby Monitor Guidelines  
http://eslp.ucf.edu/techstaff/lobby_display.html

Media Resources (equipment)  
http://omm.ucf.edu/

Academic Computing Equipment Checklist  
http://www.ucf.edu/its/services/Tech/Staff_Directory/

Training & Development:  
Staff Training Program (Proven)  
http://www.ucf.edu/AcademicAffairs/manuals/Staff%20Training%20Program.pdf

Employee Training Opportunities  
http://www.ucf.edu/finance/Training/index.htm

Student Employment Online Training (Career Center)  
http://www.ucf.edu/uste/Center/OnlineTraining/

Pediatric First Aid/%% Course Description  
http://www.ucf.edu/~nms/firstaid.html

EMS Training Calendar  
http://www.ucf.edu/~nms/calendar.html

E911 Training Program for Researchers  

CfC/SOEHHF Funding opportunities for professional development/presentations  
http://eslp.ucf.edu/research/index.html
evidence for criterion 10.E.01
Description of evidence for criterion 10.E.01

All campus employees are covered by Human Resources policies; HR policies cover (f) and (i) - (l). This page provides links to all HR pages with that information.

ECDCPP_eff.7.1.15.docx

Section 6 and policies 10.4-8 of the program policies address this criteria.
THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT
CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY. THIS DOCUMENT DOES
NOT CREATE ANY CONTRACTUAL RIGHTS OR ENTITLEMENTS. THE AGENCY
RESERVES THE RIGHT TO REVISE THE CONTENT OF THIS DOCUMENT, IN WHOLE OR
IN PART. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL, WHICH
ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS PARAGRAPH
CREATE ANY CONTRACT OF EMPLOYMENT.

SCOPE

Pursuant to Section 19-715 of the State Human Resources Regulations, the following plan outlines the
format of the Employee Performance Management System (EPMS) for the College of Charleston.

This EPMS Program is designed to provide management and supervisory personnel with information and
guidelines for appraising employee job performance. EPMS is a formal, objective program that enables
employees to be appraised based upon their work characteristics and traits and to plan and develop goals
for the future. Specific instructions herein should be read in their entirety prior to appraising the
performance of subordinates. Any questions you might have should be addressed to your supervisor or to
Human Resources at the College of Charleston.

A primary responsibility of a manager/ supervisor is to accomplish work through other people. A
manager/ supervisor must: ensure that subordinates clearly understand their job assignments; appraise each
employee’s performance on a continuing basis; reinforce acceptable performance; encourage and plan for
each employee’s development; and correct performance that is substandard. It shall be mandatory for all
raters to be evaluated on the timely completion of each employee’s performance appraisal.

GENERAL INFORMATION

The provisions of this policy address the appraisal process of both probationary and covered employees.
Although not specifically mentioned in this policy, employees exempt from coverage under the State
Employee Grievance Procedures Act shall also be given annual performance appraisals.

All performance appraisals shall be made in writing by the employee’s supervisor who has first hand
experience and knowledge of the work being performed and reviewed by the next higher level supervisor
or Reviewing Officer, unless the appraiser is the President, prior to the appraisal being discussed with the
employee. The Reviewing Officer may attach additional comments to the appraisal and may take
exception to any of the appraising supervisor’s points; however the Reviewing Officer may not change
the final appraisal completed by the supervisor. The Reviewing Officer and the Rating Officer must come
to an agreement on the rating before the appraisal is presented to the employee. The appraisal must bear
the signature of the Reviewing Officer, the supervisor and the employee, if possible. If any party refuses
to sign the appraisal, a notation shall be made on the performance appraisal of this. If possible, a witness
should sign to acknowledge that the party refused to sign the appraisal.
Employees who become new supervisors of employees whose duties, performance characteristics and objectives have previously been set may modify decisions previously agreed upon in the planning stage. Should the new supervisor fail to make modifications it shall be understood that the previously agreed upon duties, performance characteristics and objectives shall remain valid for that performance review period.

All employee performance appraisals shall be filed and become a permanent part of the employee’s official personnel file as maintained in Human Resources. A copy of the appraisal should be retained in the departmental files and one should be given to the employee.

**TRAINING**

All new employees will be properly oriented in EPMS. All new supervisors will receive training on EPMS prior to appraising or beginning the planning stage with any subordinate.

**EPMS FORMS**

The Performance Evaluation form is to be used for all employees with the exception those employees specifically exempted by (S.C. Code Ann. § 8-17-380). The form is divided into six sections:

- Traits/Characteristics for all employees
- Manager/Supervisor Traits/Characteristics
- Summary of Job Performance
- Development/Improvement Plan
- Summary of Strengths and Accomplishments
- Sign off section for Reviewer/Rater/Employee

**Five levels of performance will be used:**

- **Exceptional (E)** correlates to *Substantially Exceeds* in State System
- **Superior (S)** correlates to *Exceeds* in State System
- **Satisfactory (SA)** and **Needs Improvement (NI)** correlate to *Meets* in State System
- **Unsatisfactory (U)** correlates to *Below Meets* in the State System

**Definitions of the five levels of performance:**

- **Exceptional**: Performance that is characterized by exemplary accomplishments throughout the rating period; performance that is considerably and consistently above the criteria of the job duty or trait/characteristic.
- **Superior**: Performance that is above the criteria of the job duty or trait/characteristic throughout the rating period.
- **Satisfactory**: Performance that meets the criteria of the job duty or trait/characteristic.
- **Needs Improvement**: Performance that meets the criteria of the job duty or trait/characteristic but improvement is necessary.
- **Unsatisfactory**: Performance that fails to meet the criteria of the job duty or trait/characteristic.

**PLANNING STAGE**

Each employee shall have a planning stage conducted at the beginning of each rating period. The supervisor shall conduct a planning session for each employee by reviewing the position description and discussing their expectations with the employee. Employees will be given goals and development plans
as a part of the planning stage in the “Recommendations for Development/Improvement/Goals” section on the Performance Evaluation Form. The planning stage should include descriptive information specifying the expectations of the rater for the employee to meet performance requirements and should identify which performance characteristics will be rated. The rater and the employee should participate in drafting the planning stage document. In those instances where the rater and employee cannot agree upon the items to be included in the planning document, the rater’s decision shall be final.

**TRAITS AND CHARACTERISTICS STANDARDS**

Based upon the core values established by the College of Charleston, the traits and characteristics set forward in the evaluation form are crucial to the well-being of the College and must be satisfactorily performed by each employee in order to meet our desired outcomes. Managers/supervisors have the option of using N/A if a trait or characteristic does not apply to a particular employee’s job. Additional traits and characteristics may be established as appropriate to particular departments, divisions or positions. Traits and characteristics will be evaluated on a five level scale. It shall be mandatory for all managers and supervisors to be rated on the performance characteristics of “Promoting Equal Employment Opportunity” and “Evaluation.” Comments must accompany every trait and characteristic rating that is “Exceptional” or “Unsatisfactory.” This is required to ensure that appropriate and adequate feedback is given to the employee and that evaluation scores are documented appropriately. This section shall account for fifty percent (50%) of the total score.

**JOB SUMMARY**

The rater and the employee will determine the primary duties of a job by reviewing the employee’s job description. In those instances where the rater and the employee cannot agree upon the job functions, the rater’s decision shall be final. The statement outlining the job functions should include descriptive information about the performance expectations of the rater. This section shall account for fifty percent (50%) of the total evaluation score.

**GOALS FOR DEVELOPMENT/IMPROVEMENT FOR THE COMING YEAR**

Any limited duration non-recurring project assigned to the employee can be included on the evaluation form under this section. Such project or goal must be outlined fully describing the expectations and success criteria of the rater. Each goal noted shall be rated based on the five levels of performance.

**OVERALL PERFORMANCE RATING CALCULATION**

The rater shall count the Job Summary as 50% of the final score and the Traits/Characteristics as 50% of the overall final score.

**EVALUATION SCHEDULE**

The College of Charleston shall establish a universal evaluation date effective April 1, 2005. At that time all classified employees will be reviewed and evaluated. Until such time as this change goes into effect the College of Charleston will continue evaluating eligible employees on their individual EPMS review date. All employees, regardless of the date of their most recent evaluation, will be evaluated during the first quarter of 2005. The review date will remain April 1 for all employees from that point forward with the exception of probationary and trial employees. If an evaluation is not
completed prior to the performance review date, the employee shall receive a “Satisfactory” (Meets by Default) rating.

**ONGOING PERFORMANCE MANAGEMENT**

A rater should continue to provide performance feedback to employees throughout the review period. An unofficial mid-year review is encouraged to facilitate this communication between raters and employees. A rater may gather feedback to prepare the appraisal document and/or conduct unofficial appraisals more frequently than required in this policy.

**PROBATIONARY PERIOD**

Each new employee in probationary status shall be rated prior to the completion of a twelve-month probationary period. The performance review date marks the beginning of a new review period. If the employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain covered status as a State employee and permanent status in the class. The probationary period may not be extended. If an employee is not performing satisfactorily during the probationary period, the employee shall be terminated before becoming a covered employee. Until an employee has completed the probationary period and has a “Satisfactory” or higher overall rating on the employee’s evaluation, the employee has no grievance rights under the State Employee Grievance Procedure Act; therefore, the College of Charleston is not required to follow the “Substandard Performance Process” to terminate a probationary employee.

**ANNUAL PERFORMANCE REVIEWS**

All employees shall be given an annual appraisal no more than 90 calendar days prior to the employee's performance review date. The performance review date marks the beginning of a new review period. If an employee does not receive an appraisal prior to the performance review date, the employee shall receive a “Satisfactory” rating by default. A covered employee may not be issued an overall “Unsatisfactory” appraisal at any time during the annual review period without following the “Substandard Performance Process.”

**TRIAL PERIODS**

Each covered employee who has been demoted, promoted or reclassified shall be appraised prior to the completion of a six-month trial period in the position. The performance review date marks the beginning of a new review period. If an employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain permanent status in the new classification. Once an employee has completed a successful trial period and obtained permanent status in a class, the employee retains permanent status in the class throughout the employee’s continuous service. The six-month trial period may be extended up to 90 calendar days upon written notice to the employee prior to the end of the six-month trial period.

The “Substandard Performance Process” is not required to demote or reclassify downward an employee in trial status to the same class from which promoted, if the demotion or reclassification occurs within the trial period. The “Substandard Performance Process” is also not required to demote or reclassify downward an employee in trial status to a class in an equal or higher pay band from which promoted, if the demotion or reclassification occurs within the trial period. The employee in trial status may not grieve such demotion. The employee in trial status may not be terminated or demoted to a class in a lower pay
band than that from which promoted for performance reasons without following the “Substandard Performance Process.”

**SUBSTANDARD PERFORMANCE**

Employees whose performance is unsatisfactory shall be given sufficient notice along with the opportunity to improve such performance prior to the conclusion of the formal evaluation period. The warning notice may be issued at any time during the review period. Ordinarily the warning period may not extend beyond the employee’s review date. However, if the warning notice is issued less than 30 days before the employee’s review date, the review date will roll forward for a day for each day the warning notice is in effect. The following procedures shall be followed when substandard performance notice is going to be issued:

1. At least 30 calendar days and no more than 120 calendar days prior to an employee receiving an overall performance rating of “Unsatisfactory,” the supervisor shall provide the employee with a *Written Warning Notice of Unsatisfactory Performance*. The warning notice shall contain the proviso that a rating of “Unsatisfactory” shall result if performance is not brought up to standard within a specified period of time.
   - The warning notice must be in writing, addressed to the employee and labeled as a *Warning Notice of Unsatisfactory Performance*.
   - The notice must clearly list the job performance and/or trait and characteristic deficiencies, identify ways the deficiencies may be overcome, the time period the employee will be given to improve and the possible consequences if no improvement is noted (i.e., transfer, reassignment, demotion or termination).
   - The employee shall sign the notice and a copy shall be forwarded to Human Resources for placement in the employee’s official file. The employee shall be given a copy for future reference.
   - Should the employee refuse to sign the *Warning Notice of Unsatisfactory Performance* the supervisor shall make a note of the refusal, initial and send a copy to Human Resources.

2. The rater and employee should participate in drafting a work improvement plan. The work improvement plan should include a list of ways to improve the deficiencies and other appropriate performance recommendations. In these instances where the rater and employee cannot agree upon the content of the work improvement plan, the raters’ decision shall be final.

3. During the warning period the supervisor and the employee shall have regularly scheduled meetings (weekly meetings are recommended) during which they shall discuss the employee’s progress. These meetings shall be documented and a copy shall be given to the employee. A copy will be placed in the official personnel file and in the supervisor’s file for future reference in documenting job performance.

4. If the employee’s overall performance is rated “Satisfactory” or above at the end of the warning period, employment shall continue.

5. If the employee’s overall performance is rated as “Needs Improvement”, the evaluation will be accepted with a meets rating and a plan for improvement over the course of the next six months shall be developed and regular meetings will be scheduled between the supervisor and the employee (bi-weekly or monthly are recommended).

6. If performance does not improve and the employee’s overall performance is rated as “Unsatisfactory” the employee shall be removed immediately from the position through reassignment, demotion or termination. Human Resources shall be consulted
at an early date should the employee not respond positively and improve unsatisfactory performance during the warning notice period.

7. The Unsatisfactory Performance process may be initiated any time the supervisor believes that the employee’s overall performance is “Unsatisfactory”.

8. Any employee whose performance requires more than two (2) substandard warning processes within 365 calendar days shall be terminated upon receipt of the third warning notice of Unsatisfactory Performance. This warning notice shall be labeled \textit{Notice of Termination} and shall include attachments of the two previously written \textit{Warning Notices of Unsatisfactory Performance}. Human Resources shall be consulted prior to the issuance of the \textit{Notice for Termination}. 
Description of evidence for criterion 10.E.01

College policies describe evaluation procedures and system for permanent employees
## Staff Performance Evaluation Timeline

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoC Employee Performance Management System (EPMS) (includes Annual Goals)</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; Summary signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary signed by Director &amp; AA</td>
</tr>
</tbody>
</table>
Effective 2013-2014
Description of evidence for criterion 10.E.01
This schedule is provided to staff for planning purposes.

10.E.02: Hiring procedures ensure that all employees in the program (including bus drivers, bus monitors, custodians, cooks, clerical and other support staff) who come into contact with children in the program or who have responsibility for children
   a. have passed a criminal-record check.
   b. are free from any history of substantiated child abuse or neglect.
   c. are at least 18 years old (except vehicle drivers, who must be at least 21).
   d. have completed high school or the equivalent.
   e. have provided personal references and a current health assessment that attest to the prospective employee's ability to perform the tasks required to carry out the responsibilities of his or her position.

This is a state licensing requirement for all our teaching and administrative staff. Our support staff are College Physical Plant employees and not hired by us; they work in the evening when children are not present. We have one custodial person who helps at lunchtime, but she does not have any responsibility for children. The College Human Resources Department conducts background checks on all new employees in addition to the background checks we require per licensing regulations.

DSS_ch_4_Staffing.doc
Chapter 4 of the DSS regulations describe required documentation in staff files and processes to be used to verify (a) - (e).
NEW STUDENT EMPLOYEE “TO-DO” LIST

NAME: _______________________

PAPERWORK
1. ECDC APPLICATION
2. SEAF (TA) or GEAF (GA) Form (Office complete)
3. EMERGENCY CONTACT SHEET
4. DISCIPLINE POLICY
5. RELEASE FORM
6. NAEYC CODE OF ETHICS
7. CONFIDENTIALITY STATEMENT
8. FERPA RELEASE FORM
9. TRAINING RECORD SHEET
10. DSS 2924 REGISTRY RELEASE (Office complete)
11. DSS 2925 STATEMENT OF COMPLIANCE (Notary at Treasurer’s Office)
12. 2926 HEALTH FORM (COFC HEALTH SERVICES/PHYSICIAN)
13. 2901 HEALTH FORM (EMPLOYEE)
14. DIRECT DEPOSIT FORM (with voided check or bank form)
15. AFFORDABLE CARE ACT FORM/SIGNED
16. TB TEST (COFC HEALTH SERVICES or HOME PHYSICIAN) Needs to be done BEFORE 1st day of Work
17. W-4
18. I-9 Documentation
   a. Passport OR
   b. License AND
   c. SS card or Birth Certificate (COLOR COPY or ORIGINAL)
19. FINGERPRINT DIRECTIONS (SC LOCATION per website) Needs to be done BEFORE 1st day of Work
   a. IN-STATE: PASSPORT/LICENSE
   b. OUT-OF-STATE: TWO ORIGINAL FORMS OF ID
20. Additional GA Paperwork
   a. Contract
b. Abatement (if needed)

MANDATORY TRAINING

£ORIENTATION:

£PEDIATRIC FIRST AID/CPR: TBA JANUARY

£TRAINING WORKSHOPS:
Description of evidence for criterion 10.E.02

We provide new student staff with a checklist to help them navigate and organize the paperwork needed for employment.

10.E.03: Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the families served. Policies are in place for obtaining staff or volunteers who speak the language of the children served, and these individuals regularly interact with the children and families.

Permanent employees are hired via an institutional search process that adheres to EOE procedures, as the university is committed to a diverse campus. Assistant teachers are all students, and our children are almost all campus children, so the pool from which we hire our hourly employees reflects the diversity of our children and families and campus in general. All of our major program documents indicate that translation services are provided when needed or requested.
For Department Chairs

Recruitment Process (View the procedure)

- Request to Hire (Nov. 5, 2008) (PDF Form)
- Request to Recruit (permission to begin a search - identifies the position) (PDF Form)
- Request to Advertise (EEO-1) (PDF Form)
- Send to Candidates (EEO-2) (PDF Form)
- To Interview (EEO-3) (PDF Form)
- Recruitment Checklist (MS Excel Form)
- To Hire (EEO-4) (PDF Form)
- Notification (EEO-5) (PDF Form)
- Background Check Release Form (PDF)

Faculty Committee on Graduate Education

- Graduate Curriculum Forms

Faculty Curriculum Committee

- Curriculum Committee Forms

Program Director's Worksheet

- Microsoft Excel
- PDF Document
Description of evidence for criterion 10.E.03

This document indicates that one of the steps in hiring permanent employees is verification that the search meets EOE requirements.
2015-2016 Diversity Plan  
School of Education, Health, and Human Performance

Note: Goals listed correspond to those outlined in the College’s 5-Year Diversity Strategic Plan

<table>
<thead>
<tr>
<th>Goal 1: Recruit, retain, and graduate greater numbers of qualified minority, first generation, and international students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2: Recruit and retain greater numbers of women and minorities into faculty, staff and administrative positions (including deans, chairs, and vice presidents)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3: Create a supportive environment that is diverse, inclusive, and welcoming to all</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 4: Infuse diversity into the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
</tr>
<tr>
<td><strong>Outcome 4</strong></td>
</tr>
</tbody>
</table>

Other goals from the College of Charleston’s Diversity Strategic Plan that are not included above:

- ✓ GOAL 5: Collect and organize data to create data bases in order to systematically and effectively assess progress and align or re-align programs to achieve diversity goals.
- ✓ GOAL 6: Develop a financial plan for funding diversity initiatives in the diversity strategic plan.
- ✓ GOAL 7: Produce and disseminate an annual report on the status of diversity at the College of Charleston.
Description of evidence for criterion 10.E.03

The Diversity plan for our School is consistent with that for the University. Items 3.3 and 4.4 describe our program goals for achieving this criterion.

10.E.05: New staff members serve an introductory period of employment during which the administrator or other qualified person makes a professional judgment as to their physical and psychological competence for working with children.

Probationary periods are designated on job descriptions and mandated by either state licensing regulations or College Human Resources policies depending on job classification.
COLLEGE OF CHARLESTON
Article 4.04 EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM
(Revised and Effective 7/1/04)

THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT
CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY. THIS DOCUMENT DOES
NOT CREATE ANY CONTRACTUAL RIGHTS OR ENTITLEMENTS. THE AGENCY
RESERVES THE RIGHT TO REVISE THE CONTENT OF THIS DOCUMENT, IN WHOLE OR
IN PART. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL, WHICH
ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS PARAGRAPH
CREATE ANY CONTRACT OF EMPLOYMENT.

SCOPE

Pursuant to Section 19-715 of the State Human Resources Regulations, the following plan outlines the
format of the Employee Performance Management System (EPMS) for the College of Charleston.

This EPMS Program is designed to provide management and supervisory personnel with information and
guidelines for appraising employee job performance. EPMS is a formal, objective program that enables
employees to be appraised based upon their work characteristics and traits and to plan and develop goals
for the future. Specific instructions herein should be read in their entirety prior to appraising the
performance of subordinates. Any questions you might have should be addressed to your supervisor or to
Human Resources at the College of Charleston.

A primary responsibility of a manager/ supervisor is to accomplish work through other people. A
manager/supervisor must: ensure that subordinates clearly understand their job assignments; appraise each
employee’s performance on a continuing basis; reinforce acceptable performance; encourage and plan for
each employee’s development; and correct performance that is substandard. It shall be mandatory for all
raters to be evaluated on the timely completion of each employee’s performance appraisal.

GENERAL INFORMATION

The provisions of this policy address the appraisal process of both probationary and covered employees.
Although not specifically mentioned in this policy, employees exempt from coverage under the State
Employee Grievance Procedures Act shall also be given annual performance appraisals.

All performance appraisals shall be made in writing by the employee’s supervisor who has first hand
experience and knowledge of the work being performed and reviewed by the next higher level supervisor
or Reviewing Officer, unless the appraiser is the President, prior to the appraisal being discussed with the
employee. The Reviewing Officer may attach additional comments to the appraisal and may take
exception to any of the appraising supervisor’s points; however the Reviewing Officer may not change
the final appraisal completed by the supervisor. The Reviewing Officer and the Rating Officer must come
to an agreement on the rating before the appraisal is presented to the employee. The appraisal must bear
the signature of the Reviewing Officer, the supervisor and the employee, if possible. If any party refuses
to sign the appraisal, a notation shall be made on the performance appraisal of this. If possible, a witness
should sign to acknowledge that the party refused to sign the appraisal.
Employees who become new supervisors of employees whose duties, performance characteristics and objectives have previously been set may modify decisions previously agreed upon in the planning stage. Should the new supervisor fail to make modifications it shall be understood that the previously agreed upon duties, performance characteristics and objectives shall remain valid for that performance review period.

All employee performance appraisals shall be filed and become a permanent part of the employee’s official personnel file as maintained in Human Resources. A copy of the appraisal should be retained in the departmental files and one should be given to the employee.

**TRAINING**

All new employees will be properly oriented in EPMS. All new supervisors will receive training on EPMS prior to appraising or beginning the planning stage with any subordinate.

**EPMS FORMS**

The Performance Evaluation form is to be used for all employees with the exception those employees specifically exempted by *S.C. Code Ann. § 8-17-380*. The form is divided into six sections:

- Traits/Characteristics for all employees
- Manager/Supervisor Traits/Characteristics
- Summary of Job Performance
- Development/Improvement Plan
- Summary of Strengths and Accomplishments
- Sign off section for Reviewer/Rater/Employee

**Five levels of performance will be used:**

- **Exceptional (E)** correlates to *Substantially Exceeds* in State System
- **Superior (S)** correlates to *Exceeds* in State System
- **Satisfactory (SA)** and **Needs Improvement (NI)** correlate to *Meets* in State System
- **Unsatisfactory (U)** correlates to *Below Meets* in the State System

**Definitions of the five levels of performance:**

- **Exceptional**: Performance that is characterized by exemplary accomplishments throughout the rating period; performance that is considerably and consistently above the criteria of the job duty or trait/characteristic.
- **Superior**: Performance that is above the criteria of the job duty or trait/characteristic throughout the rating period.
- **Satisfactory**: Performance that meets the criteria of the job duty or trait/characteristic.
- **Needs Improvement**: Performance that meets the criteria of the job duty or trait/characteristic but improvement is necessary.
- **Unsatisfactory**: Performance that fails to meet the criteria of the job duty or trait/characteristic.

**PLANNING STAGE**

Each employee shall have a planning stage conducted at the beginning of each rating period. The supervisor shall conduct a planning session for each employee by reviewing the position description and discussing their expectations with the employee. Employees will be given goals and development plans
as a part of the planning stage in the “Recommendations for Development/Improvement/Goals” section on the Performance Evaluation Form. The planning stage should include descriptive information specifying the expectations of the rater for the employee to meet performance requirements and should identify which performance characteristics will be rated. The rater and the employee should participate in drafting the planning stage document. In those instances where the rater and employee cannot agree upon the items to be included in the planning document, the rater’s decision shall be final.

**TRAITS AND CHARACTERISTICS STANDARDS**

Based upon the core values established by the College of Charleston, the traits and characteristics set forward in the evaluation form are crucial to the well-being of the College and must be satisfactorily performed by each employee in order to meet our desired outcomes. Managers/supervisors have the option of using N/A if a trait or characteristic does not apply to a particular employee’s job. Additional traits and characteristics may be established as appropriate to particular departments, divisions or positions. Traits and characteristics will be evaluated on a five level scale. It shall be mandatory for all managers and supervisors to be rated on the performance characteristics of “Promoting Equal Employment Opportunity” and “Evaluation.” Comments must accompany every trait and characteristic rating that is “Exceptional” or “Unsatisfactory.” This is required to ensure that appropriate and adequate feedback is given to the employee and that evaluation scores are documented appropriately. This section shall account for fifty percent (50%) of the total score.

**JOB SUMMARY**

The rater and the employee will determine the primary duties of a job by reviewing the employee’s job description. In those instances where the rater and the employee cannot agree upon the job functions, the rater’s decision shall be final. The statement outlining the job functions should include descriptive information about the performance expectations of the rater. This section shall account for fifty percent (50%) of the total evaluation score.

**GOALS FOR DEVELOPMENT/IMPROVEMENT FOR THE COMING YEAR**

Any limited duration non-recurring project assigned to the employee can be included on the evaluation form under this section. Such project or goal must be outlined fully describing the expectations and success criteria of the rater. Each goal noted shall be rated based on the five levels of performance.

**OVERALL PERFORMANCE RATING CALCULATION**

The rater shall count the Job Summary as 50% of the final score and the Traits/Characteristics as 50% of the overall final score.

**EVALUATION SCHEDULE**

The College of Charleston shall establish a universal evaluation date effective April 1, 2005. At that time all classified employees will be reviewed and evaluated. Until such time as this change goes into effect the College of Charleston will continue evaluating eligible employees on their individual EPMS review date. All employees, regardless of the date of their most recent evaluation, will be evaluated during the first quarter of 2005. The review date will remain April 1 for all employees from that point forward with the exception of probationary and trial employees. If an evaluation is not
completed prior to the performance review date, the employee shall receive a “Satisfactory” (Meets by Default) rating.

**ONGOING PERFORMANCE MANAGEMENT**

A rater should continue to provide performance feedback to employees throughout the review period. An unofficial mid-year review is encouraged to facilitate this communication between raters and employees. A rater may gather feedback to prepare the appraisal document and/or conduct unofficial appraisals more frequently than required in this policy.

**PROBATIONARY PERIOD**

Each new employee in probationary status shall be rated prior to the completion of a twelve-month probationary period. The performance review date marks the beginning of a new review period. If the employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain covered status as a State employee and permanent status in the class. The probationary period may not be extended. If an employee is not performing satisfactorily during the probationary period, the employee shall be terminated before becoming a covered employee. Until an employee has completed the probationary period and has a “Satisfactory” or higher overall rating on the employee’s evaluation, the employee has no grievance rights under the State Employee Grievance Procedure Act; therefore, the College of Charleston is not required to follow the “Substandard Performance Process” to terminate a probationary employee.

**ANNUAL PERFORMANCE REVIEWS**

All employees shall be given an annual appraisal no more than 90 calendar days prior to the employee's performance review date. The performance review date marks the beginning of a new review period. If an employee does not receive an appraisal prior to the performance review date, the employee shall receive a “Satisfactory” rating by default. A covered employee may not be issued an overall “Unsatisfactory” appraisal at any time during the annual review period without following the “Substandard Performance Process.”

**TRIAL PERIODS**

Each covered employee who has been demoted, promoted or reclassified shall be appraised prior to the completion of a six-month trial period in the position. The performance review date marks the beginning of a new review period. If an employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain permanent status in the new classification. Once an employee has completed a successful trial period and obtained permanent status in a class, the employee retains permanent status in the class throughout the employee’s continuous service. The six-month trial period may be extended up to 90 calendar days upon written notice to the employee prior to the end of the six-month trial period.

The “Substandard Performance Process” is not required to demote or reclassify downward an employee in trial status to the same class from which promoted, if the demotion or reclassification occurs within the trial period. The “Substandard Performance Process” is also not required to demote or reclassify downward an employee in trial status to a class in an equal or higher pay band from which promoted, if the demotion or reclassification occurs within the trial period. The employee in trial status may not grieve such demotion. The employee in trial status may not be terminated or demoted to a class in a lower pay
band than that from which promoted for performance reasons without following the “Substandard Performance Process.”

**SUBSTANDARD PERFORMANCE**

Employees whose performance is unsatisfactory shall be given sufficient notice along with the opportunity to improve such performance prior to the conclusion of the formal evaluation period. The warning notice may be issued at any time during the review period. Ordinarily the warning period may not extend beyond the employee’s review date. However, if the warning notice is issued less than 30 days before the employee’s review date, the review date will roll forward for a day for each day the warning notice is in effect. The following procedures shall be followed when substandard performance notice is going to be issued:

1. At least 30 calendar days and no more than 120 calendar days prior to an employee receiving an overall performance rating of “Unsatisfactory,” the supervisor shall provide the employee with a **Written Warning Notice of Unsatisfactory Performance**. The warning notice shall contain the proviso that a rating of “Unsatisfactory” shall result if performance is not brought up to standard within a specified period of time.  
   - The warning notice must be in writing, addressed to the employee and labeled as a **Warning Notice of Unsatisfactory Performance**.  
   - The notice must clearly list the job performance and/or trait and characteristic deficiencies, identify ways the deficiencies may be overcome, the time period the employee will be given to improve and the possible consequences if no improvement is noted (i.e., transfer, reassignment, demotion or termination).  
   - The employee shall sign the notice and a copy shall be forwarded to Human Resources for placement in the employee’s official file. The employee shall be given a copy for future reference.  
   - Should the employee refuse to sign the **Warning Notice of Unsatisfactory Performance** the supervisor shall make a note of the refusal, initial and send a copy to Human Resources.

2. The rater and employee should participate in drafting a work improvement plan. The work improvement plan should include a list of ways to improve the deficiencies and other appropriate performance recommendations. In these instances where the rater and employee cannot agree upon the content of the work improvement plan, the raters’ decision shall be final.

3. During the warning period the supervisor and the employee shall have regularly scheduled meetings (weekly meetings are recommended) during which they shall discuss the employee’s progress. These meetings shall be documented and a copy shall be given to the employee. A copy will be placed in the official personnel file and in the supervisor’s file for future reference in documenting job performance.

4. If the employee’s overall performance is rated “Satisfactory” or above at the end of the warning period, employment shall continue.

5. If the employee’s overall performance is rated as “Needs Improvement”, the evaluation will be accepted with a meets rating and a plan for improvement over the course of the next six months shall be developed and regular meetings will be scheduled between the supervisor and the employee (bi-weekly or monthly are recommended).

6. If performance does not improve and the employee’s overall performance is rated as “Unsatisfactory” the employee shall be removed immediately from the position through reassignment, demotion or termination. Human Resources shall be consulted.
at an early date should the employee not respond positively and improve unsatisfactory performance during the warning notice period.

7. The Unsatisfactory Performance process may be initiated any time the supervisor believes that the employee’s overall performance is “Unsatisfactory”.

8. Any employee whose performance requires more than two (2) substandard warning processes within 365 calendar days shall be terminated upon receipt of the third warning notice of Unsatisfactory Performance. This warning notice shall be labeled **Notice of Termination** and shall include attachments of the two previously written **Warning Notices of Unsatisfactory Performance**. Human Resources shall be consulted prior to the issuance of the **Notice for Termination**.
Description of evidence for criterion 10.E.05
The CofC personnel policies describe the probationary period for college employees.
# Staff Performance Evaluation Timeline

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoC Employee Performance Management System (EPMS) (includes Annual Goals)</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; Summary signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary signed by Director &amp; AA</td>
</tr>
</tbody>
</table>
Evidence for criterion 10.E.05

Effective 2013-2014
Description of evidence for criterion 10.E.05

We provide our staff with an evaluation calendar that indicates student staff have a 30 day probationary period.

10.E.06: The programs offer benefits packages for full-time staff who have satisfactorily completed their introductory period of employment. Written policies detail employee benefits and include
   a. health insurance;
   b. employee leave, including sick, vacation, holiday, and personal leave;
   c. education benefits; and
   d. retirement.

The written policies are shared with each employee. Benefits for part-time employees are available on a prorated basis. If some or all of these benefits are not available, a written plan for improving benefits is developed and implemented.

Full-time staff are permanent employees of the College of Charleston and entitled to health insurance, education benefits, retirement, and sick leave from the first day of hire. The director and administrative assistant, who are full-year employees, accrue annual leave. The program operates according to the college academic calendar and master teachers, who work on nine-month faculty contracts, and student employees follow the break schedule per the college academic calendar. Undergraduate staff rarely work more than 10 hours per week; they do not accrue leave or sick time, although we do grant our graduate assistants two sick/personal days per semester. Affordable Care Act regulations per health insurance apply to all student staff under the age of 26.
HUMAN RESOURCES (../INDEX.PHP)

Employment (../employment/index.php)

New Employees (../new-employees/index.php)

Benefits
   Affordable Care Act (affordable-care-act.php)
   Extras (extras.php)
   Health, Dental, Vision Benefits (health-and-dental-vision.php)
   Holiday Schedule (holiday-schedule.php)
   Leave (leave.php)
   Life Balance and Wellness (life-balance-and-wellness.php)
   Retirement Plans (retirement.php)
   Special Discounts (special-discounts.php)
   Workers' Compensation (workers-compensation.php)

Compensation / Classification (../compensation/index.php)

Forms (../forms/index.php)

Policies (../policies/index.php)

Training and Development (../training/index.php)

Frequently Asked Questions (../faq/index.php)

Contact Us (../contact/index.php)

APPLY TO THE COLLEGE (HTTP://WWW.COFC.EDU/APPLY)
Benefits

The College of Charleston is committed to supporting our faculty and staff by offering benefits that are comprehensive and that represent the best that we can offer in coverage and cost.

Health and retirement options are only a few of the benefits provided to employees of the College. We also have generous annual and sick leave plans, as well as other features that significantly impact all of our lives.

This site is designed to summarize the plans that are available to you and to reference actual sites with specific information. Although we have made every attempt to accurately represent the plans, please refer to the actual plan sites for detailed information.

ADDITIONAL RESOURCES

- Human Resources News (http://blogs.cofc.edu/hr)

SOCIAL MEDIA

- Twitter (http://twitter.com/cofcjobs)

QUICK LINKS

- Jobs (http://hr.cofc.edu/employment/index.php)
- Directions to Human Resources (http://hr.cofc.edu/employment/directions.php)
- Holiday Schedule (http://hr.cofc.edu/benefits/holiday-schedule.php)
- Discounts (http://hr.cofc.edu/benefits/special-discounts.php)
- S.A.V.E. (pdf) (http://hr.cofc.edu/benefits/assets/pdfs/save10.10.pdf)
- Name/Address Change (pdf) (http://hr.cofc.edu/forms/assets/personal_data/name-address-change.pdf)
Colleges and Schools

Arts (http://sota.cofc.edu/)
Business (http://sb.cofc.edu/)
Education, Health and Human Performance (http://ehhp.cofc.edu/)
Humanities and Social Sciences (http://hss.cofc.edu/)
Languages, Cultures and World Affairs (http://lcwa.cofc.edu/)
Professional Studies (http://sps.cofc.edu/)
Sciences and Mathematics (http://ssm.cofc.edu/)
Graduate School (http://gradschool.cofc.edu/)
Honors College (http://honorscollege.cofc.edu/)

Information For

Current Students (https://my.cofc.edu/cp/home/displaylogin)
Faculty and Staff (https://my.cofc.edu/cp/home/displaylogin)
Alumni (http://alumni.cofc.edu/)
Families/Parents (http://www.cofc.edu/families/)
International Students (https://admissions.cofc.edu/applyingtothecollege/international-students/index.php)
Job Applicants (https://jobs.cofc.edu)

Quick Links

Public Safety (http://publicsafety.cofc.edu)
Campus Jobs (https://jobs.cofc.edu)
Bookstore (http://bookstore.cofc.edu/)
Giving (http://giving.cofc.edu)
Contact Us (http://cofc.edu/about/contactus)
Information Technology (http://it.cofc.edu)
Transparency Spending (http://transparency.cofc.edu/)

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Description of evidence for criterion 10.E.06

The university offers a full range of benefits to employees, listed here on their homepage, with links to information and forms. The College has a Benefits Coordinator who does training, counseling, and processing.

10.E.07: Staff are provided space and time away from children during the day. When staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

Our library and/or kitchen are used for these purposes and we follow the break policy of the College, which states that breaks are permissible but optional. Lead teachers have 30 minutes for lunch and 1.5 hours paid planning time daily in the middle of the day. Graduate assistants and student workers rarely work more than four hour shifts, but when they do, they may receive a 15 minute paid break if there is adequate coverage. We maintain adult/child ratios that are low enough that normally if a staff members needs to be excused for temporary relief or a short break, we can manage that without compromising ratios.

Our library provides a quiet, pleasant space for teacher breaks, lunch, and planning time. We also use this room for staff meetings, conferences, and working space for itinerant therapists. A sofa and computer station are provided as well as access to the campus wireless network for laptops.
New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CoC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
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   6.3. Payroll procedures
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7. Program curriculum & assessment system
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8. Daily activities and routines
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Eff. Date 8.24.10
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E. Assessment system
F. Playground Supervision Chart
G. South Carolina DHEC Exclusion Guidelines
H. Blood Borne Pathogens Exposure Control Plan
I. ECDC Emergency Evacuation Routes
J. ECDC Discipline Policy
K. South Carolina Mandatory Reporting Requirements Regarding Children
Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC's three-part mission is to provide:
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy

Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

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We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:
- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinner.cofc.edu/~child/?referrer=webcluster&](http://spinner.cofc.edu/~child/?referrer=webcluster&)

**1.0 ECDC Staff**

**1.1 Teacher Qualifications:**
The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

**1.2 Staff Position Descriptions**
*Program Director:* This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:
- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHHP, the College, and the early childhood community.

*Administrative Assistant:* The AA position is a 30 hour per week, temporary contract that is renewed annually.

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Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHPP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

Eff. Date 8.24.10
ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:

- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CofC/SOEHHP/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:

- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

Eff. Date 8.24.10
• Monitoring of rest times and child behavior
• Assisting with completion of daily reports as needed
• Maintaining daily communication with the master teacher via the classroom log
• Establishing and maintaining positive relationships with children and families
• Adhering to DSS regulations, NAEYC accreditation standards, and CofC/SOEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoF Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/ input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoF Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter; signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CofC, SOEHHP)
All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to the CofC Code of Conduct (Appendix B) and the CofC Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHP Teacher Dispositions:
• The belief that all students can learn.
• Value and respect for difference.
• Value of positive human interaction.
• Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

2.2 Confidentiality (4.E.07)

Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by

- Master Teachers
- Program Director
- Administrative Assistant
- Authorized representatives of the state DSS licensing agency
- Authorized representative from the NAEYC accreditation team
- Health officials with specific authorization from parents
- The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEYC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act (FERPA) per the federal law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoC policies for record retention, destruction, and archiving.  
http://www.coc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.

Issued at time of hire:

1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/lanyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
• Inviting all staff to all program events
• Providing additional opportunities for hours whenever possible
• Acknowledging personal achievements and events of our staff, children, and families
• Finals week ‘survival kits’
• Staff photo display
• Program blog news items
• Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
• Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
• Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During re-licensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:

• Knows and can state an accurate head count of children and teaching staff present
• Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
• Is following hygiene procedures for hand-washing and sanitation
• Can readily locate emergency evacuation diagrams and information
• Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
• Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements
All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support
ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures
ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios
In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

Eff. Date 8.24.10
### Table

<table>
<thead>
<tr>
<th>Group/Maximum Size</th>
<th>2's</th>
<th>3's</th>
<th>4/5K</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS</td>
<td>1:7</td>
<td>1:11</td>
<td>1:16</td>
</tr>
<tr>
<td>NAEYC</td>
<td>1:6</td>
<td>1:8</td>
<td>1:10</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(16)</td>
<td>(20)</td>
</tr>
<tr>
<td>ECDC Classroom/Playground</td>
<td>1:4</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(16)</td>
<td></td>
</tr>
<tr>
<td>ECDC Nap/rest time</td>
<td>1:6</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td>ECDC Field Trips</td>
<td>1:2</td>
<td>1:4</td>
<td>1:4</td>
</tr>
</tbody>
</table>

In addition to hours student assistants are scheduled, they are expected to be “on call” for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

### 6.3 Payroll procedures

All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets.

Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

### 6.4 Leave, sick days, and breaks/planning time

The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios.

Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606  
**Admin Assistant:** 843.953.5631  
**2’s/3’s Office:** 843.953.5607  
**4’s/5’s Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.

Eff. Date 8.24.10
7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at http://spinnr.coef.edu/~child/ecd/curriculum.html: Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seen/held by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
• vomits or has uncontrolled diarrhea more than once,
• has a fever over 100F (99F underarm)
• has any condition or discomfort which keeps him or her from actively participating in the activities
• shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.

Eff. Date 8.24.10
A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

9.4 Blood Borne Pathogens Protocol
All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

9.5 Hand-washing and sanitation procedures
Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

Frequency: Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

Storage:
1. Check Child Health Alert List and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

Eff. Date 8.24.10
2. Store all foods promptly upon delivery according to manufacturer's directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

**Food preparation:**
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

**Serving:**
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

**9.6 Emergency Plan**
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

**10.0 Meeting Individual Needs of Children**

**10.1 Developmentally appropriate practice**
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply “one size fits all” rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

*Eff. Date 8.24.10*
10.2 Children with Special Needs
ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/ISFP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:
- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix I), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. Violation of this policy is grounds for immediate dismissal. If when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.

Eff. Date 8.24.10
Description of evidence for criterion 10.E.07

Section 6 of our New Employee Staff Handbook describes the break policy. College policies do not require breaks, but we try to give them if we can. All employees are free to use the restroom as needed.
COLLEGE OF CHARLESTON
HOURS OF WORK AND OVERTIME POLICY
(Revised and Effective 12/11/2011)

THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT
CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY. THIS DOCUMENT DOES
NOT CREATE ANY CONTRACTUAL RIGHTS OR ENTITLEMENTS. THE AGENCY
RESERVES THE RIGHT TO REVISE THE CONTENT OF THIS DOCUMENT, IN WHOLE
OR IN PART. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL,
WHICH ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS
PARAGRAPH CREATE ANY CONTRACT OF EMPLOYMENT.

HOURS OF WORK (PERMANENT EMPLOYEES ONLY)

Exempt/Nonexempt Status Under The Fair Labor Standards Act (FLSA)
Section 13(a)(1) of the FLSA provides an exemption from both minimum wage and overtime
pay for employees employed as bona fide executive, administrative, and professional employees.
Section 13(a)(1) and Section 13(a)(17) also exempt certain computer employees. To qualify for
exemption, employees generally must meet certain tests regarding their job duties and be paid on
a salary basis at not less than $455 per week ($23,660 per year). Job titles do not determine
exempt status. In order for an exemption to apply, an employee’s specific job duties and salary
must meet all the requirements of the FLSA regulations. Determination will be made by the
Office of Human Resources.

Minimum Wage
The College of Charleston has established an internal minimum wage of $7.25 per hour for non-
exempt employees (excluding student employees) and an equivalent rate of $16,500 for exempt
employees.

Compensation
Classified employees shall be paid according to the State pay bands and no employee shall be
paid more or less than allowed by the appropriate pay band. Based upon departmental needs and
approval, some positions may be designated as permanent ¾ time and retain benefits. For these
positions, salary, accruals of sick and annual leave, and State service time will be prorated
accordingly.

The Workweek
The normal office hours of the College of Charleston shall be 8:30 a.m.–5:00 p.m., Monday
through Friday. The minimum full-time workweek for the College shall be 37.5 hours, except in
the cases noted below. However, employees shall not receive additional compensation for hours
worked between 37.5 and 40.0 hours per workweek. Employees shall not receive compensatory
time for hours worked between 37.5 and 40.0 hours per workweek.

For record keeping purposes, the workweek begins at 12:01 a.m. on Sunday and ends at 12:00
midnight on Saturday.

Exception: Public Safety Officers, Sergeants, and Corporals are normally scheduled to
work twelve hours per day, alternating three days one week and four days the next week.
Exception: Physical Plant employees have a minimum full-time work week of 40 hours. The official core work hours of the Physical Plant are 7:00 a.m. to 3:30 p.m., Monday through Friday. Physical Plant employees have a 30 minute lunch break and two scheduled 15 minute breaks during the day due to the nature of the work that is performed.

Hours Worked
Hours worked include all time that the employee is required to be at a prescribed workplace and all time during which the employee is permitted to work.

Regular Rate
The regular rate of pay includes all remuneration for employment paid to an employee to include base pay and shift differentials.

Hourly Rate Employees
The hourly rate is the “regular rate” for non-exempt or hourly employees. This rate is calculated by dividing the annual salary by 2080 hours. Hourly employees shall be compensated for all hours worked. Because only salaried employees can be exempt, all employees compensated on hourly rate basis must be classified as non-exempt.

Holidays
Any employee who is required to work on a legal holiday shall be given compensatory time, within one year of the date of the holiday, at the convenience of the department in which employed, providing that the holiday has not been reassigned to accommodate the College of Charleston’s academic schedule. All nonexempt employees who are not allowed to take holiday compensatory time earned for working on a holiday within the one-year period, shall be compensated for the holiday at the straight hourly pay rate of the employee. If the employee wishes to take the holiday on its regularly scheduled day the employee may use annual leave, with the approval of the supervisor.

Time worked on a legal holiday shall be used in computing total hours worked.

Adjusted Workweek
Under warranted circumstances, a non-exempt employee may be required to work in excess of the normal workday and may be given time off during the same workweek at the rate of an hour for an hour to avoid working over 40 hours in a workweek. This adjustment is not allowed for hours worked between 37.5 and 40.0 hours during any workweek. This type of work rescheduling precludes working over 40.0 hours in a workweek and eliminates the need for overtime payment.

Flexible Scheduling
Under warranted circumstances, a department may determine that a “flexible schedule” is appropriate. Flexible schedules are determined by department heads and require a fixed schedule. For example, an employee may be scheduled to come to work at 7:30 and leave at 4:00. The department head may set an employees schedule in any combination of work hours that ensures coverage and appropriate production as long as the employee works at least 37.5 hours per week. This should be an on-going, set schedule and should not be revised unless circumstances and/or departmental needs warrant a change. This should in no way be construed
as a license for the employee to set their own schedule or deviate from the prescribed schedule as determined by the department head.

**On Call**

If an employee who is on-call is not confined to his or her home or any particular place but is required only to leave word where he or she can be reached, or a pager number, or cell phone number the hours spent on-call are not regarded as working hours.

**Call Back**

In the event that an employee is called back to the campus for an emergency either before or after normal working hours, the employee will be paid for all time worked at the employee’s regular rate. Non-exempt employees will be paid for a minimum of two hours unless the employee receives advance notice that the call is cancelled or the employee refuses alternate work that is offered upon reporting to work.

**Shift Differential Pay**

Typically, shift differential pay is approved for positions in departments that require around-the-clock coverage or operations that consistently require late evening coverage. At the discretion of the supervisor, shift differential can be approved for shifts in which employees are required to work hours other than 8:30am to 5:00pm. Shift differential is paid on an hourly basis for all regularly scheduled hours worked on a shift that has been approved for shift differential. Shift rate differentials are established for evening and night shifts.

Supervisors are responsible for identifying the shifts that will be eligible for shift differential, the positions on those shifts that will receive the differential pay, and for communicating this information to their employees. A supervisor must be consistent in applying the chosen practices concerning shifts and positions throughout their area(s) of responsibility.

**Meal Periods**

A bona fide meal period of thirty (30) minutes or more which occurs during the scheduled workday is not hours worked if the employee is completely relieved from duty for the purpose of eating a meal. For the College of Charleston, the meal period (lunch period) is one (1) hour each workday, except in the case of Physical Plant and Public Safety employees who work extended shifts, or in the case of a flexible schedule with at least a thirty (30) minute meal period.

**Rest Periods**

Rest periods or “coffee breaks” of short duration must be counted as hours worked. One morning and one afternoon “coffee break” of no more than fifteen (15) minutes each is permitted. Breaks shall not be used to allow an employee to come in late, to leave early, or to extend the lunch period.

**Leave Status**

Time spent in leave status is not considered hours worked and therefore does not contribute to a 40 hour week in regard to overtime.

**Leave Requests**
A written Leave Request Form should be completed when requesting any leave including annual, sick, and sick family, compensatory, bereavement, court leave, jury duty, family medical leave, military leave and leave without pay. Employees should sign and submit this form to their supervisor for approval. Once signed, the supervisor will return the form to the employee. The approved leave form will be retained by the employee until time sheets are completed for the pay period. The departmental designee will collect and maintain Leave Request Forms for at least one calendar year. The departmental supervisors are responsible for ensuring that all of their employees report their time accurately and on time.

Paid annual or sick leave can only be approved if leave is available.

Temporary employees do not accrue leave of any kind, nor compensatory time, and cannot be paid for time not worked.

Faculty members accrue only sick leave and are required to report such leave in the same manner and increments as staff employees.

**Family Medical Leave Act (FMLA)**
Please refer to the Family Medical Leave Act for full details of the Act.

Under normal circumstances, Leave Request Forms should be submitted and authorized as above when FMLA leave can be planned in advance. Should an employee be advised not to return to work by an appropriate medical practitioner and the employee is unable to submit the usual Leave Request Form in advance, the properly signed Certification of Physician or Practitioner Form shall be submitted to the Human Resources Office as soon as possible. If an employee becomes gravely ill or is involved in an accident which renders them unable to submit the required forms, supervisors should work closely with Human Resources in assisting the employee in filing FMLA and/or Leave Request Forms as soon as it is practical to do so.

Certification forms must be filed with Human Resources. Due to privacy regulations, supervisors do not have the right to know the details of the employee’s condition. Human Resources can inform the supervisor of the probable duration of the condition and nothing more.

**Travel Time (Nonexempt)**
Travel time for non-exempt employees may be hours worked under some conditions. Ordinary home-to-work travel or vice versa is not working time. All time spent traveling on one-day assignments is considered time worked regardless of time of day or day of the week.

Travel away from home involving an overnight stay for non-exempt employees is considered time worked when it occurs during the employee’s normal working hours. This provision is applicable not only on regular working days, but also during the corresponding hours of non-working days.

**Lectures, Meetings, and Training Employees (Non-exempt)**
When a non-exempt employee by reason of official responsibilities is required to attend lectures, meetings, training programs, etc., such time shall be considered work time.

**Hours of Work and Record-keeping for Non-Exempt Employees**
Actual time in and actual time out must be recorded for non-exempt employees in administrative offices as it occurs on a daily basis. Each day’s total work time must reflect at least 7.5 hours. If a combination of time worked and leave taken are reflected for a specific day, the total must equal 7.5 hours. If a full day of leave is taken, the leave must be recorded as 7.5 hours (leave accumulations are based on a 37.5 hour work week).

All non-exempt employees are required to record their actual time in and actual time out. Time is recorded in increments of 15 minutes (.25 of an hour). This is in compliance with the federal labor laws. To ensure that time worked is "averaging out" when using a rounding method to calculate time worked, time will be rounded up and down based on the increment. For example, if the employee reports to work at 8:08 a.m., the employee would be paid for time worked beginning at 8:15 a.m. If he or she clocked in at 9:07 a.m., paid time would begin at 9 a.m.

Public Safety Officers, Sergeants and Corporals are normally scheduled to work twelve hours per day, alternating three days one week and four days the next week. If the employee works more than 86 hours in a two-week period, the employee shall be paid overtime on the hours that exceed 86 hours (see Hours or Work-Law Enforcement Policy for additional information).

Paid annual or sick leave can be approved only if leave is available. The supervisor is responsible for verifying that leave is available before authorizing and submitting time sheets.

Supervisors are reminded that leave balances reflected on the time sheets are not current. If a supervisor wishes to verify leave balances, they should contact Human Resources prior to authorizing leave requests. Since time sheets are submitted after the pay period is over, leave and overtime are reported to Payroll in arrears.

Employee is required to complete and submit time sheets (according to the payroll cycle) to their supervisor for approval. No changes can be made to the time sheet without the employee’s concurrence.

**Hours of Work and Record-keeping for Exempt Administrative Employees**

Exempt employees must record ALL leave taken. Employees are required to complete and submit time sheets (according to the payroll cycle) to their supervisor for approval. No changes can be made to the time sheet without the employee’s concurrence.

Paid annual or sick leave can be approved only if leave is available. The supervisor is responsible for verifying that leave is available before authorizing and submitting time sheets. Each day’s total work time must reflect at least 7.5 hours. If a combination of time worked and leave taken are reflected for a specific day, the total must equal 7.5 hours. If a full day of leave is taken, the leave must be recorded as 7.5 hours.

If a supervisor wishes to verify leave balances, they should contact Human Resources prior to authorizing leave requests. Approved leave request forms should be submitted to the supervisor at the end of the pay cycle and retained for verification purposes.

**Hours of Work and Record-keeping for Temporary Employees**

Actual time in and actual time out must be recorded for temporary, hourly employees as it occurs on a daily basis. There is a lag time for payment of services for temporary employees – refer to current payroll schedule as well as dates reflected on the time reports to determine pay dates.
Temporary employees are required to follow the same leave request process as all other employees, but are paid only for those hours worked. No changes can be made to the time sheet without the employee’s concurrence.

Falsification of any time report shall be cause for disciplinary action up to and including dismissal.

**OVERTIME**

**General Policy on Overtime**
Overtime shall be an **exception** to the regular work schedule. An employee should only be required to work overtime on an occasional basis to meet a sudden increase in the workload, to overcome productive time lost due to some mechanical failure, or to meet the demands of a crisis situation.

Overtime is defined as all hours **worked** in excess of 40 hours within a seven (7) consecutive day work period, which begins at 12:01 a.m. on Sunday and ends at 12:00 midnight on Saturday. In computing the 40-hour base, hours worked do not include leave time, holiday or other paid or unpaid leave. In instances where the combination of hours worked (40 hours or less) and leave exceed 40 hours, for non-exempt employees, those hours in excess of 40 shall be compensated at the regular hourly rate of the employee. All requests for overtime must be submitted in writing and approved in advance.

When any department and/or individual is found to be consistently charging overtime, the functions of that department and/or individual should be reviewed by appropriate management. Every attempt should be made to avoid the repetitive and chronic use of overtime.

It shall be the responsibility of the department head to determine that the provisions of this policy are administered in the best interest of the College of Charleston and in accordance with the Fair Labor Standards Act (FLSA). Although each manager is responsible for the requesting of overtime, it is equally important to control unauthorized overtime. Unauthorized work must be counted as hours worked even if the responsible manager could have stopped it but did not.

Compensatory time off is an acceptable alternative to overtime compensation for non-exempt employees. If such work is other than in a public safety activity, an emergency response activity or a seasonal activity, an employee engaged in such work may not accrue more than 240 hours of compensatory time. Any employee who has accrued 240 hours of compensatory time shall, for additional overtime hours of work, be paid overtime compensation. Compensatory time must be scheduled and approved in advance of the time worked. A “Compensatory Overtime Record” form is attached and should be used by employees to record compensatory time hours worked and taken.

**Public Safety employees** may accrue up to 480 hours of compensatory time. Any Public Safety employee who has 480 hours of compensatory time shall, for additional overtime hours be paid overtime compensation.

Upon termination of employment, non-exempt employees with appropriate records and approvals shall be paid for unused compensatory time based upon their final rate of pay.
Overtime Pay (Non-exempt)
A nonexempt employee shall be paid no less than one and one-half (1.5) times his/her regular rate of pay for all hours worked over 40 in a workweek or granted compensatory time at a rate of one and one-half (1.5) hours for each hour of overtime worked. Non-exempt employees shall not receive additional compensation nor any compensatory time for hours worked between 37.5 and 40.0 hours per workweek.

Overtime/Compensatory Time May Not Be Waived (Off the record adjustments)
The requirements that overtime pay must be paid or compensatory time granted to non-exempt employees after 40 hours of work in a workweek shall not be waived by agreement between the supervisor and the employee.

Overtime/Exempt Employees
Exempt employees may receive compensatory time off for hours worked, for time spent traveling, or for attendance at lectures, meeting, training programs, etc., in excess of the normal workweek (40 hours per week). It is expected that exempt employees will experience a certain amount of “casual overtime” in the performance of their duties. “Casual overtime” refers to time worked in excess of 40 hours in a workweek which the employee believes is necessary to accomplish an assignment or task, although the hours worked are not specifically required by the supervisor and/or department head. “Casual overtime” is not compensable through monetary compensation nor compensatory time.

On those occasions when it becomes necessary for a supervisor and/or department head to require an exempt employee to work excessive hours on a given project or event, the supervisor may authorize compensatory time. Compensatory time must be scheduled and approved in advance of the time worked. A “Compensatory Overtime Record” form is attached and should be used by employees to record compensatory time hours worked and taken.

NOTE: If authorized, it must be at a rate of one (1) hour of compensatory time for each hour worked in excess of 40.0 in the official workweek. Exempt employees cannot be paid for overtime.

Upon termination of employment, exempt employees shall not be paid for unused compensatory hours.
Description of evidence for criterion 10.E.07

The College permits but does not require breaks.

10.E.08: Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a secure location.

All personnel and child records are kept in locking file cabinets inside the director's office, which is also locked at night except for custodial services. The College has strict confidentiality policies that adhere to FERPA guidelines, which we also follow in addition to our internal confidentiality measures. The college also has designated personnel for assuring compliance to long-term records storage and destruction policies and procedures.

We have locking files in the office (current staff and children) and the auxiliary storage area of the building (archive files).

10.E.09: All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.

Staff evaluation processes are clearly articulated in job descriptions to be consistent with both state licensing regulations and the university Human Resources policies. The staff performance evaluation time line is included in our internal New Staff Orientation Handbook.
COLLEGE OF CHARLESTON
Article 4.04 EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM
(Revised and Effective 7/1/04)

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ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS PARAGRAPH
CREATE ANY CONTRACT OF EMPLOYMENT.
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SCOPE

Pursuant to Section 19-715 of the State Human Resources Regulations, the following plan outlines the
format of the Employee Performance Management System (EPMS) for the College of Charleston.

This EPMS Program is designed to provide management and supervisory personnel with information and
guidelines for appraising employee job performance. EPMS is a formal, objective program that enables
employees to be appraised based upon their work characteristics and traits and to plan and develop goals
for the future. Specific instructions herein should be read in their entirety prior to appraising the
performance of subordinates. Any questions you might have should be addressed to your supervisor or to
Human Resources at the College of Charleston.

A primary responsibility of a manager/supervisor is to accomplish work through other people. A
manager/supervisor must: ensure that subordinates clearly understand their job assignments; appraise each
employee’s performance on a continuing basis; reinforce acceptable performance; encourage and plan for
each employee’s development; and correct performance that is substandard. It shall be mandatory for all
raters to be evaluated on the timely completion of each employee’s performance appraisal.

GENERAL INFORMATION

The provisions of this policy address the appraisal process of both probationary and covered employees.
Although not specifically mentioned in this policy, employees exempt from coverage under the State
Employee Grievance Procedures Act shall also be given annual performance appraisals.

All performance appraisals shall be made in writing by the employee’s supervisor who has first hand
experience and knowledge of the work being performed and reviewed by the next higher level supervisor
or Reviewing Officer, unless the appraiser is the President, prior to the appraisal being discussed with the
employee. The Reviewing Officer may attach additional comments to the appraisal and may take
exception to any of the appraising supervisor’s points; however the Reviewing Officer may not change
the final appraisal completed by the supervisor. The Reviewing Officer and the Rating Officer must come
to an agreement on the rating before the appraisal is presented to the employee. The appraisal must bear
the signature of the Reviewing Officer, the supervisor and the employee, if possible. If any party refuses
to sign the appraisal, a notation shall be made on the performance appraisal of this. If possible, a witness
should sign to acknowledge that the party refused to sign the appraisal.
Employees who become new supervisors of employees whose duties, performance characteristics and objectives have previously been set may modify decisions previously agreed upon in the planning stage. Should the new supervisor fail to make modifications it shall be understood that the previously agreed upon duties, performance characteristics and objectives shall remain valid for that performance review period.

All employee performance appraisals shall be filed and become a permanent part of the employee’s official personnel file as maintained in Human Resources. A copy of the appraisal should be retained in the departmental files and one should be given to the employee.

**TRAINING**

All new employees will be properly oriented in EPMS. All new supervisors will receive training on EPMS prior to appraising or beginning the planning stage with any subordinate.

**EPMS FORMS**

The Performance Evaluation form is to be used for all employees with the exception those employees specifically exempted by *(S.C. Code Ann. § 8-17-380).* The form is divided into six sections:

- Traits/Characteristics for all employees
- Development/Improvement Plan
- Manager/Supervisor Traits/Characteristics
- Summary of Strengths and Accomplishments
- Summary of Job Performance
- Sign off section for Reviewer/Rater/Employee

Five levels of performance will be used:

- **Exceptional (E)** correlates to *Substantially Exceeds* in State System
- **Superior (S)** correlates to *Exceeds* in State System
- **Satisfactory (SA)** and **Needs Improvement (NI)** correlate to *Meets* in State System
- **Unsatisfactory (U)** correlates to *Below Meets* in the State System

Definitions of the five levels of performance:

- **Exceptional**: Performance that is characterized by exemplary accomplishments throughout the rating period; performance that is considerably and consistently above the criteria of the job duty or trait/characteristic.
- **Superior**: Performance that is above the criteria of the job duty or trait/characteristic throughout the rating period.
- **Satisfactory**: Performance that meets the criteria of the job duty or trait/characteristic.
- **Needs Improvement**: Performance that meets the criteria of the job duty or trait/characteristic but improvement is necessary.
- **Unsatisfactory**: Performance that fails to meet the criteria of the job duty or trait/characteristic.

**PLANNING STAGE**

Each employee shall have a planning stage conducted at the beginning of each rating period. The supervisor shall conduct a planning session for each employee by reviewing the position description and discussing their expectations with the employee. Employees will be given goals and development plans
as a part of the planning stage in the “Recommendations for Development/Improvement/Goals” section on the Performance Evaluation Form. The planning stage should include descriptive information specifying the expectations of the rater for the employee to meet performance requirements and should identify which performance characteristics will be rated. The rater and the employee should participate in drafting the planning stage document. In those instances where the rater and employee cannot agree upon the items to be included in the planning document, the rater’s decision shall be final.

TRAITS AND CHARACTERISTICS STANDARDS

Based upon the core values established by the College of Charleston, the traits and characteristics set forward in the evaluation form are crucial to the well-being of the College and must be satisfactorily performed by each employee in order to meet our desired outcomes. Managers/supervisors have the option of using N/A if a trait or characteristic does not apply to a particular employee’s job. Additional traits and characteristics may be established as appropriate to particular departments, divisions or positions. Traits and characteristics will be evaluated on a five level scale. It shall be mandatory for all managers and supervisors to be rated on the performance characteristics of “Promoting Equal Employment Opportunity” and “Evaluation.” Comments must accompany every trait and characteristic rating that is “Exceptional” or “Unsatisfactory.” This is required to ensure that appropriate and adequate feedback is given to the employee and that evaluation scores are documented appropriately. This section shall account for fifty percent (50%) of the total score.

JOB SUMMARY

The rater and the employee will determine the primary duties of a job by reviewing the employee’s job description. In those instances where the rater and the employee cannot agree upon the job functions, the rater’s decision shall be final. The statement outlining the job functions should include descriptive information about the performance expectations of the rater. This section shall account for fifty percent (50%) of the total evaluation score.

GOALS FOR DEVELOPMENT/IMPROVEMENT FOR THE COMING YEAR

Any limited duration non-recurring project assigned to the employee can be included on the evaluation form under this section. Such project or goal must be outlined fully describing the expectations and success criteria of the rater. Each goal noted shall be rated based on the five levels of performance.

OVERALL PERFORMANCE RATING CALCULATION

The rater shall count the Job Summary as 50% of the final score and the Traits/Characteristics as 50% of the overall final score.

EVALUATION SCHEDULE

The College of Charleston shall establish a universal evaluation date effective April 1, 2005. At that time all classified employees will be reviewed and evaluated. Until such time as this change goes into effect the College of Charleston will continue evaluating eligible employees on their individual EPMS review date. All employees, regardless of the date of their most recent evaluation, will be evaluated during the first quarter of 2005. The review date will remain April 1 for all employees from that point forward with the exception of probationary and trial employees. If an evaluation is not
completed prior to the performance review date, the employee shall receive a “Satisfactory” (Meets by Default) rating.

**ONGOING PERFORMANCE MANAGEMENT**

A rater should continue to provide performance feedback to employees throughout the review period. An unofficial mid-year review is encouraged to facilitate this communication between raters and employees. A rater may gather feedback to prepare the appraisal document and/or conduct unofficial appraisals more frequently than required in this policy.

**PROBATIONARY PERIOD**

Each new employee in probationary status shall be rated prior to the completion of a twelve-month probationary period. The performance review date marks the beginning of a new review period. If the employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain covered status as a State employee and permanent status in the class. The probationary period may not be extended. If an employee is not performing satisfactorily during the probationary period, the employee shall be terminated before becoming a covered employee. Until an employee has completed the probationary period and has a “Satisfactory” or higher overall rating on the employee’s evaluation, the employee has no grievance rights under the State Employee Grievance Procedure Act; therefore, the College of Charleston is not required to follow the “Substandard Performance Process” to terminate a probationary employee.

**ANNUAL PERFORMANCE REVIEWS**

All employees shall be given an annual appraisal no more than 90 calendar days prior to the employee’s performance review date. The performance review date marks the beginning of a new review period. If an employee does not receive an appraisal prior to the performance review date, the employee shall receive a “Satisfactory” rating by default. A covered employee may not be issued an overall “Unsatisfactory” appraisal at any time during the annual review period without following the “Substandard Performance Process.”

**TRIAL PERIODS**

Each covered employee who has been demoted, promoted or reclassified shall be appraised prior to the completion of a six-month trial period in the position. The performance review date marks the beginning of a new review period. If an employee does not receive a performance appraisal prior to the performance review date, the employee will receive a “Satisfactory” rating by default and obtain permanent status in the new classification. Once an employee has completed a successful trial period and obtained permanent status in a class, the employee retains permanent status in the class throughout the employee’s continuous service. The six-month trial period may be extended up to 90 calendar days upon written notice to the employee prior to the end of the six-month trial period.

The “Substandard Performance Process” is not required to demote or reclassify downward an employee in trial status to the same class from which promoted, if the demotion or reclassification occurs within the trial period. The “Substandard Performance Process” is also not required to demote or reclassify downward an employee in trial status to a class in an equal or higher pay band from which promoted, if the demotion or reclassification occurs within the trial period. The employee in trial status may not grieve such demotion. The employee in trial status may not be terminated or demoted to a class in a lower pay
band than that from which promoted for performance reasons without following the “Substandard Performance Process.”

**SUBSTANDARD PERFORMANCE**

Employees whose performance is unsatisfactory shall be given sufficient notice along with the opportunity to improve such performance prior to the conclusion of the formal evaluation period. The warning notice may be issued at any time during the review period. Ordinarily the warning period may not extend beyond the employee’s review date. However, if the warning notice is issued less than 30 days before the employee’s review date, the review date will roll forward for a day for each day the warning notice is in effect. The following procedures shall be followed when substandard performance notice is going to be issued:

1. At least 30 calendar days and no more than 120 calendar days prior to an employee receiving an overall performance rating of “Unsatisfactory,” the supervisor shall provide the employee with a **Written Warning Notice of Unsatisfactory Performance**. The warning notice shall contain the proviso that a rating of “Unsatisfactory” shall result if performance is not brought up to standard within a specified period of time.
   - The warning notice must be in writing, addressed to the employee and labeled as a **Warning Notice of Unsatisfactory Performance**.
   - The notice must clearly list the job performance and/or trait and characteristic deficiencies, identify ways the deficiencies may be overcome, the time period the employee will be given to improve and the possible consequences if no improvement is noted (i.e., transfer, reassignment, demotion or termination).
   - The employee shall sign the notice and a copy shall be forwarded to Human Resources for placement in the employee’s official file. The employee shall be given a copy for future reference.
   - Should the employee refuse to sign the **Warning Notice of Unsatisfactory Performance** the supervisor shall make a note of the refusal, initial and send a copy to Human Resources.

2. The rater and employee should participate in drafting a work improvement plan. The work improvement plan should include a list of ways to improve the deficiencies and other appropriate performance recommendations. In these instances where the rater and employee cannot agree upon the content of the work improvement plan, the raters’ decision shall be final.

3. During the warning period the supervisor and the employee shall have regularly scheduled meetings (weekly meetings are recommended) during which they shall discuss the employee’s progress. These meetings shall be documented and a copy shall be given to the employee. A copy will be placed in the official personnel file and in the supervisor’s file for future reference in documenting job performance.

4. If the employee’s overall performance is rated “Satisfactory” or above at the end of the warning period, employment shall continue.

5. If the employee’s overall performance is rated as “Needs Improvement”, the evaluation will be accepted with a meets rating and a plan for improvement over the course of the next six months shall be developed and regular meetings will be scheduled between the supervisor and the employee (bi-weekly or monthly are recommended).

6. If performance does not improve and the employee’s overall performance is rated as “Unsatisfactory” the employee shall be removed immediately from the position through reassignment, demotion or termination. Human Resources shall be consulted
at an early date should the employee not respond positively and improve unsatisfactory performance during the warning notice period.

7. The Unsatisfactory Performance process may be initiated any time the supervisor believes that the employee’s overall performance is “Unsatisfactory”.

8. Any employee whose performance requires more than two (2) substandard warning processes within 365 calendar days shall be terminated upon receipt of the third warning notice of Unsatisfactory Performance. This warning notice shall be labeled *Notice of Termination* and shall include attachments of the two previously written *Warning Notices of Unsatisfactory Performance*. Human Resources shall be consulted prior to the issuance of the *Notice for Termination*. 
Description of evidence for criterion 10.E.09

College policies describe this requirement.
<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoC Employee Performance Management System (EPMS) (includes Annual Goals)</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; Summary signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoC EPMS (includes Annual Goals)</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary signed by Director &amp; AA</td>
</tr>
</tbody>
</table>
Effective 2013-2014
Description of evidence for criterion 10.E.09

We provide our staff with a calendar of performance evaluation activities, as the timeline and processes differ according to position type.

10.E.11: The program has an implementation plan for professional development, including orientations for new staff. Credit-bearing course work is included in the professional development plan whenever possible. The plan improves staff credentials and competencies. It is updated at least annually or as needed based on the evaluation process, the need to keep staff's knowledge current, or other identified needs.

Our master teachers and director are highly credentialed to begin with, with a minimum requirement of master’s degree. However, master teachers are required to maintain their state teaching credentials which do require graduate level coursework. Therefore, their PDP’s include plans for coursework if/as needed. As a tenured Associate Professor in the SOEHHP, the director is qualified to teach graduate courses and/or conduct independent studies, so sometimes we create independent studies courses for credit that meet both the requirements for maintaining state credentials, but also are customized to meet the individual needs of the staff. Our teachers and director are also required to obtain 15/20 clock hours of training annually for licensing purposes. We try as much as possible to obtain these hours via national or state conferences, or credit-bearing coursework. They are all qualified to teach as adjuncts within our School of Education, Health, and Human Performance. Our assistant teachers are almost all education majors and are involved in academic programs, so annual plans are not created with them. We do, however, provide paid orientation that includes state-credit/approved workshop training specific to our needs. Additional sessions can be developed as needed and delivered by the director.
New Staff
Orientation Handbook
Welcome to the N.E. Miles Early Childhood Development Center (ECDC). Our program is part of the School of Education, Health, and Human Performance (SOEHHP) at the College of Charleston (CoC)! As a new employee, substitute, or volunteer, you are now part of a long tradition of excellence, and critical to the successful continuing implementation of our program mission and long-term goals.

This handbook is intended to introduce you to our program and provide you with an understanding of the high expectations we maintain as a nationally accredited and state licensed program. Orientation content (NAEYC Standard 6.A.03) includes:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Our staff includes the director and administrative assistant, four master teachers, five graduate assistants, and usually 20-25 student teaching assistants. Regardless of your experience level as a newly hired employee, we hope being part of our ECDC team will provide you with invaluable experience as an early childhood teacher, professional colleague, and member of the College of Charleston community.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center

Eff. Date 8.24.10
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Preface:
Program philosophy, values, and goals

The College of Charleston offers a unique experience for 50-55 young children aged two through kindergarten and College of Charleston undergraduate and graduate students at the N.E. Miles Early Childhood Development Center (ECDC). As part of the School of Education, Health, and Human Performance (SOEHHP), ECDC has served as a demonstration program and laboratory research site for the college since 1974.

Program Features:
- Accredited through the NAEYC
- Licensed by the South Carolina DSS
- Full day program fall semester through the Summer I session
- Highly qualified program director and master teachers
- Assistant teachers are graduate assistants and undergraduate student employees
- Low teacher/child ratios
- Practicum and research site for college students, faculty, and community partners
- Formal collaboration with Memminger Global Studies Magnet School
- Culturally and linguistically diverse population
- Fully inclusive

The eclectic curriculum approach at ECDC is informed by current developmental research and inspired by elements of well known and highly regarded early childhood approaches including Reggio Emilia, Montessori, High Scope, and the Creative Curriculum. The 2008 SC Early Learning Standards provide a framework for assessment of social-emotional, cognitive, physical, language, and mathematical growth and learning. Children at ECDC have intellectually challenging opportunities to engage in long-term project investigations as they learn through play, socialization, field trips, and interactions with their natural surroundings. We use the full range of resources that the college and local community have to offer to provide a learning environment that is culturally and aesthetically rich and diverse.

ECDC’s three-part mission is to provide
- A demonstration preschool for research, observation and practicum purposes.
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community.

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Philosophy
Our philosophy is based on the belief that learning and language are socially constructed. The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.
We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children’s interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

All new staff members are required to view and become familiar with the program website, which provides detailed information and resources for prospective parents, College of Charleston students and faculty, and visitors. [http://spinnervan.cofc.edu/~child/?referrer=webcluster&](http://spinnervan.cofc.edu/~child/?referrer=webcluster&)

### 1.0 ECDC Staff

#### 1.1 Teacher Qualificiations:

The core of the ECDC teaching staff is our four master teachers. All assistant teachers are currently enrolled students at the College of Charleston including five graduate assistants (21 hours per week), and 20-25 hourly teacher assistants. Master teachers have a master’s degree in early childhood education or a closely related field, current SC teacher certification, at least 3 years experience working with young children. Graduate assistants have a bachelor’s degree and are currently enrolled full-time in the Early Childhood, Elementary, or Special Education M.A.T. program. Teaching Assistants are full-time CofC students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or M.A.T. level. All teaching staff must meet other qualifications as required by DSS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.). (6.A.05; 6.A.06)

#### 1.2 Staff Position Descriptions

**Program Director:** This is a twelve-month administrative, non-tenure track position, with full benefits, reporting to the Dean of the School of Education, Health, and Human Performance. A doctorate is preferred; a master’s degree in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director has adjunct status, teaching a minimum of one undergraduate or graduate course per year in the SOEHP Department of Teacher Education, depending on experience and qualifications. The director’s primary responsibility is to support and facilitate the accomplishment of the ECDC mission. The director’s responsibilities include:

- Setting and implementing administrative policies
- Managing the day-to-day operations of the center
- Ensuring continued high-quality educational experiences
- Maintaining licensing
- Maintaining NAEYC accreditation standards
- Currency in the field of early childhood education
- Coordinating field experience and research opportunities for College of Charleston students and faculty
- Developing and maintaining productive relationships with the Department of Teacher Education, the SOEHP, the College, and the early childhood community.

**Administrative Assistant:** The AA position is a 30 hour per week, temporary contract that is renewed annually.

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Minimum qualifications are a high school diploma (college coursework, Associate Degree, or training related to early childhood education desirable); state and federal abuse clearances; current TB and health appraisals; CPR & First Aid certification; computer proficiency with Microsoft Office applications and Outlook Express; excellent interpersonal skills; must be able to lift 30 pounds; must have own car transportation.

The Administrative Assistant reports to the ECDC director. Responsibilities include:

- Reception (phone, security monitors, front door buzzer, visitor logs, routine communications with parents & student employees; mail & UPS deliveries)
- Maintaining paperwork and files related to child enrollments, Department of Social Services (DSS) licensing, and National Association for the Accreditation of Young Children (NAEYC) accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, parent questionnaires, etc.)
- Scheduling of student employees and emergency substitutes; processing of student employment paperwork, staff timesheets
- Coordination and processing of routine purchases, contracted supplies, staff travel, and maintenance
- Bi-weekly food shopping and incidental emergency purchases; inventories
- Processing and maintaining records of tuition/fundraising deposits and invoices
- Coordination with Parent Teacher Organization (PTO) of special classes, events, and fundraising activities
- Miscellaneous clerical and technical support for director (preparation of teaching materials, copying, website, etc.)
- Emergency assistance with sick children and/or classroom support when short-staffed

Master Teacher: The master teacher at the N.E. Miles Early Childhood Development Center is an unclassified permanent employee at the College of Charleston, contracted for the academic year (August 15 through May 15) and one week of summer work to conduct home visits prior to the beginning of the fall term. The master teacher may contract for an additional Maymester and/or Summer session. The master teacher reports to the program director.

Master teachers work 37.5 hours per week including one half hour lunch and one and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A master teacher may need to monitor or supervise naps during this time if one of the teaching assistants is absent.

The ECDC master teacher is responsible for:

- Attending all program staff meetings and SOEHHP meetings as occasionally required
- Home visits to each child in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of graduate assistants, practicum students, and student aides assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with TEDU professors)
- Classroom management and discipline
- Assessment of each child
- Conferencing with parents at least once per semester
- Representing ECDC teachers on committees as needed
- Attending and helping to plan and implement PTO meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials

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- Specific delegated duties assigned by the director as needed

ECDC master teachers are expected to support the program mission and philosophy. Master Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input of the master teacher is essential to the success of ECDC.

The probation period for a master teacher is one academic year. Master teachers are reviewed annually in March and set professional goals for the following year, using the Annual Individualized Staff Development Plan (SDP). After the evaluation conference with the program director, a summary letter is written, signed by the master teacher and program director and kept on file in the Human Resources office.

Master teachers must meet annual DSS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

Graduate Assistant: The graduate assistant is contracted for one semester at a time for fall or spring semester, 21 hours per week, which includes one hour of planning time. GA’s work two teacher prep days prior to the beginning of each academic term, and two teaching days after the end of final exams at the end of each term. Graduate assistantships are not available for summer sessions, but graduate assistants may apply to work as hourly employees during those sessions and if qualified, may be hired as lead teachers. The graduate assistant is assigned to a particular group of children and reports to the master teacher for that classroom (10.B.11; 10.B.13). The graduate assistant is encouraged to identify a teaching or professional goal for the semester and work with the master teacher to successfully meet the goal.

The graduate student is responsible for:
- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/ play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SOEHHP/ECDC policies and procedures

The probation period for a graduate assistant is 30 days. GA’s are formally evaluated at the end of each semester worked by the master teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

Teaching Assistant: The teaching assistant is an hourly College of Charleston student employee, hired for one semester or summer term at a time through the Career Services office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECDC makes every effort to assign TA’s to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the master teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:
- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties

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• Monitoring of rest times and child behavior
• Assisting with completion of daily reports as needed
• Maintaining daily communication with the master teacher via the classroom log
• Establishing and maintaining positive relationships with children and families
• Adhering to DSS regulations, NAEYC accreditation standards, and CoC/SOEHHP/ECDC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the program director in consultation with the master teacher(s) to whom he/she is assigned (10.E.05).

1.3 Staff Performance Evaluation Process

All staff members are given a copy of the appropriate evaluation at the time of hire. The Performance Evaluation Calendar is as follows:

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Evaluator</th>
<th>Instrument</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Director</td>
<td>Dean SOEHHP</td>
<td>CoC Unclassified Employee</td>
<td>March 15</td>
<td>Submit self-evaluation to Dean; Conference; summary letter; signed by Director &amp; Dean</td>
</tr>
<tr>
<td>Master Teachers</td>
<td>ECDC Director</td>
<td>ECDC Annual Individualized Staff Development Plan (SDP)</td>
<td>At one year from DOH and March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference; summary letter; signed by MT &amp; director</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Master Teacher</td>
<td>GA Performance Evaluation Tool (includes SOEHHP dispositions)</td>
<td>End of each contracted semester</td>
<td>Complete; Conference; signed by GA, supervisor, director</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>ECDC Program Director w/input from Master Teachers</td>
<td>Teacher Assistant Performance Evaluation (includes SOEHHP dispositions)</td>
<td>30 days (if needed); end of semester; annually thereafter</td>
<td>Complete; Signed by employee &amp; director; conference if warranted</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>ECDC Director</td>
<td>CoC Unclassified Employee</td>
<td>At one year from DOH &amp; March 15 thereafter</td>
<td>Submit self-evaluation to Director; Conference, summary letter signed by Director &amp; AA</td>
</tr>
</tbody>
</table>

2.0 Expectations for Ethical Conduct

2.1 Ethical Conduct Policies (NAEYC, CoC, SOEHHP)
All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct (Appendix A); all staff receive this information during orientation and sign the Statement of Commitment at the time of hire. ECDC employees also adhere to the CoC Code of Conduct (Appendix B) and the CoC Ethics Policy (Appendix C). Student employees are encouraged to develop SOEHHP Teacher Dispositions:
- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.

Eff. Date 8.24.10
• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

2.2 Confidentiality (4.E.07)
Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by
• Master Teachers
• Program Director
• Administrative Assistant
• Authorized representatives of the state DSS licensing agency
• Authorized representative from the NAEYC accreditation team
• Health officials with specific authorization from parents
• The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that Master Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the Permission to Use Classroom Artifacts form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that are presented in hallway displays and posted to the Projects page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the routine use of children’s photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEYC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal, and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECDC complies with all federal confidentiality requirements as outlined by the university’s policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.
Child and staff files are kept locked in the director’s office after hours. ECDC also complies with the CoFC policies for record retention, destruction, and archiving.
http://www.cofc.edu/~rr/types.php

2.3 Dress code, personal belongings, and items issued to staff at time of hire
All teachers and assistants are expected to wear comfortable, appropriate clothing that will allow for active interactions with children, materials, and housekeeping routines both in and out of doors. Clothing must cover the stomach area and T-shirts with any logos or text not appropriate for young children is not permitted (i.e., think “G” rated). Low-heel and closed-toe shoes are preferable for safety purposes. Staff lockers are provided in both adult restrooms and all teachers are required to store personal belongings before reporting to the classroom. NO CELL PHONES are allowed while on duty. All teaching staff should provide family members with the ECDC main and classroom office telephone numbers in the event of an emergency. Student workers may use laptops and/or study materials during naptime IF AND ONLY IF all children are sleeping. Students should not assume they will always be able to study, as the needs of the children come first.
Issued at time of hire:
1. Name badge which must be worn at all times while on duty!
2. Swipe card for the Wentworth Street door. Initial cards are free; if lost or stolen, card must be reported and replacement is $5. Do not write anything on card that identifies ECDC.
3. Master teachers are issued a personal set of building and classroom door keys. One additional outside door key/lanyard is kept on a hook by each door for daily use by assistants. It should be worn while outside and returned at end of each day. Classroom key sets NEVER leave the building.

2.4 Working with colleagues and families
All employees are expected to work together as a team. To build positive relationships, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.
- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation.
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language (‘no’, don’t) as much as possible and express rules in terms of the desired behavior. For example, “Please walk inside,” “I need you to use an inside voice,” “Can you help me put this puzzle back where it belongs?” These strategies work as well with adults as they do with children!

Student employees who work limited hourly shifts may find it more difficult to feel part of our team. We do not want this to be the case!!! Student employees are not ‘extras’ – they are needed to help us meet and maintain our required adult/child ratios. From the very first day of work, we depend on each and every one of our employees and support staff (that includes our custodians, grounds crew, public safety, etc.) to help us maintain and continue to develop the reputation we have on our campus, in our community, and across the state and region. This means we seek input, welcome constructive criticism and suggestions, and value the diverse and interesting qualities that all our staff and families bring to the program. Things we do to build team spirit include:

Eff. Date 8.24.10
• Inviting all staff to all program events
• Providing additional opportunities for hours whenever possible
• Acknowledging personal achievements and events of our staff, children, and families
• Finals week ‘survival kits’
• Staff photo display
• Program blog/news items
• Use an ‘on-call’ system that encourages student employees to cover for one another for sick days or time-off requests
• Encouraging parents to introduce themselves and talk with student workers at drop-off and pick-up times
• Making sure that our children know all staff are due equal respect

Staff members are encouraged to share ideas that contribute to team-building and/or successful strategies for working with children and our families.

3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation before the 12/31/2010 expiration date. Appendix D provides an overview of the 10 standards. All ECDC teachers and teaching assistants are required to participate in (paid) workshops and/or activities as necessary to maintain compliance with accreditation standards and reporting timelines.

Comprehensive information about the NAEYC Accreditation process can be located on the NAEYC website at http://www.naeyc.org/

4.0 South Carolina DSS Regulations

Our program is licensed to provide child care through the South Carolina Department of Social Services (DSS). All staff members are required to be familiar with the DSS regulations and to comply with them at all times. There is an office copy of the regulations available at all times and online access (for the most reader-friendly version) is available at http://childcare.sc.gov/main/general/programs/licensing/manual.aspx. New teachers and assistants are responsible for reading this document prior to first day of work.

The program is re-licensed every other year (current expiration date is September 28, 2010). During re-licensing we have announced inspections with Department of Health and Environmental Control (DHEC), the County Fire Marshal, and our DSS supervisor. In addition, interim unannounced supervisory visits are conducted by DSS twice annually. ECDC staff must be prepared at any time for an unannounced inspection visit. At a minimum, each teacher or assistant:
• Knows and can state an accurate head count of children and teaching staff present
• Has all children in sight (2’s, 3’s, 4’s) and/or sound (5K) proximity
• Is following hygiene procedures for hand-washing and sanitation
• Can readily locate emergency evacuation diagrams and information
• Monitors room for safety (e.g. all outlets are capped, no tripping hazards, etc.)
• Uses appropriate interaction strategies with children and other adults

5.0 Initial and on-going training and professional development

5.1 Initial training requirements
Each new employee is required to attend (paid) orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential for all ECDC staff (e.g., H1N1, etc.). In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Paid training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff do not attend the training sessions provided, they must secure certification at their own expense.

5.2. Annual requirements

All adult staff at ECDC must have annual training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (Appendix E). This training is included in First Aid/CPR sessions, but may be done separately if/when First Aid/CPR is still current.

In addition, all teaching staff must meet DSS annual professional development training requirements, which are 15 hours for teaching staff and 20 hours for the director. This training requirement may be met in several ways:

1. Graduate and Undergraduate Student employees who are declared Early Childhood, Elementary, or Special Education majors meet the requirement automatically and are exempt from additional training.
2. All other student employee transcripts are reviewed annually for coursework that meets training requirements and are only required to complete additional training, if needed after two semesters of employment at ECDC.
3. Master teachers and the director develop an annual training plan at the time of performance review and are responsible for seeking, completing, and documenting required training hours through the South Carolina Child Care Career Development Center in Greenville, SC. Annual training is documented per calendar year.

5.3 Support

ECDC provides paid initial and annual training for Blood Borne Pathogens, two scheduled First Aid/CPR trainings per year, and additional trainings as deemed appropriate/necessary. The program has an annual budget for Research and Development that provides limited funding for master teacher/director travel to conferences or other training events. Expenses incurred beyond the funding in the R&D account are the responsibility of the master teachers, but may be deductible according to IRS regulations.

6.0 Program Policies and Procedures

6.1 Official policies and procedures

ECDC Policies and Procedures are updated annually and organized/coded according to the NAEYC ten accreditation standards. A master copy is located in the office and the complete document is posted on the ECDC website. All employees and parents are expected to be familiar and comply with these policies and procedures at all times.

6.2 Work schedules & adult/child ratios

In general, the ECDC calendar parallels the College of Charleston Academic calendar for Fall, Spring, Maymester and Summer I sessions. Usually, when the College is closed, ECDC is closed. Work schedules are adjusted as needed to accommodate the final exams schedule, but student assistants are expected to work during this period. Hours of operation are 7:45 AM – 5:15 PM Monday through Friday.

Work schedules are planned to ensure that adult/child ratios legally required by DSS and the stricter ratios that comply with NAEYC accreditation standards are maintained at all times. ECDC maintains lower minimum ratios much of the time, to meet the NAEYC standards relative to serving linguistically diverse children and children with special needs. The ECDC ratios we use for planning work schedules are indicated in the table below:

Eff. Date 8-24-10
<table>
<thead>
<tr>
<th>Group/Maximum Size</th>
<th>2's</th>
<th>3's</th>
<th>4/5K</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS</td>
<td>1:7</td>
<td>1:11</td>
<td>1:16</td>
</tr>
<tr>
<td>NAEYC</td>
<td>1:6</td>
<td>1:8</td>
<td>1:10</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(16)</td>
<td>(20)</td>
</tr>
<tr>
<td>ECDC Classroom/Playground</td>
<td>1:4</td>
<td>1:8</td>
<td>1:8 (24)</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(16)</td>
<td></td>
</tr>
<tr>
<td>ECDC Nap/rest time</td>
<td>1:6</td>
<td>1:8</td>
<td>1:8</td>
</tr>
<tr>
<td>ECDC Field Trips</td>
<td>1:2</td>
<td>1:4</td>
<td>1:4</td>
</tr>
</tbody>
</table>

In addition to hours student assistants are scheduled, they are expected to be ‘on call’ for each other to cover sick days or planned absences. They may also volunteer for the occasional evening parent meetings. Summer sessions are offered to master teachers first, and then those students interested and are generally awarded to students with the most seniority and/or experience. We do not prohibit student workers making private arrangements with ECDC families for babysitting outside of regularly scheduled work hours, but these activities may not interfere with work schedules.

6.3 Payroll procedures

All college employees are paid on the 15th and 30th of each month. The director and master teachers submit online leave reports each pay period via the Banner system and do not maintain hourly time sheets.

Graduate assistants are paid on a salaried schedule, but must still report daily hours on internal paper time sheet. Teaching assistants and the administrative assistant are paid on an hourly basis and are required to record time worked on internal paper time sheets daily. They then transfer hours worked to the online time sheet via the Banner system according to the posted schedule. Student Assistants round hours up/down to the nearest 15 minutes. The administrative assistant will send out reminder emails the week before as well as the day that electronic timesheets are due.

6.4 Leave, sick days, and breaks/planning time: The director accrues paid leave days, which may be taken at any time. Master teachers accrue paid sick days. Graduate assistants have two paid sick/personal days per semester. Hourly employees are not paid for sick time or other time off.

Requests for time off must be submitted AT LEAST ONE (1) WEEK IN ADVANCE, in writing, using a Time Off Request Form. Forms are given to the administrative assistant. Student employees are expected to find their own substitute for scheduled time off and are given a Student Assistant Availability Chart at the beginning of each semester. Both student AND substitute confirm with the office beforehand shift coverage times.

All Staff must call in sick no later than 7:30 AM (preferably the night before). This is very important because we need adequate time to make sure shifts are covered to maintain required staff/child ratios. Master teachers and the administrative assistant call the director. Sick student staff must call both the main office AND the master or co-teacher of assigned room. Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.

**Director:** 843.953.5606  
**Admin Assistant:** 843.953.5631  
**2's/3's Office:** 843.953.5607  
**4's/5's Office:** 843.953.4968

Master teachers have (30) minutes for lunch and 1.5 hours planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Student hourly assistants working a (4) hour or longer shift may take one (15) minute break. Student hourly assistants working a full day will be scheduled (30) minutes for lunch.

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7.0 Curriculum and Assessment System

7.1 Curriculum
A general description of the ECDC approach to curriculum and the assessment system is located on the program website at [http://spinner.coeg.edu/-child/code/curriculum.html](http://spinner.coeg.edu/-child/code/curriculum.html); Master teachers provide graduate and hourly teaching assistants with specific training on curriculum activities at classroom level meetings at the beginning of each academic semester. Master teachers are responsible for implementation of the curriculum. Graduate assistants are assigned specific responsibilities related to curriculum activities. Hourly teaching assistants are expected to assist the master teacher with curriculum activities as directed, and when the master teacher is not on duty, to facilitate open-ended inside and outside play activities, snack and rest times.

7.2 Assessment system and communications
Master teachers are responsible for implementation of the assessment system. Graduate and hourly teaching assistants are expected to assist with daily family communications and observation/recording of student behavior. Master teachers are issued an Assessment System notebook at the time of hire. All student employees are expected to be familiar with the assessment framework (Appendix E) and will be taught by the classroom master teacher to use basic methods of assessment as needed.

8.0 Daily Activities and Routines

8.1 Classroom daily schedules
Master teachers are responsible for establishing and posting a daily schedule of activities and providing each assistant with appropriate orientation to classroom routines.

8.2 Arrivals and departures
The master teacher is responsible for creating and maintaining a sign-in/out area outside the classroom door and a procedure for tracking children present in the classroom (such as a magnetic board with children’s pictures). Parents must sign in and out daily and staff are responsible for an accurate head count of children present at all times, inside or out of doors.

Parents are encouraged to establish a farewell routine and say goodbye to their child outside the classroom door on arrival, and to enter the classroom for pick-up/greeting and check-in with the teaching staff at the end of the day. All teaching staff are encouraged to support/help children separate from parents, but not to take the child away from parent until the parent indicates he/she is ready to do so. At the end of the day, if children are deeply engaged in an activity, they may not want to leave, so teaching staff are encouraged to plan for calm, flexible, and familiar activities that are easy to clean up and not distracting to children.

Each child has a cubby in the hallway for extra clothing and nap/rest items; staff should remind parents to take these things home each Friday for laundering. Notes home may be put in children’s lunchboxes or upper cubby area. Any notes of confidential nature should be sealed in an envelope before distribution.

8.3 Transitions
Aside from the major transitions of arrival and departures, many other transitions occur throughout the day, including preparations for outside play, snack, lunch, playtime and activity clean-up, nap/rest time, etc. Teachers are encouraged to keep the number of transitions to a minimum, and to prepare children for each transition ahead of time. Teachers are encouraged to use sound and/or body signals and master teachers will suggest particular transitional strategies to assistant teachers that are effective or familiar to the children in the classroom. Children may NOT run inside the building.

9.0 Health, safety, and emergency procedures

Eff. Date 8.24.10
9.1 Security
The building security system includes a swipe-card system at the Wentworth Street entrance, crash bars on all exterior doors, and a push-button combination padlock on the playground gate to the “P” parking lot. There are two security TV monitors and a remote door release in the main office. New staff will be shown the location of the 2 panic buttons that are hidden from general view. Exterior doors are to be kept closed at all times and no one is allowed entrance to the building without verification of identification and/or authorization.

As College of Charleston property, the ECDC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

Each classroom office has a posted list of authorized pick-up persons for each child. AT NO TIME is a child to be released to anyone whose name is not on the list without prior written permission from the parent. Teaching staff are to request photo ID from any adult whom they do not recognize on sight and verify against the pick-up list.

The Director (or designated person-in-charge) and Campus Public Safety are to be notified IMMEDIATELY in any of the following circumstances:
(a) Any unauthorized person attempts to remove a child from the premises.
(b) An authorized person/parent arrives who is intoxicated or otherwise incapable of taking the child home safely.
(c) A non-custodial parent attempts to claim the child without the consent of the custodial parent.

9.2 Supervision of children
Teaching staff are accountable for every child at all times. Within each classroom, the master teacher is responsible for setting up a system for maintaining an accurate head count and for tracking which children are present in the classroom that is clearly visible to all staff (e.g. magnetic photo board with ‘here’, ‘not here’, etc.). NO CHILD IS TO BE LEFT ALONE AT ANY TIME!!!! If, for example, the class is outside on the playground and a child requests use of the bathroom, one staff member must at the very least, unlock the classroom door and stand next to it to keep the child within sight until return to the playground. If the child is too young to use the bathroom unattended, staff must notify teaching team members when leaving the group to bring a child inside, so that head counts can be maintained and supervision of the group adjusted if necessary until the teacher returns.

Teaching staff are expected to coordinate and work together to create a supervision system that ensures all children can be seenheard by at least one staff member at all times. Playground supervision policy is attached as Appendix F and will be walked-through with all new staff at time of orientation.

9.3 Illnesses & Medications
ECDC follows the SC DHEC guidelines for exclusion from care (Appendix G). The child is to be brought to the office and parents are to be called if a child
- vomits or has uncontrolled diarrhea more than once,
- has a fever over 100F (99F underarm)
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

All medications are to be logged in the main office Medication Log by the parent and administered and documented either by the master teacher or program director only. Staff authorized to administer medications must demonstrate proper procedures before being allowed by director to do so.

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A list of children with allergies or other health-related problems/concerns is posted in each classroom office and the kitchen and should be checked frequently for updated information.

### 9.4 Blood Borne Pathogens Protocol

All staff members are expected to follow universal protection procedures to prevent accidental exposure to blood or other bodily fluids that could be hazardous (see Appendix H). In general, this means that disposable gloves are required for diapering and/or toileting children, food preparation, and treatment of any injury that involves a break in the skin or mucous membranes.

### 9.5 Hand-washing and sanitation procedures

Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECDC as a substitute for hand-washing.

**Frequency:** Staff and children wash hands:
- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people
- Before/after visiting another classroom

Staff wash hands additionally:
- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

**Procedure:**
- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand’s free trash receptacle

Teaching staff are not expected to perform heavy cleaning, but are expected to keep the classroom neat, tidy, and to clean up things such as spills, snack, etc. The approved DSS recipe for preparation of diluted bleach spray solution is posted in the kitchen and prepared daily for spraying of tabletops. Staff are also required to spray nap mats daily after use and thoroughly clean/disinfect them weekly on Fridays.

While ECDC does not prepare meals, teaching staff prepare morning and afternoon snacks and cooking is an integral part of the curriculum. Therefore, the following food preparation guidelines are posted in the kitchen and must be followed at all times:

**Storage:**
1. Check *Child Health Alert List* and clearly mark any item that cannot be consumed safely by a child with a food-related allergy or illness with the child’s name on the outside of the box or storage container.

**Eff. Date 8.24.10**
2. Store all foods promptly upon delivery according to manufacturer’s directions.
3. Date all unmarked foods on the outside of the package with the date of purchase and expiration. Cut fruits may not be kept longer than seven (7) days.
4. Once opened, store all foods in air-tight containers or wraps. Date perishables.

**Food preparation:**
1. Follow hand-washing procedure before handling foods and in the event of any contamination with surfaces, utensils, or individuals.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables. Use single-use gloves or suitable utensils when working with ready-to-eat food. Suitable utensils may include: tongs, spoodles, spoons, and spatulas.
3. When removing food for preparation, check the temperature of refrigerator to make sure temperature reads 41 degrees F. or lower. If higher than 41 degrees, do not use food and report to program director.
4. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
5. Check the integrity of food packaging. Discard any discolored or damaged items.
6. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
7. Wash all raw fruits and vegetables thoroughly before serving or combining with other ingredients.
8. Wash fresh produce vigorously under cold running water. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
9. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
10. Remove any damaged or bruised areas.
11. If food requires heating or cooking (e.g. muffins, pasta), only prepare enough food for one-time use.
12. Follow “FIFO” rule (first-in, first-out), using oldest items first.

**Serving:**
1. Wash hands using proper hand-washing procedures before serving food/drinks.
2. Use single-use glove or proper utensil to avoid hand-to-food contact.
3. Store any left-overs properly and date opened packages if needed.

9.6 Emergency Plan
All employees are expected to be familiar with and be able to participate in implementation of the ECDC Emergency Plan. A copy of this plan (in red binder) is located in each teaching office and the main office. At the time of orientation, the Emergency Plan is reviewed and a walk-through of emergency evacuation routes (Appendix I) and procedures will take place.

10.0 Meeting Individual Needs of Children

10.1 Developmentally appropriate practice
ECDC teachers are expected to consider the developmentally appropriate needs of children at all times. This means that while we have general expectations or assumptions about how children learn and behave at different stages of their growth, we must always keep in mind that within any particular age/developmental range, we should expect, respect, and plan for the unique needs and interests of individual children.

Therefore, we rarely (or never) plan whole group instruction, use ditto sheets, or apply ‘one size fits all’ rules, consequences, and activities. All teaching staff are expected to spend most of their time interacting and conversing with children, facilitating play, modeling appropriate social interactions and conflict resolution strategies, and observing/recording their behavior and interests. Preparation of teaching materials, paperwork, etc. is to be accomplished during scheduled planning time or during child rest time when all are asleep.

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10.2 Children with Special Needs
ECDC is a full inclusion center, which means we usually have children with special needs enrolled who are fully integrated into the daily routines and activities of the classroom. Master teachers will provide new assistants with specific information about individual children with special needs and keep them informed about strategies, materials, and/or reporting/documentation procedures that are to be used to comply with IEP/ISFP’s or other professionally developed treatment plans.

Some of the special needs often seen among children at ECDC to varying degrees include:

- Autism spectrum disorders
- Hearing impairment
- Speech delays
- ADD/ADHD
- Behavior disorders

11.0 Accepted guidance and classroom management techniques

At the time of hire, all new employees sign the ECDC Discipline Policy (Appendix I), which is grounded in the same core interaction principles that we believe are necessary for establishing positive relationships:

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child’s level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunch time and engage in conversation. (3.D.07)
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.

At no time is corporal punishment or other abusive verbal or physical means used when disciplining a child. The policy also describes preferred means for establishing and maintaining classroom management. **Violation of this policy is grounds for immediate dismissal.** If/when any staff member encounters a situation he/she is not able or prepared to manage, the immediate supervisor should be advised of the need for assistance. Classroom management is a team responsibility; each teacher or assistant will have particular strengths or weaknesses and varying rapport levels with individual children. Since we hire so many teaching assistants each semester who come to ECDC with little to no prior experience working with young children, there is also a ‘learning curve’ with individual staff at many different places on that continuum. Incoming student assistants are not expected to be experts at managing children’s behavior, but they are expected to learn, model techniques and strategies demonstrated by the master teachers, and know when to ask for help.

12.0 Child abuse and neglect reporting procedures

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DSS Central Registry before the first day in a classroom. Mandatory South Carolina reporting requirements are outlined in Appendix K. Any allegation of abuse or neglect on the part of an ECDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee’s privacy and strict confidentiality will be maintained per College of Charleston policies.
Description of evidence for criterion 10.E.11

Section 5 of the New Staff Orientation Handbook also describes professional development and training plans.
South Carolina Child Care Training System

REQUEST FOR DSS CHILD CARE TRAINING CREDIT

* OUT-OF-STATE TRAINING ATTENDANCE FORM

Name: ___________________________ Social Security No.: ___________________________

Address: ____________________________________________________________

Email address: _________________________________________________________

Phone Numbers: wk. ( ) ___________________________ hm. ( ) _______________________

Place of Employment: ____________________________________________________

Training Sponsor: _______________________________________________________

Location: ___________________________ Date(s) Attended: _______________________

**Topic areas are:**
- Growth & Development (GR)
- Curriculum (CU)
- Health & Safety (HS)
- Program Administration (PA)
- Nutrition (NU)
- Child Guidance (CG)
- Professional Development (PR)
- School-Age (SA)
- Special Needs (SN)

Please attach the following documents to this form:
1. A certificate or other official documentation awarded by the training sponsor.
2. Copy of marketing flyer or agenda indicating length of time for session(s).

Please fill in the date, title, trainer, topic area, and length for each session attended.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of Session</th>
<th>Trainer’s Name</th>
<th>Topic Area (use abbreviations)</th>
<th>Clock Hours (ex. 2.0 hours)</th>
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<tbody>
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</table>

* Out of State training includes training classes or conferences that takes place in a state other than South Carolina, but pertains to early childhood education. If you have questions about whether a training may count as out of state training, please call one of the training coordinators at CCCCD.
Please use a separate form for additional sessions.

* Out of State training includes training classes or conferences that takes place in a state other than South Carolina, but pertains to early childhood education. If you have questions about whether a training may count as out of state training, please call one of the training coordinators at CCCCD.
Description of evidence for criterion 10.E.11

The state of SC provides a center for Career Development that offers and approves training opportunities. This is an example of the form used to receive credit for out-of-state PD (such as the NAEYC conference).
Name: __________________________ Date of Hire: Mo: _____ Day: _____ Year: ________

Position: (check one) Caregiver – (must have total of 15 hrs)  Director – (must have 20 hrs)

Name of Center: N.E. Miles Early Childhood Development Center  Phone: ___(843) 953-5606____

Address: 91 Wentworth Street  City: Charleston  State: SC  Zip: 29424

### Training Hours for the Year of:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Date</th>
<th>Topic</th>
<th>Name of Trainer</th>
<th>Organization Providing Training</th>
<th>Hours Earned</th>
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<td>Curriculum/Activities for children</td>
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<tr>
<td>(Staff must have at least 5 clock hours)</td>
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<tr>
<td>Child Growth &amp; Development, Early childhood Education and/or Health &amp; Safety</td>
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<tr>
<td>Director/Staff must have at least 5 clock hours</td>
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<tr>
<td>Other Training</td>
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<tr>
<td>(Director/Staff must have at least 5 hours)</td>
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</tr>
</tbody>
</table>

Rev 5/02

** Please attach copies of certificates and or documentation of all training for verification of hours earned**
| Program Administration |  |  |  |  |  
|------------------------|---|---|---|---|---
| Director must have at least 5 clock hours |  |  |  |  |  
|  |  |  |  |  |  
|  |  |  |  |  |  
| Total Training Hours |  |  |  |  |  

Rev 5/02

*** Please attach copies of certificates and or documentation of all training for verification of hours earned***
Description of evidence for criterion 10.E.11

Each employee has a training log in their file that documents training required to meet DSS 15 hour/year requirement.
I have received and reviewed the N.E. Miles ECDC New Staff Orientation Handbook.

Signature ___________________________ Date ___________________________

Initial staff orientation was completed on ___________________________ (date)

Topics covered in initial orientation were:
- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- South Carolina Department of Social Services (DSS) regulations
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures

Training was conducted by ___________________________

Printed Name ___________________________

Signature of trainer ___________________________
Description of evidence for criterion 10.E.11

New employees sign off on receipt of their orientation materials and activities.
Student Staff Orientation Agenda
December 8 & 9, 2014
3-6PM

Prior to Orientation Session:
See Catherine to complete DSS file & ID items
Access to New Staff Orientation Handbook
Review Performance Evaluation Form

Handouts:
Spring 2014 work schedule
2014-2015 ECDC Calendar

Work Session:
Welcome/introductions
NSOHB Appendix Documents
Walk through Emergency Procedures
Supervision
  o Classroom
  o Playground
  o Kitchen
  o Naptime
  o During transitions
  o During emergency drills
Sign up for First Aid/CPR Training
Review Performance Evaluation process
Activity Survey
Sign Orientation training sheets
Distribute training sheets for New Staff Orientation Workshops
DSS Workshops – Play & Guidance

Effective 2010-2011
Description of evidence for criterion 10.E.11

Orientation agenda for student staff includes 3 hours of initial workshop training (for state credit). Additional training is provided and required as needed. For example, in 2015 a 2 hour workshop on accreditation processes and a 1.5 hour workshop on working with families were developed and approved for credit,
<table>
<thead>
<tr>
<th><strong>Staff Member</strong></th>
<th><strong>2015</strong></th>
<th><strong>T=N/A</strong></th>
<th><strong>T=5C G</strong></th>
<th><strong>T=5CU</strong></th>
<th><strong>T=5NU;G; PD (incl BBP)</strong></th>
<th><strong>2016</strong></th>
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<tr>
<td><strong>C. Jaruszewicz</strong></td>
<td>2015</td>
<td>D=5P A</td>
<td>D=5C G; ECE; HS</td>
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<td>Baltimore (June 5-8)</td>
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<td>LA Nov 2-5</td>
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<td>6.25</td>
<td>Hilton Head March 7-12</td>
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<td>Accreditation Prep</td>
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<td><strong>CofC</strong></td>
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<td><strong>GA's</strong></td>
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<td><strong>Total Hours</strong></td>
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<td>ECE Summit (incl. Nexplore)</td>
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</table>
Description of evidence for criterion 10.E.11

We plan carefully for Lead (Master) teachers annual professional development, so that it meets both the state DSS requirements and their personal goals. We take advantage of local training opportunities IF they are consistent with our PD goals. Identified PD needs for master teachers are funded to the extent possible by the university.

10.E.12: The program's professional development plan
   a. is based on needs identified through staff evaluation and from other information from program evaluation processes.
   b. is written and shared with staff.
   c. includes mentoring, coaching, and other professional development opportunities for all staff.
   d. includes discussions of ethical issues.
   e. includes training in the policies and procedures of the program.
   f. includes training in skills for building positive relationships, all aspects of the curriculum, teaching practices, skills for partnering with families and communities, and skills for collaborating and participating as a member of a team.

The Program Staff Development Plan is written as a policy that designates training and professional development requirements and opportunities for teaching staff. PD for master teachers focuses on individual needs and interests; training for student staff prioritizes knowledge of children and program policies/procedures.
ECDC Program Goals Assessment Plan

Goal
Assessment tools
Timeline
Analysis
Reporting
Application

Child Goals:

Explore & develop interests and abilities
Develop self-direction as learners and citizens
Understand and practice tolerance and respect for others
Fully included in all dimensions of our program

NAEYC Family Survey
Annually April/May
NAEYC Spreadsheet (item and category analysis)
CoFC Annual Report
Revise curriculum as needed

Child Assessment Data
End of Fall/Spring semesters
Annual Conferences w/Master Teachers
Parent/Teacher Conference Reports

NAEYC Annual Report
Teacher PD as indicated

Family Goals:

Draft 8.13.2010
ECDC Program Goals Assessment Plan

Feel accepted and welcomed
Express confidence that their children are being well cared for and nurtured
Engage as partners and advocates for high quality early childhood education

New Family Survey

30 Days after enrollment
Survey Data Tabulation;
Content Analysis of narratives;

CofC Annual Report

Annual Report to Families

NAEYC Annual Report
Revise policies as needed

NAEYC Family Survey

Annually April/May

Revise procedures as needed

Unsolicited feedback

On-going as received

Meet w/Parent Advisory Committee & revise/prioritize annual goals as indicated

Draft 8.13.2010
ECDC Program Goals Assessment Plan

Campus Goals:

Support academic goals of faculty and students

Faculty/Student Survey
End of Fall/Spring semesters
Tabulation; Item analysis
CofC Annual Report;

NAEYC Annual Report;

Annual Report to SOEHHPP Liaison Committee
Revise research & practicum protocols as needed
Performance Evaluations; Student Employee Survey
End of Fall/Spring Semesters
Item analysis of Performance reviews; Tabulation of surveys

GA & TA PD as needed
Records of research & publications
Annual Revision of Professional Development Plans
R&D Goals revised annually

Draft 8.13.2010
Description of evidence for criterion 10.E.12

Teachers' PD needs are also informed by data from the program goals assessment process (a)
I ___________________________ have received and reviewed the

N.E. Miles ECDC New Staff Orientation Handbook.

_________________________________________  ____________________________
Signature                                      Date

Initial staff orientation was completed on

_________________________________________ (date)

Topics covered in initial orientation were:

  Program philosophy, values, and goals
  Specific job duties & responsibilities
  Expectations for conduct
  National Association for the Education of Young Children (NAEYC) Program
  Standards
  South Carolina Department of Social Services (DSS) regulations
  Initial and ongoing training/professional development
  Program policies and procedures
  Program curriculum & assessment system
  Daily activities and routines
  Health, safety, and emergency procedures
  Meeting needs of individual children
  Accepted guidance and classroom management techniques
  Child abuse and neglect reporting procedures

Training was conducted by______________________________________________

                                   Printed Name

Signature of trainer___________________________________________________
Description of evidence for criterion 10.E.12

New staff sign off on orientation, which includes description of staff development plan. Orientation addresses all indicators for this criterion.

Section 6.4 describes our plan for professional development.
ECDC Lead Staff Meeting & Work Day
8.14.2015
8:00AM-4:00PM
Attendees: CJ, CM, SJ, PG, JH, MW

Welcome Back! News?

Handouts:
- Work Week Schedule
- 2015-2016 ECDC Attendance/Events Calendar
- Beginning of Year Checklist
- Teacher Annual Calendars
- DHEC Sunscreen/Insect Repellent Guidelines
- Draft Staff Schedule
- Family Visits Report Sheet
- "Comp Time" Policy Working Document
- Current snack policy/procedures
- Updated USDA Snack Guidelines
- CoC Program 2015-2016 Goals – defer to next meeting
- ECDC Program Goals Assessment Plan
- ECDC Assessment Plan

Agenda:
9:00-11:00 Paperwork & Schedules
- Emergency Plan updates
- P&P changes/updates
11:00-11:30 Strategic & Long-range Planning
11:30-12:00 Assessment System
12:00-1:00 Lunch
1:00-3:00 Work Session – Accreditation
Staff Meeting Itemized Agenda

# Emailed handout FYI, add’l copy will be provided at meeting
*  Handout at Meeting
+  Bring your log/documentation to meeting

Paperwork & Schedules
# Work Week Schedule
# 2015-2016 Calendars (program calendar & teacher calendar)
Staff Meetings - pick day for fall semester (Thursday Fields)
* Beginning year checklist review & assign
Class Rosters, enrollment – new students & families
* Staff Schedule – review & approve
* Family visits - reporting form, T-shirts & Tote bags
FA/CPR/BBP status

Emergency Plan updates
Rear exits & playground gate
Emergency Notification System (ReachAlert) Discuss priorities/applications

Policies & Procedures/Routines
* DHEC Sunscreen & Insect Repellent Guidelines
* Sick Child Notification Form – approve/revise
Emergency Evacuation Signs/routes/communications update
Recycling – please break down boxes before putting into recycling
PLEASE close cupboard doors and move things around if they won’t shut properly!!
*+ Comp time – discuss & clarify

Long Range/Strategic Planning
EHHP Liaison Committee for 2015-2016
PD Annual Plan – approve for TA’s
* Healthier snacks – discuss how to address tighter USDA guidelines
Language Program - Volunteers

Assessment system
* CoFC Goals - review 2015-2016 goals per July Annual Report; approve or revise – defer to next meeting
* ECDC Program Goals Assessment Plan – review & share NAEYC survey results
* Review Assessment Plan & confirm (for NAEYC program folio reporting)

Review/share CAP folders & discuss potential issues/challenges – WHY ISN’T THERE MORE IN THESE FOLDERS BY THE TIME THE KIDS LEAVE THE PROGRAM?
PM Work: Accreditation

Review Timeline & next steps

Folios: status reports/discussion/Issues/problems
Description of evidence for criterion 10.E.12

Staff meeting agenda indicates discussion/approval of PD plans (p. 2) so that Travel Authorizations can be submitted (TA's) - indicator b
Student Staff Orientation Agenda
December 8 & 9, 2014
3-6PM

Prior to Orientation Session:
See Catherine to complete DSS file & ID items
Access to New Staff Orientation Handbook
Review Performance Evaluation Form

Handouts:
Spring 2014 work schedule
2014-2015 ECDC Calendar

Work Session:
Welcome/introductions
NSOHB Appendix Documents
Walk through Emergency Procedures
Supervision
  o Classroom
  o Playground
  o Kitchen
  o Naptime
  o During transitions
  o During emergency drills
Sign up for First Aid/CPR Training
Review Performance Evaluation process
Activity Survey
Sign Orientation training sheets
Distribute training sheets for New Staff Orientation Workshops
DSS Workshops – Play & Guidance
Description of evidence for criterion 10.E.12

The orientation agenda indicates that training in routines, procedures, policies occurs as well as 3 hours of workshops that address indicator f
10.F.: Program Evaluation, Accountability, and Continuous Improvement

10.F.02: The annual evaluation processes include gathering evidence on all areas of program functioning, including
   a. policies and procedures,
   b. program quality,
   c. children’s progress and learning, family involvement and satisfaction, and community awareness and satisfaction.
   d. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards, and the results are used as a basis for continuing successful activities and for changing those that need improvement.

The new process as of Fall 2015 for our university is comprehensive and managed through an integrated online system. It covers all indicators of this criterion. In addition, we produce an Annual Report for both the University and Families that focuses on specifically articulated goals. The plan also contains information about what instruments and methods are used to collect data (including NAEYC tools), analysis methods, identification of subsequent improvements based on the annual program evaluation, and assessment of the extent to which those improvements are implemented. The process is transparent, as all reports are posted to our website and available through other university online systems.

Annual_Report_2015.ECDC.doc

Annual reports are generated annually by all programs in the university.
N.E. Miles Early Childhood Development Center

Program Title: N.E. Miles Early Childhood Development Center
Program Name: N.E. Miles Early Childhood Development Center
Program Type: Academic Support
Start: 7/1/2015
End: 6/30/2016

Program Assessment Coordinator: Candace Jaruszewicz
Coordinator's Email: jaruszewicz@ccfsc.edu
Coordinator's Phone: 843 963 5605
Coordinator's Office: 91 Wentworth Street
Address: Assigned assessment committee member: Karen Hakim-Butt
DAC/AAC representative: Karen Smoll
Administrative Unit: Frances Welch, Dean EHHP
Director receiving assessment updates: Program follows specialization accreditation standards:
Name of accrediting organization: National Association for the Education of Young Children (NAEYC)
Date of last program review for the accrediting organization: Spring 2011
Date of next program review: Site visit window currently open, due before 3/30/2016
Program/Department: ECDC's three-part mission is to provide:
Mission Statement: The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward understanding of and active participation in a highly complex world.

Unit/School/College Mission: Our program engages in assessment documentation to the College of Charleston, the National Association for the Education of Young Children (NAEYC), and South Carolina Department of Social Services (DSS) of continuous quality monitoring and improvement. We have a complex set of layered goals and outcomes, those that align with the university's strategic plan, and those that align with accreditation or regulatory requirements focused on children, families, and our community.
Assessment Process: We collect both quantitative and qualitative data from multiple sources and adhere to an also complex timeline for reporting out results to the three entities to whom we are accountable.

1. DSS: Licensed child care programs must comply with the South Carolina child care laws that focus primarily on health, safety, and supervision. Any all-day program that serves more than 12 children is classified as a child care center, and must be licensed to operate. Re-licensing occurs every other year with additional unannounced inspection visits at least once per year. This process focuses more on monitoring that program improvement and represents a minimum level of program quality documentation.

2. NAEYC: National accreditation can be pursued via numerous organizations/processes. We participate in the NAEYC process because (a) it is the most recognized, (b) reflects a high level of rigor, and (c) provides standards and criteria consistent with those applied to accreditation of the EHHI/TEDU early childhood teacher education programs, which are also evaluated by NAEYC for the CAEP system. NAEYC accreditation takes place over a five-year repeatable cycle. After the initial accreditation (2005), the program submits annual reports documenting maintenance of standards compliance in years 1-4 and then re-accreditation a site visit evaluation occurs in the fifth year before the program anniversary data. This process represents the highest level of ongoing quality improvement assessment available.

3. College of Charleston: As a unit housed in the School of Education, Health, and Human Performance, the ECDC provides (a) academic support for teacher education, (b) student support as an employment and practicum/field site, (c) research support for faculty and students, (d) child care support for campus employees (@ 85%), and a limited number of families from the general community, and (e) resources and service for early childhood programs and advocacy initiatives in the general and larger communities. Therefore, our assessment process for addressing outcomes that support the strategic plan for the university includes the embedded processes we follow for licensing and accreditation.
Comments and Attachments: We are currently in year 5 of our accreditation cycle with NAEYC, with renewal due by May 1, 2016. Renewal materials have been submitted, self-assessment materials completed, and we are due for our site visit sometime before 3/30/16.

Our state license through the Department of Social Services is current till 9/26/2015 and we will renew during summer of 2016.

Administrative Unit Director receiving assessment updates:
Dean (Frances Welch)
Program Coordinator (Frances Welch)
Dean (Frances Welch)
Dean (Frances Welch)

Items Supporting This Program Information and Assessment Process

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
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<tr>
<td>Outcome</td>
<td>1</td>
<td>Demonstrate best practice</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
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<tr>
<td>Outcome</td>
<td>2</td>
<td>Promote scholarly inquiry and Professional Development</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
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<tr>
<td>Outcome</td>
<td>3</td>
<td>Model advocacy and Community Service</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
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<tr>
<td>Outcome</td>
<td>4</td>
<td>Child Care</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
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</table>
evidence for criterion 10.F.02

Demonstrate best practice

Outcome Number: 1

Title: Demonstrate best practice

As a demonstration program, the ECDC provides a model of excellence by operating as a state-licensed facility and achieving national recognition as an accredited program for its efforts to provide high quality early childhood education. We do this as we:

1. Achieve and maintain successful NAEYC (National Association for the Education of Young Children) re-accreditation over the five-year accreditation cycle.
2. Achieve successful biennial re-licensing through South Carolina Department of Social Services (DSS) in even years.
3. Achieve successful annual re-certification as a "NatureExplore" classroom via the Arbor Foundation.

Program/Unit:

2. Assessment

Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

NAEYC:
1. Completed and submitted Renewal Materials before stated re-accreditation (or annual maintenance) deadline, (via NAEYC forms and data collection tools).
2. Completed classroom and program E-folios prior to site visit and maintain throughout accreditation period (using Houghton Mifflin Harcourt SchoolChapters - www.schoolchapters.com).
3. Completed NAEYC site visit protocols within the designated site visit window or unannounced visit.

DSS:
1. Completed renewal materials and inspections according to DSS timelines during summer prior to expiration of license (DSS data collection forms).
2. Documentation of continued compliance with DSS regulations and unannounced interim site inspections (site visit reports).

NatureExplore:
1. Complete and submit application for annual re-certification prior to July 1 expiration date. (powerpoint report posted to program website).

Notes:
Upload current NAEYC accreditation ft, DSS license, NE certificate.

3. Assessment

Results: Reported data are aligned and appropriate to the outcome and the corresponding measures. Sampling methodology, population size (N), and sample size (n) must be provided.

Target met for measure #:
Did results for measure # demonstrate improvement from previous assessments?:

Target met for measure #:
Did results for measure # demonstrate improvement from previous assessments?

Please describe your selections above for each measure:

1. NAEYC: The NAEYC accreditation process incorporates several measures, all of which must meet designated threshold levels of performance either prior to submission, during the off-site pre-visit review process, or at the site visit. These materials are all provided by the accrediting organization. In order to pass, the program must meet 100% required criteria, 80% of criteria for each of the 10 standards, and at least 70% criteria for each age/class group observed. There are more than 400 criteria embedded within the 10 standards.

Data collection tools provided by NAEYC include:

- Templates for Renewal Materials and Annual Reports
- Parent Surveys (minimum overall score of 80% "yes" responses required before submission)
- Staff Surveys (minimum overall score of 80% "yes" responses required before submission)
- Classroom Folio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each criterion)
- Program Folio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each criterion)
- On-site classroom observations using criterion-referenced tool.
2. DSS Licensing
The program must comply with 100% child care licensing regulations. These include
100% current immunization forms
100% staff with current security clearances, health forms
100% staff have met state annual training hours requirement
1 staff per classroom with current First Aid, CPR,
Pass DHEC building/fire inspection
Pass licensing inspection
Submit to unannounced visits at least once annually and correct any cited deficiencies.

3. NatureExplore Certification
This voluntary certification requires annual submission of documentation that program standards have been maintained.
Submission materials include:
Narrative
Images

4. Use of Assessment
Results: What changes were made based on the results
(i.e.: revisions to
course content or
course offerings,
revise admission
standards, revise
program offerings,
implement training or
workshops, modify
services or
processes);

5. Budget Changes:
Comments and
Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2015
End: 6/30/2016
Progress: On Schedule

Items This Outcome Supports

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<th>Type</th>
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<td>Strategic Initiative</td>
<td>2</td>
<td>Develop nationally recognized graduate programs.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
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<td>Strategic Initiative</td>
<td>10</td>
<td>Pursue national recognition for the College of Charleston’s personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs.</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
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<td>Program Information and Assessment Processes</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
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</table>

*Submitted 3/22/2013 at 3:01 PM by eodonnell. Updated 3/22/2013 at 3:01 PM by eodonnell.
Promote scholarly inquiry and Professional Development

Outcome Number: 2

Title: Promote scholarly inquiry and Professional Development

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit:

   1. ECDC provides a supportive context for pursuit of scholarly inquiry, professional development, and experiential opportunities for College of Charleston students, faculty, staff.
   2. ECDC provides student employees with targeted training and professional development.
   3. ECDC hosts at least two research projects annually.
   4. ECDC mentors at least 75% of students or others who request volunteer placement.
   5. ECDC hosts at least 500 observation hours annually from faculty who request placements.
   6. Master Teachers at ECDC complete at least 15 hours of planned professional development annually.
   7. Master Teachers at ECDC maintain current South Carolina teacher certification.
   8. The program director completes at least 20 hours of planned professional development annually.

2. Assessment

   Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

3. Assessment

   Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

   Target met for measure 1?:
   Did results for measure 1 demonstrate improvement from previous assessments?:

   Target met for measure 2?:
   Did results for measure 2 demonstrate improvement from previous assessments?:

   Please describe your selections above for each measure:

4. Use of Assessment

   Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or

Notes:

| Insert spreadsheet that documents aggregate vs. for staff items |
| Insert chart from Annual Report with demographic information |
| Insert chart from Annual Report with visitor, practicum, research numbers |
| Upload IVT & Director Training transcripts? Or just summarize total # hrs for each & report in aggregate |

Documentation for items 1, 2, 6, 8 are those required by CoFC, DSS, and/or NAEYC. Documentation of items 3, 4, and 5 provide us with data that can be reported out annually in CoFC annual reports, website, etc.
Description of evidence for criterion 10.F.02

The university in 2015 instituted a new process for documenting and monitoring the continuous improvement process. From this time forward, our plan will be entered in the early fall, and we will be adding data over the course of the academic year. This plan and process is comprehensive and covers all indicators for this criterion. It includes reference to the use of NAEYC tools as part of the process.
5. Budget Changes:

Comments and

Attachments:

Providing Program: N.E. Miles Early Childhood Development Center

Start: 7/1/2015

End: 6/30/2016

Items This Outcome Supports

<table>
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<th>Type</th>
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<td>Develop and retain a highly qualified and diverse faculty and staff</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
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<td>Strategic Initiative</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
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<td>Strategic Initiative</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
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<td>07/01/2015</td>
<td>06/30/2016</td>
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</table>
Model advocacy and community service

Outcome Number: 3

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

ECDC program and staff model and engage in advocacy for high quality early childhood education, teacher education, and the welfare of young children in our community, state, region, nationally, and internationally.

2. Assessment: The measures for this outcome are largely qualitative in nature:

1. Annual reporting process - numerate and describe activities that meet criteria of outcome.

2. Testimonials and communications that provide evidence of activities related to outcome.

3. Compilation of narratives and images posted to social media and website that document collaborations and initiatives.

3. Assessment: Insert/Upload annual report

4. Use of Assessment: Results: What changes were made based on the results (i.e.; revisions to course content or course offerings, revise admission standards, revise
Evidence for criterion 10.F.02

Program offerings, implement training or workshops, modify services or processes:

5. Budget Changes:
Comments and Attachments:

Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2016
End: 6/30/2016

Progress:

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Program Information and Assessment Process

Last modified: 03/30/2016 by Director of Assessment
Printed: 04/04/2016 at 1:31 PM Charleston, Charleston
**Child Care**

Outcome Number: 4

**Title:** Child Care

1. **Outcome:** The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program Unit.

2. **Assessment:** The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

   3. **Assessment Results:** Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

   - Did results for measure 1 demonstrate improvement from previous assessments?
   - Did results for measure 2 demonstrate improvement from previous assessments?

   **Please describe your selections above for each measure:**

   1. Waiting list application information is kept on a spreadsheet.

   2. Current enrollment information is kept on a spreadsheet and coded for demographics including ethnicity, gender, campus affiliation, special needs, home/2nd language, etc.

   3. Fiscal accountability follows required university budgeting process and monitored by EHRP fiscal officer.

   4. Assessment of goals required by NAEYC for children, families and community follows an annual timeline represented on the chart below (includes follow-up measures implemented as of 10.27.15)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment tools</th>
<th>Timeline</th>
<th>Analysis</th>
<th>Reporting</th>
<th>Application</th>
<th>2015-2016</th>
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<tr>
<td>Child Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explore &amp; develop interests and abilities</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td>NAEYC Spreadsheet (item and category analysis)</td>
<td>CoF Annual Report</td>
<td>Revise curriculum as needed</td>
<td>Add Spanish language component</td>
</tr>
<tr>
<td>2. Develop self-direction as learners and citizens</td>
<td>Child Assessment Data</td>
<td>December &amp; May</td>
<td>Assessment Conferences with Master Teachers</td>
<td>Parent/Teacher Conference Reports; NAEYC Annual Report</td>
<td></td>
<td></td>
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<tr>
<td>3. Understand and practice tolerance and respect for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fully included in all dimensions of our program</td>
<td></td>
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<tr>
<td>Family Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Feel accepted and welcomed</td>
<td>New Family Survey</td>
<td>September</td>
<td>Survey Data Tabulation; Content Analysis of narratives;</td>
<td>CoF Annual Report</td>
<td>Revise policies as needed</td>
<td>Snack Manus &amp; Nutrition Plan</td>
</tr>
<tr>
<td>2. Express confidence that their children are being well cared for and nurtured</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td></td>
<td>Annual Report to Families</td>
<td>Revise procedures as needed</td>
<td>Security measures</td>
</tr>
<tr>
<td>3. Engage as partners and advocates for high quality early childhood education</td>
<td>Unsolicited feedback</td>
<td>On-going as received</td>
<td></td>
<td>NAEYC Annual Report</td>
<td>Meet with Parent Advisory Committee &amp; revise/prioritize annual goals as indicated</td>
<td>Committee members for 2015-2016 secured; Meeting Fall &amp; Spring</td>
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<tr>
<td>Campus Goals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Support academic goals of faculty and students</td>
<td>Campus Survey; Student Employee Survey</td>
<td>April</td>
<td>Tabulation; item analysis</td>
<td>CoF Annual Report; NAEYC Annual Report</td>
<td>Revise research &amp; practicum protocols as needed</td>
<td>Fall 2015 Semester Pradigm &amp; research applications in-progress or scheduled</td>
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<tr>
<td>2. Enhance development of student employee professional skills and dispositions</td>
<td>Performance Evaluations; Student Employee Survey</td>
<td>December &amp; May</td>
<td>Item analysis of Performance reviews; Tabulation of surveys</td>
<td>Annual Report to Families</td>
<td>GA &amp; TA Professional Development as needed</td>
<td>DSS Accreditation Workshop 9/11/15</td>
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<td>3. Add to the knowledge base about early childhood</td>
<td>Records of research &amp; publications</td>
<td>On-going</td>
<td>B-weekly staff meeting discussions</td>
<td></td>
<td>Annual Master Teacher Professional Development</td>
<td>Completed for 2015-2016</td>
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</tbody>
</table>

College of Charleston
4. Use of Assessment
   Results: What changes were made based on the results
   (i.e.: revisions to course content or course offerings,
   revise admission standards, revise program offerings,
   implement training or workshops, modify services or
   processes);
5. Budget Changes:
   Comments and Attachments:
   Providing Program: N.E. Miles Early Childhood Development Center
   Start: 7/1/2015
   End: 8/30/2016
   Progress:

Items This Outcome Supports

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<td>Strategic Initiative 4</td>
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<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body</td>
<td>07/01/2015</td>
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<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs</td>
<td>07/01/2015</td>
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<td>07/01/2015</td>
<td>05/30/2016</td>
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</table>
Description of evidence for criterion 10.F.02
Pt. 2 of plan described above.
April 20, 2015

Dear ECDC Parents,

As an academic service unit within the School of Education, Health, and Human Performance (SOEHHIP), we submit annual program reports to College of Charleston (July) and our national accreditation body, the National Association for the Education of Young Children (NAEYC) in May. These reports are published on our website (http://ecdc.cofc.edu/licensing-and-accreditation/index.php) as well as our annual recertification materials for the NatureExplore program. 2015 reports will be posted before the beginning of the 2015-2016 school year and I would highly encourage you to read them!

We will be requesting survey feedback from you soon that will provide us with new data to help set goals and priorities for next year. The purposes of this letter/report are to (a) describe how our program evaluation process works, (b) explain how your thoughts and ideas inform the process, (c) share summarized data, and (d) update you on actions taken during the 2014-2015 academic year to address both internal and university goals.

Executive Summary
ECDC strives to be a community that reflects the University’s diversity goals. Our population this year included:
- 53 enrolled children (47 families)
- 28% minority representation
- 9% bilingual children (5 languages other than English)
- 7% children with special needs

The annual evaluation process is systematic (See Section I) and incorporates feedback from multiple sources (See Section II). Feedback and data analyses are used to identify goals related to families, children, and staff (See Section III, Tables 1 and Section IV, Table 2.) and those of the university (See Section IV, Tables 3 & 4). Highlights of activities and actions included:
- Many activities planned to celebrate the 40th anniversary of our program
- Maintaining high quality standards via NAEYC accreditation, NatureExplore certification, and DSS licensing
- Active participation of all levels of our staff in professional development and scholarly activities
- Maintaining a high level of service to our university as a resource for students, faculty, and staff
- Leadership in the greater early childhood community and advocacy activities that will contribute to improving the lives of LowCountry children
- Upgrading of security systems and procedures
- Continued dialogue and improvements in school/home/school communications
- Campus and community partnerships that support continued development of our commitments to learning through play, emergent curriculum, global perspectives, literacy, sustainability, and outdoor education.

I. ECDC Program Evaluation Process
Our Program Goals Assessment Plan is published on the ECDC Website “Mission” page http://ecdc.cofc.edu/about-the-center/mission/index.php. The template for this plan displays a timeline of evaluation activities that take place over the course of each academic year. These activities provide us with feedback from families, lead & student staff, and campus faculty/staff related to our overall goals for (a) children, (b) families, and (c) campus. It also outlines how we analyze and report our findings to take actions for continuous program improvement.

II. How Your Thoughts and Ideas Inform the Program Evaluation Process
While we are not like a traditional preschool or child care program and our parents do not have governing authority, we need your feedback, support, and participation to continue developing our program and maintaining our standards of excellence. We gather feedback through:
- New Family Surveys (Fall)
Annual Report to Families 2015

- Annual Family Surveys (Spring)
- CoC Faculty/Staff Surveys [for those who use ECDC for practicum/research] (Spring)
- Annual ECDC Staff surveys (Spring)
- Unsolicited Feedback (emails, conversations, conferences, etc.)
- Parent Advisory Committee
- PTO (Parent Teacher Organization) activities and meetings
- Conferences with families, teachers, and/or the director

Feedback from families is primarily useful for monitoring our standing goals for children and families. But because so many of you are either faculty or staff members at the College, your ideas are often also very helpful for furthering the ways we serve and interact within our campus community. Those of you who work outside the College assist us with making connections in the local and Tri-County communities.

III. **Summarized Data**

**Beginning of the Year (New Family) Surveys:** As we consider the feedback/data we gather, we are looking for both general themes and direct connections to specific goals. Fall 2014 Beginning of the Year Surveys (NFS) were formatted as an online survey, thinking it might increase convenience for families, but we only had a 37.5% return rate (18/47) which is less than prior years when we did paper. But the results over the 9 questions were 99.5% positive, indicating families felt welcomed, accepted, and comfortable with the way transitions were managed. Of particular interest to us was response to school (vs. home) visits prior to the opening of school. 66.7% of responses indicated no preference, with an equal number (3 each) or 16.7% favoring either home or school in particular.

**Annual NAEYC Family Survey:** Side-by-side comparisons of the annual Family Survey data collected each spring for the past three years show that our families overwhelmingly believe we have a very strong program across all ten categories (overall 2014 survey score 97.3% positive) and that we also continue to make improvements noticeable to our families. The high response rate (41/45 = 91%) also provides confidence that feedback is representative of our parent group.

**Table 1. Spring 2014 Family Survey Data Results**

<table>
<thead>
<tr>
<th>Focus Category</th>
<th># questions in category</th>
<th>Positive Response %</th>
<th>Themes among comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>6</td>
<td>96.3</td>
<td>Parents view this area as a particular strength but one family would prefer detailed daily information about their individual child. (12)</td>
</tr>
<tr>
<td>Curriculum</td>
<td>2</td>
<td>97.2</td>
<td>Parents are highly satisfied with curriculum, in particular incorporation of children's individual interests and family culture (3)</td>
</tr>
<tr>
<td>Teaching</td>
<td>3</td>
<td>97.4</td>
<td>Parents highly satisfied with teacher qualifications and interaction; one family indicated they wish they could participate more in the classroom. (11)</td>
</tr>
<tr>
<td>Assessment</td>
<td>8</td>
<td>96.0</td>
<td>Parents feel informed about their child's progress; several indicated they would be open to alternate means of reporting/sharing assessment data (15)</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>99.1</td>
<td>Parents particularly pleased with information sharing about specific health issues. (4)</td>
</tr>
<tr>
<td>Families</td>
<td>15</td>
<td>99.1</td>
<td>Uniform level of satisfaction about supports provided to families; one family would prefer more communication about daily activities of their individual child. (18)</td>
</tr>
<tr>
<td>Community</td>
<td>3</td>
<td>93.3</td>
<td>One family indicated they would like to be more involved in ECDC support for the larger community, but don't have time. (2)</td>
</tr>
<tr>
<td>Leadership</td>
<td>6</td>
<td>99.6</td>
<td>Uniform support for leadership/management; one family would like more support or help or home/school/home transitions after master teacher is gone for the day. (8)</td>
</tr>
</tbody>
</table>

The two themes most represented in comments across these data were:
Annual Report to Families 2015

1. *Families feel a strong sense of community at ECDC and a high level of confidence in the quality of the program.* We continue to be encouraged that families recognize and support the unique nature of our program, its mission, and our ongoing efforts. Nearly 95% of our families volunteered during the year with social, fund-raising, educational, or service activities. Next year we would like to hit 100%!

2. *Building and maintaining effective home/school/home communications and transitions continues as a high priority.* Finding a balance between what families want and what we can realistically provide is an ongoing challenge that is also complicated by the logistics of fluctuating arrivals/departures and our great dependence on student support staff. Parents responded positively to our graduate assistants’ involvement in classroom and program websites, blogs, and newsletters. We also had a high number of families who indicated they understand and feel positively about our assessment and progress reporting process.

IV. **Actions to Address Internal & University Goals & Priorities**

**Table 2. 2014-2015 Actions Responding to Family Priorities**

<table>
<thead>
<tr>
<th>Identified Priority</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try different means of establishing home/school relations and easing children’s</td>
<td>Conducted pre-fall term visits at school. Beginning of year surveys</td>
</tr>
<tr>
<td>transitions to home</td>
<td>revealed this works at least as well as home visits. These will</td>
</tr>
<tr>
<td></td>
<td>continue in 2016 with targeted home visits in special circumstances.</td>
</tr>
<tr>
<td>Continue to look for ways to share information about group and individual children's</td>
<td>Teachers each email a bulleted “daily report” during planning time</td>
</tr>
<tr>
<td>activities Streamline reporting tool(s)</td>
<td>to give parents a “snapshot” feel for how the day is going. This has</td>
</tr>
<tr>
<td></td>
<td>been very successful. Beginning of year surveys were conducted with</td>
</tr>
<tr>
<td></td>
<td>online tool. This didn’t work; response rate was lower than with paper.</td>
</tr>
<tr>
<td></td>
<td><em>Annual Report to Families</em> limited to information most pertinent to</td>
</tr>
<tr>
<td></td>
<td>surveys, with work more connected to university/program goals reported</td>
</tr>
<tr>
<td></td>
<td>in CoFC Annual Report</td>
</tr>
<tr>
<td></td>
<td>Teachers are now providing parents with either electronic or paper</td>
</tr>
<tr>
<td></td>
<td>copy of children’s assessment report at conference.</td>
</tr>
<tr>
<td>Provide print copies of assessment reports/narratives</td>
<td>Classroom logs created to improve AM/PM/AM communications among the</td>
</tr>
<tr>
<td></td>
<td>lead teacher &amp; assistants; increasing use of small whiteboards to</td>
</tr>
<tr>
<td></td>
<td>convey daily routines information [to save paper]</td>
</tr>
</tbody>
</table>

**Table 3. 2014-2015 Activities & Actions Related to Program Mission & University Goals**

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Priority</th>
<th>Actions taken in 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Quality</td>
<td>Begin 2016 NAEYC re-accreditation prep</td>
<td>Folios regenerated; materials organized; <em>Intent to Renew</em> submitted; 4th Annual Report submitted</td>
</tr>
<tr>
<td>Program Quality</td>
<td>Maintain Nature Explore certification</td>
<td>Re-certified through June 2015</td>
</tr>
<tr>
<td>Program Quality</td>
<td>Maintain DSS licensing</td>
<td>Relicensed 9/2014 through 9/2016</td>
</tr>
<tr>
<td>Program Quality</td>
<td>Implement 40th Anniversary Activities</td>
<td>October 3 community celebration; 3-part discussion/film series completed 4/15</td>
</tr>
<tr>
<td>Other [Security Issues]</td>
<td></td>
<td>New security system elements installed including</td>
</tr>
</tbody>
</table>
replacement of existing camera and installation of 2 new cameras with additional monitoring station; new internal communications system will be purchased for 2015-2016 to relay announcements to families for emergency situations; alternate off-site evacuation site secured (Unitarian Church Gage Hall)

Still in pre-approval process, but many participant contacts were made via 40th anniversary activities

CJ, MW, JH presented at ACT conference; SJ attended MEPI; PG & JH attended US Play Coalition/Clemson; CJ will present at Summit June 2015; CJ presented keynote at conference in Madison, WI; CJ presented 2 graduate students’ ECDC documentation work as conference session in Madison, WI; CJ attended NCCCE Chicago, NAECY Dallas

One faculty-sponsored research project conducted over Fall/Spring semesters involving 4 graduate students


Received grant funding for four graduate students to attend ACT conference; set up online system to provide staff with Blood Borne Pathogens annual training; CJ had 2 entries accepted for publication in Sage Encyclopedia of ECE

Service to Campus

Continue service on 2015-2016 EC Summit Planning Team

Continue to develop collaborations across campus

Multiple activities with personnel from Grounds/Sustainability on “loose parts” initiatives & gardening

Child Advocacy & Community Collaborations

Continue to build & seek mentoring relationships with other early childhood programs & initiatives

Participated in writing successful $1.3 million grant for First Steps to establish three new Early Head Start programs; continuing to serve as mentor for implementation team;

Continue collaborations with community groups that focus on best practices and teacher professional development

Began mentoring activities with teachers from GreenWorld & Island School (local) and ReggioDay School in Columbia, SC; co-planned and conducted panel discussion with community groups on childhood environmental education @ Memminger Elementary School

Continue engagement in regional/national efforts that advocate for high quality early childhood education

Cradle to Career Summit Planning Team; CJ began three year term as board member of National Coalition for Campus Children’s Centers (NCCCC); received $2500 grant from Coastal Community Foundation to support children with special needs;

Table 4. Facility/Program Use as Demonstration/Laboratory Setting
Visitors 492
Practicum/observation hours 805
# CoFC Course sections 19
represented
# Departments represented 3
CoFC Graduate Students employed 12
Volunteers 2
CoFC Undergraduate students employed
Faculty Sponsored Research projects 1 (pre-post Fall/Spring) with 4 graduate students
Visits from teachers at other schools GreenWorld, Island Academy, Reggio Day School (Columbia);
visiting scholar from China, East Coast Migrant Head Start;
First Steps, Corpus Callosum
Hosting professional organizations Pre-Conference Day Tours for members of Association of Constructivist Teaching
Visits by therapists 81
Visits from other university students MUSC Psychiatry Residents

Final thoughts
2014-2015 was a particularly happy year because we celebrated 40 successful and productive years with families and children. We met many new [old] friends and learned a lot about the history of ECDC that we didn’t know before. I hope that this report is helpful and I thank all of you for your openness, honesty, and willingness to provide us with feedback and to participate in this process.

Sincerely,

Candace Jaruszewicz, Ph.D.
Director, Miles ECDC
Description of evidence for criterion 10.F.02

Annual reports to families are distributed in April and describe analysis of family survey data.
Jaruszewicz, Candace L

From: Welch, Frances C
Sent: Monday, June 08, 2015 6:18 PM
To: Jaruszewicz, Candace L
Cc: Pohl, Justin
Subject: RE: ECDC 2015-2016 Policies/Procedures

I have reviewed the draft 2015-16 ECDC P/P and because the changes proposed are minor, I am comfortable approving without review from others who are members of Administrative Council.

Fran

From: Jaruszewicz, Candace L
Sent: Monday, June 08, 2015 4:51 PM
To: Welch, Frances C
Cc: Pohl, Justin
Subject: ECDC 2015-2016 Policies/Procedures

I've attached our P/P document with revisions for upcoming year. There are several very minor changes; in the document they are highlighted in yellow. I also have highlighted in yellow number/letter codes that correspond with NAEYC accreditation criteria that I have to verify, but you can disregard those.

These changes are minor but if you think I should submit through the formal P/P review process, I'll be happy to do that.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewiczcl@cofc.edu
Description of evidence for criterion 10.F.02

This email documents that Policies and Procedures are revised at least annually and/or as needed and College procedures for this process followed.

10.F.03: The program establishes goals for continuous improvement and innovation using information from the annual program evaluation. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Annual goals are part of both the annual reporting and budgeting proposal/approval processes. The university's continuous improvement planning process was changed in 2015 to incorporate documentation of plans, data, results, identification of subsequent improvements, and assessment of the implementation process - via an online reporting system.
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Assessment Process:

Our program engages in assessment for documentation to the College of Charleston, the National Association for the Education of Young Children (NAEYC), and South Carolina Department of Social Services (DSS) of continuous quality monitoring and improvement. We have a complex set of layered goals and outcomes, those that align with the university's strategic plan, and those that align with accreditation or regulatory requirements focused on children, families, and our community.

We collect both quantitative and qualitative data from multiple sources and adhere to an also complex timeline for reporting out results to the three entities to whom we are accountable.

1. DSS: Licensed child care programs must comply with the South Carolina child care laws that focus primarily on health, safety, and supervision. Any all-day program that serves more than 12 children is classified as a child care center, and must be licensed to operate. Re-licensing occurs every other year with additional unannounced inspection visits at least once per year. This process focuses more on monitoring that program improvement and represents a minimum level of program quality documentation.

2. NAEYC: National accreditation can be pursued via numerous organizations/processes. We participate in the NAEYC process because (a) it is the most recognized, (b) reflects a high level of rigor, and (c) provides standards and criteria consistent with those applied to accreditation of the EHHP/EDU Early childhood teacher education programs, which are also evaluated by NAEYC for the CAEP system. NAEYC accreditation takes place over a five-year repeatable cycle. After the initial accreditation (2005) the program submits annual reports documenting maintenance of standards compliance in years 1-4 and then re-accreditation including a site visit evaluation occurs in the fifth year before the program anniversary date. This process represents the highest level of ongoing quality improvement assessment available.

3. College of Charleston: As a unit housed in the School of Education, Health, and Human Performance, the ECDC provides (a) academic support for teacher education, (b) student support as an employment and practicum/field site, (c) research support for faculty and students, (d) child care support for campus employees (@ 85%) and a limited number of families from the general community, and (e) resources and services for early childhood programs and advocacy initiatives in the general and larger communities. Therefore, our assessment process for addressing outcomes that support the strategic plan for the university includes the embedded processes we follow for licensing and accreditation.
Comments and Attachments: We are currently in year 5 of our accreditation cycle with NAECY, with renewal due by May 1, 2016. Renewal materials have been submitted, self-assessment materials completed, and we are due for our site visit sometime before 3/30/16.

Our state license through the Department of Social Services is current till 9/26/2016 and we will renew during summer of 2018.

Administrative Unit Director receiving assessment updates: Dean (Frances Welch)
Program Coordinator (Frances Welch)
Dean (Frances Welch)
Dean (Frances Welch)

Items Supporting This Program Information and Assessment Process

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>1</td>
<td>Demonstrate best practice</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
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<tr>
<td>Outcome 2</td>
<td>2</td>
<td>Promote scholarly inquiry and Professional Development</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
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<tr>
<td>Outcome 3</td>
<td>3</td>
<td>Model advocacy and community service</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
<tr>
<td>Outcome 4</td>
<td>4</td>
<td>Child Care</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
</tbody>
</table>
Demonstrate best practice

Outcome Number: 1

Title: Demonstrate best practice

1. Outcome: The specific, measurable, attainable, results oriented, and time bound outcomes are clearly related to the mission and focus on activities of the Program/Unit.

2. Assessment Methods:
   - NAEYC:
     1. Completed and submitted Renewal Materials before stated re-accreditation (or annual maintenance) deadline (via NAEYC forms and data collection tools).
     2. Completed classroom and program E-folios prior to site visit and maintain throughout accreditation period (using Houghton Mifflin Harcourt SchoolChapters: www.schoolchapters.com).
     3. Completed NAEYC site visit protocols within the designated site visit window or unannounced visit.
   - DSS:
     1. Completed renewal materials and inspections according to DSS timelines during summer prior to expiration of license (DSS data collection forms).
     2. Documentation of continued compliance with DSS regulations and unannounced interim site inspections (site visit reports).
   - NatureExplore:
     1. Complete and submit application for annual re-certification prior to July 1 expiration date (Powerpoint presentation posted to program website).

Notes:
- upload current NAEYC accreditation file, DSS license, NE certificate

Please describe your selections above for each measure:

1. NAEYC:
The NAEYC accreditation process incorporates several measures, all of which must meet designated threshold levels of performance either prior to submission, during the off-site pre-visit review process, or at the site visit. These materials are all provided by the accrediting organization. In order to pass, the program must achieve 100% required criteria, 80% of criteria for each of the 10 standards, and at least 70% criteria for each age/class group observed. There are more than 400 criteria embedded within the 10 standards.

Data collection tools provided by NAEYC include:
- Templates for Renewal Materials and Annual Reports
- Parent Surveys (minimum overall score of 80% "yes" responses required before submission)
- Staff Surveys (minimum overall score of 80% "yes" responses required before submission)
- Classroom Folio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each narrative)
- Program Folio criteria (requires descriptive narrative for each criterion/sub-criteria with at least one annotated attachment providing evidence of compliance for each narrative)
- On-site classroom observations using criterion-referenced tool.
2. DSS Licensing
The program must comply with 100% child care licensing regulations. These include
100% current immunization forms
100% staff with current security clearances, health forms
100% staff have met state annual training hours requirement
1 staff per classroom with current First Aid, CPR
Pass DHEC building/fire inspection
Pass licensing inspection
Submit to unannounced visits at least once annually and correct any cited deficiencies.

3. Nature Explore Certification
This voluntary certification requires annual submission of documentation that program standards have been maintained.
Submission materials include:
Narrative
Images

4. Use of Assessment
   Results: What changes were made based on the results
   (i.e.: revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes):

5. Budget Changes:
   Comments and Attachments:

   Providing Program: N.E. Miles Early Childhood Development Center
   Start: 7/1/2015
   End: 6/30/2016
   Progress: On Schedule

<table>
<thead>
<tr>
<th>Items This Outcome Supports</th>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Develop nationally</td>
<td>Strategic</td>
<td>2</td>
<td>nationally recognized graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>10: Pursue national</td>
<td>Strategic</td>
<td>10</td>
<td>recognition for the College of Charleston's</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>3: N.E. Miles Early</td>
<td>Program</td>
<td></td>
<td>Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
</tbody>
</table>
Promote scholarly inquiry and Professional Development

Outcome Number: 2

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bounded. The outcomes are clearly related to the mission and focus of the Program/Unit.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

Target met for measure 1?: Did results for measure 1 demonstrate improvement from previous assessments?

Target met for measure 2?: Did results for measure 2 demonstrate improvement from previous assessments?

Notes: Insert spreadsheet that documents aggregate #s for staff items

Insert chart from Annual Report with demographic information

upload IVT & Director Training transcripts? Or just summarize total # hrs for each & report in aggregate.

Please describe your selections above for each measure.

4. Use of Assessment Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise program standards, revise program offerings, implement training or workshops, modify services or
Description of evidence for criterion 10.F.03

The continuous improvement process is comprehensive, with goals tied to the university's strategic plan, and documentation of improvements made based on analysis of data; the process includes planning for professional development and revisions to policies/procedures informed by the process.
5. Budget Changes:
Comments and
Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2015
End: 6/30/2016

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative 2</td>
<td>2</td>
<td>Develop and retain a highly qualified and diverse faculty and staff.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative 4</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared, and diverse student body.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative 7</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
</tbody>
</table>

Program Information and Assessment Process
- N.E. Miles Early Childhood Development Center
  - Start Date: 07/01/2015
  - End Date: 06/30/2016
  - Provider: N.E. Miles Early Childhood Development Center
Model advocacy and community service

Outcome Number: 3

Title: Model advocacy and community service

ECDC program and staff model and engage in advocacy for high quality early childhood education, teacher education, and the welfare of young children in our community, state, region, nationally, and internationally.

Specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

1. Maintain website, social media with current information about program initiatives, resources on current research and thinking about early childhood education
2. Develop and maintain inter- and intra-campus relationships with other units, programs, and individuals to generate opportunities for the program to advance its mission
3. Engage in service to professional organizations that advance and advocate for high quality early childhood education
4. Engage in community service work to other programs, agencies, organizations that will improve the lives of young children and families in the community

2. Assessment

Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

1. Annual reporting process - numerate and describe activities that meet criteria of outcome
2. Testimonials and communications that provide evidence of activities related to outcome
3. Compilation of narratives and images posted to social media and website that document collaborations and initiatives

3. Assessment

Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

- Target met for measure 1?
- Did results for measure 1 demonstrate improvement from previous assessments?
- Target met for measure 2?
- Did results for measure 2 demonstrate improvement from previous assessments?

Please describe your selections above for each measure:

The measures and analyses used for this outcome are typically qualitative, as opportunities to meet this outcome are not necessarily known at the beginning of a reporting period and reflect ongoing processes or relationships best identified and evaluated with non-numerical methods. The Annual Report typically includes a detailed list of activities relating to this outcome with narrative information and evidence (such as communications, images, or artifacts) acquired as activities are ongoing.

4. Use of Assessment

Results: What changes were made based on the results (i.e.; revisions to course content or course offerings, revise admission standards, revise
program offerings,
implement training or
workshops, modify
services or
processes);
5. Budget Changes:
   Comments and
Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2016
End: 6/30/2016
Progress:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>8</td>
<td>Collaborate with local, national, and international institutions to leverage higher education for a stronger South Carolina.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2016</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
</tbody>
</table>
Child Care

Outcome Number: 4
Title: Child Care

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

2. Assessment
   Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

   3. Assessment
      Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.: Target met for measure 1?; Did results for measure 1 demonstrate improvement from previous assessments?: Target met for measure 2?; Did results for measure 2 demonstrate improvement from previous assessments?:

Please describe your selections above for each measure:

1. Waiting list application information is kept on a spreadsheet.
2. Current enrollment information is kept on a spreadsheet and coded for demographics including ethnicity, gender, campus affiliation, special needs, home/2nd language, etc.
3. Fiscal accountability follows required university budgeting process and monitored by EHHP fiscal officer.
4. Assessment of goals required by NAEEYC for children, families and community follows an annual timeline represented on the chart below (includes follow-up measures implemented as of 10.27.15)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment tools</th>
<th>Timeline</th>
<th>Analysis</th>
<th>Reporting</th>
<th>Application</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explore &amp; develop interests and abilities</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td>NAEYC Spreadsheet (item and category analysis)</td>
<td>CofC Annual Report;</td>
<td>Revise curriculum as needed</td>
<td>Add Spanish language component</td>
</tr>
<tr>
<td>2. Develop self-direction as learners and citizens</td>
<td>Child Assessment Data</td>
<td>December &amp; May</td>
<td>Assessment Conferences with Master Teachers</td>
<td>Parent/Teacher Conference Reports;</td>
<td>Annual Report to Families</td>
<td>Completed for 2015-2016</td>
</tr>
<tr>
<td>3. Understand and practice tolerance and respect for others</td>
<td></td>
<td></td>
<td></td>
<td>NAEYC Annual Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fully included in all dimensions of our program</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>1. Feel accepted and welcomed</td>
<td>New Family Survey</td>
<td>September</td>
<td>Survey Data Tabulation; Content Analysis of narratives;</td>
<td>CofC Annual Report;</td>
<td>Revise policies as needed</td>
<td>Snack Manus &amp; Nutrition Plan</td>
</tr>
<tr>
<td>2. Express confidence that their children are being well cared for and nurtured</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td></td>
<td>Annual Report to Families</td>
<td>Revise procedures as needed</td>
<td>Security measures</td>
</tr>
<tr>
<td>3. Engage as partners and advocates for high quality early childhood education</td>
<td>Unsolicited feedback</td>
<td>Ongoing as received</td>
<td></td>
<td>NAEYC Annual Report</td>
<td>Meet w/Parent Advisory Committee &amp; revise/prioritize annual goals as indicated</td>
<td>Committee members for 2015-2016 secured; Meeting Fall &amp; Spring</td>
</tr>
<tr>
<td><strong>Campus Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Support academic goals of faculty and students</td>
<td>Campus Survey; Student Employee Survey</td>
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<td>Tabulation; item analysis</td>
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<td>Revise research &amp; practicum protocols as needed</td>
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</tr>
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<td>1. Enhance development of student employee professional skills and dispositions</td>
<td>Performance Evaluations; Student Employee Survey</td>
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<td>Item analysis of Performance reviews; Tabulation of surveys</td>
<td>Annual Report to Families</td>
<td>GA &amp; TA Professional Development as needed</td>
<td>DSS Accreditation Workshop 9/11/15</td>
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<tr>
<td>1. Add to the knowledge base about early childhood</td>
<td>Records of research &amp; publications</td>
<td>Ongoing</td>
<td>Bi-weekly staff meeting discussions</td>
<td>Annual Master Teacher Professional Development</td>
<td></td>
<td>Module for adrenal crisis added to FA/CPR training</td>
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<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*College of Charleston*
4. Use of Assessment
Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes);
5. Budget Changes:
Comments and Attachments:
Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2015
End: 8/30/2016
Progress:

Items This Outcome Supports

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>3</td>
<td>Develop and retain a highly qualified and diverse faculty and staff.</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
<td>05/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>05/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
<td></td>
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</tbody>
</table>
Description of evidence for criterion 10.F.03
Pt. 2 of above document

**Annual_Report_2015.ECDC.doc**

The Annual Report to the university provides narrative description of continuous improvement activities.

**2015.2016_Goals_Planning.docx**

This chart identifies goals for 2015-2016 based on data from 2014-2015 prior to launch of the CofC CAS system; this information was transferred to the new system.
Jaruszewicz, Candace L

From: Welch, Frances C
Sent: Monday, June 08, 2015 6:18 PM
To: Jaruszewicz, Candace L
Cc: Pohl, Justin
Subject: RE: ECDC 2015-2016 Policies/Procedures

I have reviewed the draft 2015-16 ECDC P/P and because the changes proposed are minor, I am comfortable approving without review from others who are members of Administrative Council.

Fran

From: Jaruszewicz, Candace L
Sent: Monday, June 08, 2015 4:51 PM
To: Welch, Frances C
Cc: Pohl, Justin
Subject: ECDC 2015-2016 Policies/Procedures

I've attached our P/P document with revisions for upcoming year. There are several very minor changes; in the document they are highlighted in yellow. I also have highlighted in yellow number/letter codes that correspond with NAEYC accreditation criteria that I have to verify, but you can disregard those.

These changes are minor but if you think I should submit through the formal P/P review process, I'll be happy to do that.

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewiczc@cofc.edu
Description of evidence for criterion 10.F.03

This email to the EHHP Dean documents that improvements to policies/procedures follow an identified process.
## ECDC Program Goals Assessment Plan – 2015/2016

<table>
<thead>
<tr>
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### Campus Goals:

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Revised 10.27.15
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<tr>
<th>development</th>
<th>Development Plans</th>
</tr>
</thead>
</table>

Revised 10.27.15
Description of evidence for criterion 10.F.03

This chart documents current goals relative to those required by NAEYC specifically for children & families. The information on this chart has been recently incorporated into the new integrated university system for continuous improvement (also attached as evidence for this criterion - labeled CofC SACS Plan, 1 & 2) That system also requires additional goals related to the university strategic plan.

10.F.04: The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.

Our PTO and Parent Advisory Committee serve in this capacity. While neither of these groups has policy-making authority, they provide much support, feedback, and assistance with program development. Current membership in these groups is posted to our website on the "Parent" page.

ECDCPP_eff.7.1.15.docx

ECDC Policies 10.3 and 10.11 describe shared governance structures.
Hello Candy and committee members,
Thank you for including me and seeking our input with these matters. I do agree with your proposals and think you have offered solutions for families that are fair and reasonable.

1. Teachers and parents need opportunities to have end of the year conferences. Therefore I agree with the decision to reschedule a day later in the semester to do so. Friday May 9th seems like a good option for families, as well as the teachers.

2. PD for teachers is important to professional growth and gaining insights into best practices. Teachers need opportunities and workdays to reflect on their practice. I appreciate you giving them the opportunity to attend personal PD opportunities to protect time for our families, but understand the necessity to close the center a day or two to participate in a conference that will benefit the teachers by attending as a team as well. I know it would be difficult with scheduling to find the right time to do so, but I am interested in hearing others ideas and suggestions for not putting a burden on families to find child care alternatives on these days.

3. I agree with not pushing the calendar to open ECDC any later due to home visits and think attending a parent-teacher conference at the beginning of the school year is a good alternative to home visits. As much as I know my family enjoyed our home visit, I understand the need for teachers and staff to have workdays before the beginning of school to begin the year prepared and have adequate time to train new staff.

If the committee is interested in meeting together to discuss further, I am happy to set a time and attend. Thank you!

On Wednesday, February 19, 2014, Jaruszewicz, Candace L <JaruszewiczC@cofc.edu> wrote:

Hi,

Currently, the four of you are our Parent Advisory Committee (PAC) class representatives/members – Bob Podolsky, Calvin Blackwell, Lauren Hunt, and Katie Houser. If you are new to this committee (Katie), we meet on an as-needed basis. Anyone can call a meeting if an issue arises that is of high importance to parents/families and/or for strategic planning input. We haven’t needed to meet for some time, but I would like to pick your brains on a couple of things relative to the academic calendars for the rest of spring and the beginning of the year next fall. I’m fine with doing this as a “reply-all” email conversation, but if you all prefer a sit down meeting, I’ll be happy to coordinate a day/time that works for everyone.

1. The College calendar was revised to make-up for the 3.5 storm days, and we have lost Reading Day (April 24) as a non-attendance day that we typically use for parent/teacher conferences & “Paper Day” (updating all our family paperwork). Realistically, we cannot do conferences without closing for the day for a myriad of
reasons which I won’t go into here, but can explain if you need me to. So our options are (a) skip spring conferences altogether, (b) choose some alternate form of reporting progress that would go out in writing, or (c) reschedule the day for later in the semester.

The teachers’ preference would be to reschedule the conferences/paper day during the week of May 5-9. ECDC will be in session, but the CofC Maymester session classes don’t start till the following week, May 15. So if we waited till after faculty’s grades are due Wednesday, May 7, we could do either Thursday the 8th or Friday the 9th to minimize disruptions to parents’ work schedules. Almost all of our children usually attend ECDC MM session, so it would not be hard for the teachers to schedule alternative times before the end of the semester for the few families that might be leaving town for the summer.

What do you think?

2. We have taken no professional development (PD) days for the Master teachers this year at all, (we usually schedule 2-4 days per year) We have been able to use local/staggered conference opportunities for them to get their required 15 annual training hours so far and they did that voluntarily so that I could use our limited travel funds to go to Portland, OR in April for the national lab school conference. They have, however been asking for a long time to have a day set aside for them to visit other local centers/programs/schools, as we have many, many visitors here but they don’t get to see what is going on elsewhere. We have all agreed that scheduling a closed day for conferences is a higher priority. So, I will give each of them a personal PD day for an off-campus visit, but ask them to schedule their visits so that no more than 2 of them are out on the same day, and we won’t have to close school.

I would like your thoughts on the matter of teacher PD days in general, relative to how parents feel about the timing of when we schedule them. There are some times (like last year) when it is most expedient for us to close the program for 2-3 days so everyone can attend the national NAEYC conference in November, especially if they get a presentation accepted which happens every now and then, or it is at a location within driving distance - I will do that when the opportunity arises without blinking at all. But there are also times when we really could use a teacher work day to train new student staff, have in-service workshops, do strategic planning, etc. but we almost never schedule a closing for that kind of activity, as we tend to think it places too much of a burden on our parents.

3. First day of work for contracted employees next year is Monday, August 18 with CofC classes starting the very next day, Tuesday, August 19. I expected that the 2014-2015 academic calendar would go back to the beginning of the cycle that started in 2008/2009 (first day August 26), but the powers that be advanced it yet another day earlier than last year. As a result, we can’t physically do all the things we need to do to get the classrooms and school ready, new staff orientations, staff meetings, etc. in one day. So we need more days. I already do an “add-pay” for the teachers for one week during the summer to cover the time they spend scheduling, traveling, and doing home visits (even though it typically takes them much longer than that). But
we’ve all agreed that if I can’t find funds in the budget to pay them for additional prep days before school starts, that we need to take that “home visit” week, push it up to the beginning of the year and use as much of it as we can for prep time. They would report to work on August 11. Instead of doing home visits, we could ask parents to sign up like they do for conferences, for a time slot on either Thursday (Aug. 14) or Friday, August 15 to have their family visit with the teacher, but at school instead of at home. This doesn’t mean at all that we don’t care about home visits – we think they are incredibly important for a lot of reasons, but we simply have to figure out a way to have teacher work days before school starts. If we did do it this way and find out that a large number of families prefer to meet at school instead of home, that’s a matter for discussion at a later time. The only other option that comes to mind is pushing back the opening of ECDC several days and since we already phase the kids in over the first 2 days, we are assuming parents would not be wild about that at all....

How would you feel about the proposed plan?

There is no rush on a need for responses, as you may want to talk with other parents to see what they think. As I said earlier, if you think it would be easier to discuss in a meeting, I’ll be happy to schedule but I’m assuming you are all slamming busy right now with mid-terms coming up and making up for all the time we lost.

Candy

Candace Jaruszewicz, Ph.D.
Director, N.E. Miles Early Childhood Development Center
College of Charleston
91 Wentworth Street
Charleston, SC 29424
843.953.5606
jaruszewicz@cofc.edu
Jaruszewicz, Candace L

From: Candace L jaruszewicz@cofc.edu
Sent: Wednesday, April 22, 2015 5:18 PM
To: Jaruszewicz, Candace L
Subject: Re: Annual Report to Families

Hi Candy,

He hasn’t shared his thoughts with me on this but he has seen it. If you haven’t heard from him I think you can assume he has nothing to add to the discussion and move forward.

If you need my help with PTO sign-ups for Paper Day please let me know. Are we including t-shirt fee in fees?

Take care,

On Apr 22, 2015, at 4:22 PM, "Jaruszewicz, Candace L" <jaruszewiczC@cofc.edu> wrote:

When I sent this I got one of those ‘delayed’ messages for both you and but I think I sent it to his cofc as well; if not can you make sure he has opportunity to weigh in if wanted; I assume you consulted anyways before sending this back to me

From: Candace L jaruszewicz@cofc.edu
Sent: Tuesday, April 21, 2015 11:05 AM
To: Jaruszewicz, Candace L
Cc: Mihal, Deborah F; Blackwell, Calvin blackwell@yaho... Podolsky, Robert David; KATHERINE HOUSER; Lauren Hunt huntlauren@gmail.com
Subject: Re: Annual Report to Families

I read through it and feel it is condensed enough. I didn’t notice anything I would take out.

As far as streamlining paperwork, perhaps email it to all families before paper day so they have to read it beforehand?

Thanks,

On Apr 20, 2015, at 4:44 PM, "Jaruszewicz, Candace L" <jaruszewiczC@cofc.edu> wrote:

Hi,

I have Annual Report to Families ready to go [I usually distribute before we do new family surveys in the spring at Reading Day], but as one of our internal goals via feedback from parent surveys last spring was to streamline paperwork, I’m wondering if it could be shortened/condensed. If you have a few minutes could you read and tell me what you think?
I could easily end it after Table 3 as the information in the rest of the report is organized for and also appears in our Annual Report to CoFC that I submit at the end of the fiscal year in July. But I don’t know how many people actually go on the website and read that document, and it is the information that really illustrates all the things we do that many parents probably aren’t aware of.

I could even go so far as to prepare this as a tri-fold little pamphlet with a photo and really condensed bullet list with just highlights.

I know you are slammed busy right now and anyone who can help me with this, thank you so much. You all are the best!
Candy

From: Jaruszewicz, Candace L
Sent: Wednesday, May 28, 2014 12:51 PM
To: Blackwell, Calvin (mailto:calvin.blackwell@charlottesvilleschools.org); Podolsky, Robert David; KATHERINE
    HOUSER; Lauren Hunt (mailto:lauren.hunt@charlottesvilleschools.org); Mihal, Deborah F
Cc: Carmen Nash
Subject: ECDC PAC 2014-2015

Hi,
I have all classes represented for the Parent Advisory Committee for 2014-2015, so this will be our group of six:
Deborah Mihal – Seashells
Katie Houser - Sunflowers
Lauren Hunt – Sunflowers/Butterflies
Bob Podolsky – Butterflies
Calvin Blackwell – Butterflies
Olga Long - Butterflies

I’ve attached a distribution list in case you want/need to send an email (it doesn’t include mine in the event you need to discuss something among yourselves)

For our two new members (Olga & Deborah), this committee serves as a sounding board or mediating group as needed. It can meet/consult whenever one of the members feels necessary. Last year we used email and did not have any meetings. The year before, we met once to discuss security issues around the time the university brought in a consultant team to assess safety shortly after the tragic Sandy Hook shootings.

At the beginning of the school year, I’ll let everyone know who our PAC team is and make sure they know they may contact you if they have a concern or idea they don’t feel is being addressed through normal channels. I’ll contact you when I need input from families on policy issues or initiatives. I have regular reporting line like other programs/departments on campus, and ECDC is “officially” administered through this chain (I report to Fran Welch, Dean of SOEHP) as we are part of the SOEHP and not an independently organized program like some you may have had experience with elsewhere. Therefore, this group can recommend, does not make policy. Decisions about a lot of things including finances, security, facilities, etc. go through the university.

First order of business is follow-up on the security 2013 security audit. We recently got back the security report from the February 1, 2013 onsite visit. I’ve discussed the recommendations with people from Public Safety and EMS and we feel we can
Description of evidence for criterion 10.F.04

This sample of communications between the program director and the Parent Advisory Committee represents the kind of feedback we seek from them when developing policies, procedures, or making decisions that will affect them in some way.

10.F.05: The program has an ongoing monitoring system to ensure that all program goals and requirements are met. The program has a data system that is used to collect evidence that goals and objectives are met; this evidence is incorporated in the annual program evaluation.

We use a variety of processes, most of which are spreadsheet based, (including internally developed tools and those provided by NAEYC for managing staff and family survey data) to record and analyze program data that is reported annually to the College and our program stakeholders. This entire process is now documented with the university's new online system, initiated in Fall 2015.
N.E. Miles Early Childhood Development Center

Program Title: N.E. Miles Early Childhood Development Center
Program Name: N.E. Miles Early Childhood Development Center
Program Type: Academic Support
Start: 7/1/2015
End: 8/31/2016
Program Assessment Coordinator: Candace Jaruszewicz
Cooperator's Email: jaruszewicz@posc.edu
Cooperator's Phone: 843.963.5609
Cooperator's Office: 91 Wentworth Street
Address: Assigned assessment committe member: Karen Hakim-Butt
DAC/AAC representative: Karen Small
Administrative Unit: Frances Welch, Dean EHHP
Director receiving assessment updates:
Program follows specialized accreditation standards:
Name of accrediting organization: National Association for the Education of Young Children (NAEYC)
Date of last program review for the accrediting organization: Spring 2011
Date of next program review: Site Visit window currently open, due before 3/31/2016
Program/Department: ECDC’s three-part mission is to provide:

- A demonstration preschool for research, observation and practicum purposes
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community

Unit/School/College Mission: The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Assessment Process: Our program engages in assessment for documentation to the College of Charleston, the National Association for the Education of Young Children (NAEYC), and South Carolina Department of Social Services (DSS) of continuous quality monitoring and improvement. We have a complex set of layered goals and outcomes, those that align with the university’s strategic plan, and those that align with accreditation or regulatory requirements focused on children, families, and our community.

We collect both quantitative and qualitative data from multiple sources and adhere to an also complex timeline for reporting results to the three entities to whom we are accountable.

1. DSS: Licensed child care programs must comply with the South Carolina child care laws that focus primarily on health, safety, and supervision. Any all-day program that serves more than 12 children is classified as a child care center, and must be licensed to operate. Re-licensing occurs every other year with additional unannounced inspection visits at least once per year. This process focuses more on monitoring that program improvement and represents a minimum level of program quality documentation.

2. NAEYC: National accreditation can be pursued via numerous organizations/processes. We participate in the NAEYC process because (a) it is the most recognized, (b) reflects a high level of rigor, and (c) provides standards and criteria consistent with those applied to accreditation of the EHRP/TEEDU early childhood teacher education programs, which are also evaluated by NAEYC for the CAEP system. NAEYC accreditation takes place over a five-year repeatable cycle. After the initial accreditation (2005) the program submits annual reports documenting maintenance of standards compliance in years 1-4 and then re-accreditation including a site visit evaluation occurs in the fifth year before the program anniversary date. This process represents the highest level of ongoing quality improvement assessment available.

3. College of Charleston: As a unit housed in the School of Education, Health, and Human Performance, the ECDC provides (a) academic support for teacher education, (b) student support as an employment and practicum/field site, (c) research support for faculty and students, (d) child care support for campus employees (@ 85%) and a limited number of families from the general community, and (e) resources and service for early childhood programs and advocacy initiatives in the general and larger communities. Therefore, our assessment process for addressing outcomes that support the strategic plan for the university includes the embedded processes we follow for licensing and accreditation.
Comments and Attachments: We are currently in year 5 of our accreditation cycle with NAEC, with renewal due by May 1, 2016. Renewal materials have been submitted, self-assessment materials completed, and we are due for our site visit sometime before 3/30/16.

Our state license through the Department of Social Services is current till 9/26/2016 and we will renew during summer of 2018.

Administrative Unit Director receiving assessment updates: Dean (Frances Welch)
Program Coordinator (Frances Welch)
Dean (Frances Welch)
Dean (Frances Welch)

Items Supporting This Program Information and Assessment Process

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Outcome 1</td>
<td>1</td>
<td>Demonstrate best practice</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
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<tr>
<td>Outcome 2</td>
<td>2</td>
<td>Promote scholarly inquiry and Professional Development</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
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<tr>
<td>Outcome 3</td>
<td>3</td>
<td>Model advocacy and community service</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
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<tr>
<td>Outcome 4</td>
<td>4</td>
<td>Child Care</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
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</tbody>
</table>
Demonstrate best practice

Outcome Number: 1

Title: Demonstrate best practice

1. Outcome: The specific, measurable, attainable, results oriented, and time bound outcomes are clearly related to the mission and focus on activities of the Program/Unit.

2. Assessment

Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

- NAEYC:
  1. Completed and submitted Renewal Materials before stated re-accreditation (or annual maintenance) deadline, via NAEYC forms and data collection tools.
  2. Completed classroom and program E-folios prior to site visit and maintain throughout accreditation period (using Houghton Mifflin Harcourt SchoolChapters - www.schoolchapters.com).
  3. Completed NAEYC site visit protocols within the designated site visit window or unannounced visit.

- DSS:
  1. Completed renewal materials and inspections according to DSS timelines during summer prior to expiration of license (DSS data collection forms).
  2. Documentation of continued compliance with DSS regulations and unannounced interim site inspections (site visit reports).

- NatureExplore:
  1. Complete and submit application for annual re-certification prior to July 1 expiration date. (Powerpoint report posted to program website).

Notes:
upload current NAEYC accreditation form, DSS license, NE certificate.

3. Assessment

Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.:

- Target met for measure 1:
- Did results for measure 1 demonstrate improvement from previous assessments:
- Target met for measure 2:
- Did results for measure 2 demonstrate improvement from previous assessments:

Please describe your selections above for each measure:

1. NAEYC:
The NAEYC accreditation process incorporates several measures, all of which must meet designated threshold levels of performance either prior to submission, during the off-site pre-visit review process, or at the site visit. These materials are all provided by the accrediting organization. In order to pass, the program must meet 100% of criteria for each of the 10 standards, and 70% of criteria for each age/class group observed. There are more than 400 criteria embedded within the 10 standards.

Data collection tools provided by NAEYC include:
Templates for Renewal Materials and Annual Reports
Parent Surveys (minimum overall score of 80% "yes" responses required before submission)
Staff Surveys (minimum overall score of 80% "yes" responses required before submission)
Classroom Folio criteria (requires descriptive narrative for each criterion/sub-criterion with at least one annotated attachment providing evidence of compliance for each narrative)
Program Folio criteria (requires descriptive narrative for each criterion/sub-criterion with at least one annotated attachment providing evidence of compliance for each narrative)
On-site classroom observations using criterion-referenced tool.
2. DSS Licensing
The program must comply with 100% child care licensing regulations. These include
100% current immunization forms
100% staff with current security clearances, health forms
100% staff have met state annual training hours requirement
1 staff per classroom with current First Aid, CPR
Pass DMEC building/fire inspection
Pass licensing inspection
Submit to unannounced visits at least once annually and correct any cited deficiencies.

3. NatureExplore Certification
This voluntary certification requires annual submission of documentation that program standards have been maintained.
Submission materials include:
Narrative
Images

4. Use of Assessment
   Results: What changes were made based on the results
   (i.e., revisions to course content or course offerings,
   revise admission standards, revise program offerings,
   implement training or workshops, modify services or processes):

5. Budget Changes:
   Comments and Attachments:
   Providing Program: N.E. Miles Early Childhood Development Center
   Start: 7/1/2015
   End: 6/30/2016
   Progress: On Schedule

### Items This Outcome Supports

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Strategic Initiative</td>
<td>2</td>
<td>Develop nationally recognized graduate programs</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative</td>
<td>10</td>
<td>Pursue national recognition for the College of Charleston’s personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs</td>
<td>07/01/2015</td>
<td>08/30/2016</td>
<td>College of Charleston</td>
<td></td>
</tr>
<tr>
<td>Program Information and Assessment Processes</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promote scholarly inquiry and Professional Development

Outcome Number: 2

Title: Promote scholarly inquiry and Professional Development

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

1. ECDC consistently employs and mentors five graduate assistants and 20+ hourly student employees as Teaching Assistants.

2. ECDC provides student employees with targeted training and professional development.

3. ECDC hosts at least two research projects annually.

4. ECDC mentors at least 75% of students or others who request volunteer placement.

5. ECDC hosts at least 1,000 observation hours annually from faculty who request placements.

6. Master Teachers at ECDC complete at least 15 hours of planned professional development annually.

7. Master Teachers at ECDC maintain current South Carolina teacher certification.

8. The program director completes at least 20 hours of planned professional development annually.

2. Assessment

Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

3. Assessment

Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:

Target met for measure 1?:
Did results for measure 1 demonstrate improvement from previous assessments?

Target met for measure 2?:
Did results for measure 2 demonstrate improvement from previous assessments?

Notes:

Insert spreadsheet that documents aggregate #s for all staff items
Insert chart from Annual Report with demographic information
Insert chart from Annual Report with visitor, practicum, research numbers
Upload IVT & Director Training transcripts? Or just summarize total # hrs for each & report in aggregate.

Please describe your selections above for each measure:

4. Use of Assessment

Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or
Description of evidence for criterion 10.F.05

The university has launched an online monitoring system for reporting continuous improvement data as of 2015.
<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
</tr>
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<tbody>
<tr>
<td>Strategic Initiative 2</td>
<td>2</td>
<td>Develop and retain a highly qualified and diverse faculty and staff.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative 4</td>
<td>4</td>
<td>Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Strategic Initiative 7</td>
<td>7</td>
<td>Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
<td></td>
</tr>
</tbody>
</table>
Model advocacy and community service

Outcome Number: 3

1. Outcome: The ECDC program and staff model and engage in advocacy for high quality early childhood education, teacher education, and the welfare of young children in our community, state, region, nationally, and internationally.

2. Assessment
   Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:
   1. Annual reporting process - numerate and describe activities that meet criteria of outcome.
   2. Testimonials and communications that provide evidence of activities related to outcome.
   3. Compilation of narratives and images posted to social media and website that document collaborations and initiatives.

3. Assessment
   Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.
   - Target met for measure 1?
   - Did results for measure 1 demonstrate improvement from previous assessments?:
   - Target met for measure 2?
   - Did results for measure 2 demonstrate improvement from previous assessments?:
   Please describe your selections above for each measure:

4. Use of Assessment
   Results: What changes were made based on the results (i.e.; revisions to course content or course offerings, revise admission standards, revise

The measures and analyses used for this outcome are typically qualitative, as opportunities to meet this outcome are not necessarily known at the beginning of a reporting period and reflect ongoing processes or relationships initially identified and evaluated with non-numerical methods. The Annual Report typically includes a detailed list of activities relating to this outcome with narrative information and evidence (such as communications, images, or artifacts) acquired as activities are ongoing.
program offerings, implement training or workshops, modify services or processes;
5. Budget Changes:
   Comments and Attachments:
   Providing Program: N.E. Miles Early Childhood Development Center
   Start: 7/1/2016
   End: 6/30/2016
   Progress:

Items This Outcome Supports

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative</td>
<td>5</td>
<td>Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Program Information and Assessment Process</td>
<td></td>
<td>N.E. Miles Early Childhood Development Center</td>
<td>07/01/2016</td>
<td>06/30/2016</td>
<td>N.E. Miles Early Childhood Development Center</td>
</tr>
</tbody>
</table>
Child Care

Outcome Number: 4
Title: Child Care
1. Outcome: The program reflects diversity of campus and balanced sample for research purposes.
2. Program serves children with special needs.
3. Program provides annual process that documents progress towards meeting stated goals for children and families.
4. Program meets university expectations for fiscal accountability.

bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.
2. Assessment: Tabulated record of waiting list applications.
   Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:
   3. Assessment: Complete chart for the year and post
      Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:
      Target met for measure 1?
      Did results for measure 1 demonstrate improvement from previous assessments?
      Target met for measure 2?
      Did results for measure 2 demonstrate improvement from previous assessments?
      Please describe your selections above for each measure:
      1. Waiting list application information is kept on a spreadsheet.
      2. Current enrollment information is kept on a spreadsheet and coded for demographics including ethnicity, gender, campus affiliation, special needs, home/2nd language, etc.
      3. Fiscal accountability follows required university budgeting process and monitored by EHRIP fiscal officer.
      4. Assessment of goals required by NAEYC for children, families and community follows an annual timeline represented on the chart below (includes follow-up measures implemented as of 10.27.15)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment tools</th>
<th>Timeline</th>
<th>Analysis</th>
<th>Reporting</th>
<th>Application</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explore &amp; develop interests and abilities</td>
<td>NALEYC Family Survey</td>
<td>April</td>
<td>NAEYC Spreadsheet (item and category analysis)</td>
<td>CoC Annual Report</td>
<td>Revise curriculum as needed</td>
<td>Add Spanish language component</td>
</tr>
<tr>
<td>3. Understand and practice tolerance and respect for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fully included in all dimensions of our program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Feel accepted and welcomed</td>
<td>New Family Survey</td>
<td>September</td>
<td>Survey Data Tabulation; Content Analysis of narratives</td>
<td>CoC Annual Report</td>
<td>Revise policies as needed</td>
<td>Snack, Manus &amp; Nutrition Plan</td>
</tr>
<tr>
<td>2. Express confidence that their children are being well cared for and nurtured</td>
<td>NAEYC Family Survey</td>
<td>April</td>
<td></td>
<td>Annual Report to Families</td>
<td>Revise procedures as needed</td>
<td>Security measures</td>
</tr>
<tr>
<td>3. Engage as partners and advocates for high quality early childhood education</td>
<td>Unsolicited feedback</td>
<td>On-going as received</td>
<td></td>
<td>NAEYC Annual Report</td>
<td>Meet w/Parent Advisory Committee &amp; revise annual goals as indicated</td>
<td>Committee members for 2015-2016 secured; Meeting Fall &amp; Spring</td>
</tr>
<tr>
<td><strong>Campus Goals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Support academic goals of faculty and students</td>
<td>Campus Survey; Student Employee Survey</td>
<td>April</td>
<td>Tabulation: item analysis</td>
<td>CoC Annual Report</td>
<td>Revise research &amp; practicum protocols as needed</td>
<td>Fall 2015 Semester Pratcicum &amp; research applications in-progress or scheduled</td>
</tr>
<tr>
<td>2. Enhance development of student employee professional skills and dispositions</td>
<td>Performance Evaluations; Student Employee Survey</td>
<td>December &amp; May</td>
<td>Item analysis of Performance reviews; Tabulation of surveys</td>
<td>Annual Report to Families</td>
<td>GA &amp; TA Professional Development as needed</td>
<td>DSS Accreditation Workshop 9/11/15</td>
</tr>
<tr>
<td>3. Add to the knowledge base about early childhood</td>
<td>Records of research &amp; publications</td>
<td>On-going</td>
<td>Bi-weekly staff meeting discussions</td>
<td>Annual Master Teacher Professional Development</td>
<td>Completed for 2015-2016</td>
<td></td>
</tr>
</tbody>
</table>
4. Use of Assessment
   Results: What changes were made based on the results (i.e., revisions to course content or course offerings, revise admission standards, revise program offerings, implement training or workshops, modify services or processes);
5. Budget Changes:
   Comments and Attachments:

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<td>College of Charleston</td>
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</tr>
</tbody>
</table>

Providing Program: N.E. Miles Early Childhood Development Center
Start: 7/1/2015
End: 8/30/2016
Progress:
Items This Outcome Supports

College of Charleston
Description of evidence for criterion 10.F.05
pt. 2 of above document
Spreadsheet for Family Survey Results during Self-Assessment

**Instructions for Use:** Enter the number of “Yes”, “No”, “DK” (Don’t Know) and “NA” (Not Applicable) responses for each question, as well as the number of surveys with no response for a question (blanks). The spreadsheet calculates the total for each question, the “Total” cell turns red if your numbers add up to more than or fewer than the “Number of Staff Surveys Returned” above. The spreadsheet also calculates the percentage of each response for each question. Blanks (not answering a particular question) are treated like “DK” responses; both are considered a negative response. When “NA” is a possible response, the number of NAs is deducted from the total number of surveys returned before the other percentages are calculated.

**Relating Survey Responses to Criterion Ratings.** In Excel, click on the tab called “Scores for Criteria” at the bottom of this worksheet to see the survey scores by criterion and the overall pass rate for the survey. To move back to this “Overall Responses” worksheet, click on that tab below.

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>NE Miles ECDC</th>
<th>NAEYC Program ID #</th>
<th>279292</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Family Surveys Distributed</strong></td>
<td>45</td>
<td>Surveys should be distributed to all families enrolled in the program.</td>
<td>Percent of Surveys Returned</td>
</tr>
<tr>
<td><strong>Number of Family Surveys Returned</strong></td>
<td>38</td>
<td>This number is used as the denominator in all percent calculations below.</td>
<td>Last Date for Survey Return</td>
</tr>
<tr>
<td>For results to count, at least 50% of all the surveys must be returned.</td>
<td></td>
<td></td>
<td>Surveys should be completed within a year of the candidacy due date.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Number “Yes”</th>
<th>Number “No”</th>
<th>Number “DK”</th>
<th>Number “NA”</th>
<th>Total, each question</th>
<th>Percent Yes</th>
<th>Percent No</th>
<th>Percent DK or blank</th>
<th>Related Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.1</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>1.A.01; 3.B.03; 7.A.03; 7.A.06</td>
</tr>
<tr>
<td>Q.2</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>3.B.02; 3.B.03; 3.B.05; 3.G.06; 6.A.02</td>
</tr>
<tr>
<td>Q.3</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>1.A.03; 3.G.06; 4.E.02</td>
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<tr>
<td>Q.4</td>
<td>37 1</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>97%</td>
<td>3%</td>
<td>0%</td>
<td>7.B.05; 7.B.06</td>
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<tr>
<td>Q.5.a</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>7.A.09</td>
</tr>
<tr>
<td>Q.5.b</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>1.A.05</td>
</tr>
<tr>
<td>Q.5.c</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>10.D.06</td>
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<tr>
<td>Q.6</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>7.B.02</td>
</tr>
<tr>
<td>Q.7</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>1.A.02; 2.A.04; 3.B.01; 3.G.06; 4.E.01; 7.A.02; 7.A.03; 7.A.08</td>
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<tr>
<td>Q.8</td>
<td>38 1 22</td>
<td>7</td>
<td></td>
<td></td>
<td>38</td>
<td>50%</td>
<td>0%</td>
<td>50%</td>
<td>2.D.01, 2.D.02, 3.F.05</td>
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</tbody>
</table>

Revised April 2011

NAEYC Academy for Early Childhood Program Accreditation

www.naeyc.org
## Overall Responses to Survey Questions

### Self-Assessment Family Survey

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Number “Yes”</th>
<th>Number “No”</th>
<th>Number “DK”</th>
<th>Number “NA”</th>
<th>Total, each question</th>
<th>Percent Yes</th>
<th>Percent No</th>
<th>Percent DK or blank</th>
<th>Related Criteria</th>
</tr>
</thead>
<tbody>
<tr>
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<td>38</td>
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<td></td>
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<td>0%</td>
<td>0%</td>
<td>3.F.06</td>
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<tr>
<td>Q.10</td>
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<td>3%</td>
<td>0%</td>
<td>3.F.03; 7.C.02; 7.C.04</td>
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<td>4.E.02</td>
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<td>0%</td>
<td>4.E.05; 7.B.04</td>
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<td>4%</td>
<td>0%</td>
<td>7.C.06; 7.C.07</td>
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<td>70%</td>
<td>5.B.04; 5.B.08</td>
</tr>
</tbody>
</table>

For each question / row, these 3 columns should add up to 100%.

Please describe how you made sure that all families had the opportunity to complete this survey:
The fill-in pdf. survey form was emailed to our families on 4/22/15, a week in advance of our annual “Paper Day” event on 4/28/15—the official campus study day between the end of university classes and the first day of finals, when parents come to school for parent/teacher conferences and to update/renew enrollment forms and paperwork for the next academic year. They had the option to complete electronically, print out and return, or fill out a paper hard copy provided on Paper Day. For anyone who was not able to return on Paper Day, we asked for them returned no later than 5/1/15.

Please describe how you made sure that families were provided confidential means of responding to the survey:

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Families who completed the survey at home printed it out and returned to an envelope in the reception area. Families who completed a paper copy onsite at Paper Day returned to a paper envelope in the reception area.
Criterion Ratings from Family Survey Responses

Use this summary sheet to report the results for those criteria that depend on the Family Survey as a source of evidence. A sample of these results will be reported in your Candidacy Materials or Renewal Materials and should also be kept on file for use during the site visit. Also be sure to keep all original surveys completed by families.

The "Percent Yes" numbers below are calculated automatically based on the answers to the related survey questions entered into the "Overall responses" worksheet. "Percent Yes" must be 75% or greater for the criterion to be counted as met. The cell will turn red if it is below this pass rate.

<table>
<thead>
<tr>
<th>Standard 1: Relationships</th>
<th>Criterion Number</th>
<th>Percent Yes</th>
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</thead>
<tbody>
<tr>
<td>1.A.01</td>
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<td></td>
</tr>
<tr>
<td>1.A.02</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>1.A.03</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>1.A.05</td>
<td>100%</td>
<td></td>
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<tr>
<td>1.E.01</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Standard 2: Curriculum</th>
<th>Criterion Number</th>
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<tbody>
<tr>
<td>2.A.04</td>
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<td></td>
</tr>
<tr>
<td>2.D.01</td>
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<td>2.D.02</td>
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<table>
<thead>
<tr>
<th>Standard 3: Teaching</th>
<th>Criterion Number</th>
<th>Percent Yes</th>
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<tbody>
<tr>
<td>3.B.01</td>
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<td></td>
</tr>
<tr>
<td>3.B.02</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>3.B.03</td>
<td>100%</td>
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</tr>
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<td>3.F.03</td>
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<tr>
<td>3.F.05</td>
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<td>3.F.06</td>
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<td>3.G.06</td>
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<table>
<thead>
<tr>
<th>Standard 4: Assessment of Child Progress</th>
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<tbody>
<tr>
<td></td>
<td>4.E.01</td>
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<tr>
<td></td>
<td>4.E.02</td>
<td>97%</td>
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<tr>
<td></td>
<td>4.E.03</td>
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<tr>
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<td>4.E.06</td>
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</tr>
<tr>
<td></td>
<td>(Emerging) 4.E.07</td>
<td>95%</td>
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<table>
<thead>
<tr>
<th>Standard 5: Health</th>
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<tr>
<td></td>
<td>5.B.04</td>
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</tr>
<tr>
<td></td>
<td>5.B.08</td>
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<tr>
<td></td>
<td>5.B.09</td>
<td>18%</td>
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</table>

<table>
<thead>
<tr>
<th>Standard 6: Teachers</th>
<th>Criterion Number</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.A.02</td>
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</tbody>
</table>
The "Percent Yes" numbers below are calculated automatically based on the answers to the related survey questions entered into the "Overall responses" worksheet. "Percent Yes" must be 75% or greater for the criterion to be counted as met. The cell will turn red if it is below this pass rate.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Percent Yes</th>
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<tbody>
<tr>
<td><strong>Standard 7: Families</strong></td>
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<td>7.A.02</td>
<td>100%</td>
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<tr>
<td>7.A.03</td>
<td>100%</td>
</tr>
<tr>
<td>7.A.05</td>
<td>100%</td>
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<tr>
<td>7.A.06</td>
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<td>7.A.07</td>
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<tr>
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<tr>
<td>7.A.10</td>
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<td><strong>Standard 8: Community Relationships</strong></td>
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<tr>
<td>8.A.03</td>
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</tr>
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<td>8.A.05</td>
<td>100%</td>
</tr>
<tr>
<td>8.B.03</td>
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</tr>
<tr>
<td><strong>Standard 9: Physical Environment</strong></td>
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<td>9.A.15</td>
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<td><strong>Standard 10: Leadership &amp; Management</strong></td>
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<tr>
<td>10.D.06</td>
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</tr>
<tr>
<td>10.F.02</td>
<td>100%</td>
</tr>
<tr>
<td>10.F.04</td>
<td>100%</td>
</tr>
</tbody>
</table>

### PASS RATE FOR FAMILY SURVEY

- Number of "Yes" responses: 830
- Number of "No" responses: 4
- Number of "DK" responses: 3
- Number of blank responses: 25
- **YOUR PASS RATE** (Yes/Yes+No=DK+blank): 96.29%

*Note: "NA" responses are not counted in this calculation.*

### Your Survey Pass Rate compared to Other Programs

- **Commendable (top 25%)**: 79.8% to 100%
- **Sufficient (middle 50%)**: 68.9% to 79.7%
- **Insufficient (bottom 25%)**: 0% to 68.8%

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The "Percent Yes" numbers below are calculated automatically based on the answers to the related survey questions entered into the "Overall responses" work sheet. "Percent Yes" must be 75% or greater for the criterion to be counted as met. The cell will turn red if it is below this pass rate.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>7.C.06</td>
<td>96%</td>
</tr>
<tr>
<td>7.C.07</td>
<td>96%</td>
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</table>
Description of evidence for criterion 10.F.05
Both internal tools and those provided by NAEYC are used to manage data.