

# 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 (EHHP) 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.

A handwritten signature in black ink that reads "Katie Houser". The signature is fluid and cursive, with the first name "Katie" and last name "Houser" clearly distinguishable.

Katie Houser, Director  
N.E. Miles Early Childhood Development Center

**TABLE OF CONTENTS**

PREFACE: Program philosophy, values, and goals	Page 5
1. ECDC Staff	Page 6
1.1. Teacher Qualifications Requirements	
1.2. Staff Position Descriptions	
1.3. Staff Performance Evaluation Process	
2. Expectations for conduct	Page 9
2.1. Ethical Conduct Policies (NAEYC, CofC, SOEHHP)	
2.2. Confidentiality	
2.3. Dress code, personal belongings, and items issued at time of hire	
2.4. Working with families and colleagues	
2.5. Babysitting Policy	
3. NAEYC Program Standards	Page 12
4. South Carolina DSS regulations	Page 13
5. Initial and on-going training and professional development	Page 13
5.1. Initial training requirements	
5.2. Annual requirements	
5.3. Documenting training/coursework hours	
5.4. Support	
6. Program policies and procedures	Page 14
6.1. Official program policies and procedures	
6.2. Work schedules & adult/child ratios	
6.3. Payroll procedures	
6.4. Leave, sick days, and break/planning time	
6.5. Stress Management	
7. Program curriculum & assessment system	Page 16
7.1. Curriculum	
7.2. Assessment System	
8. Daily activities and routines	Page 17
8.1. Classroom daily schedules	
8.2. Arrivals and departures	
8.3. Transitions	
9. Health, safety, and emergency procedures	Page 17
9.1. Security procedures	
9.2. Supervision guidelines	
9.3. Illness & Medications	
9.4. Blood Borne Pathogens Protocol	
9.5. Hand-washing and sanitation procedures	
9.6. Emergency Plan	
9.7. Alert system	

10. Meeting Individual needs of children	Page 20
10.1. Developmentally Appropriate Practice	
10.2. Children with special needs	
11. Accepted guidance and classroom management techniques	Page 21
12. Child abuse and neglect reporting procedures	Page 22

#### APPENDICES

A. NAEYC Code of Ethical Conduct	Page 23
B. College of Charleston Code Of Conduct & Disciplinary Actions	Page 24
C. College of Charleston Ethics Policy	Page 25
D. Overview of the NAEYC Early Childhood Program Standards	Page 26
E. Assessment system	Page 27
F. Playground Supervision Chart	Page 28
G. South Carolina DHEC Exclusion Guidelines	Page 30
H. Blood Borne Pathogens Exposure Control Plan	Page 31
I. ECDC Emergency Evacuation Routes	Page 33
J. ECDC Discipline Policy	Page 34
K. South Carolina Mandatory Reporting Requirements Regarding Children	Page 36

**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 (EHHP), 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
- On-going collaboration with Memminger Elementary 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 2017 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. [ECDC Website](#)

## **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 (20 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 a graduate program at the College of Charleston. 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.).

### **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 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 is a full time permanent classified position. 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 a 185 teacher workday academic year (mid-August through May) 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 which includes approximately one hour daily planning time (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
- Pre- with each child/family 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
- 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 and set professional goals for the following year, using the *College of Charleston EPMS system*. 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, 20 hours per week, which includes one hour of planning time, a maximum of 300 hours per semester. Graduate Assistants may work on a separate hourly contract if time scheduled is expected to exceed 300 hours, or if the student wishes to work additional hours/substitute. 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. 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.

*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 Center office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are typically, but not required to be 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, supervision, 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 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:

Staff Category	Evaluator	Instrument	Timing	Follow-up
Director	Dean SOEHHP	CofC Unclassified Employee	March 15	EPMS System
Master Teachers	ECDC Director	ECDC Annual Individualized Staff Development Plan (SDP)	At one year from DOH and March 15 thereafter	EPMS System
Graduate Assistants	Master Teacher	GA Performance Evaluation Tool (includes EHHP dispositions)	End of each contracted semester	Complete; Conference; signed by GA, supervisor, director
Teacher Assistants	ECDC Program Director w/input from Master Teachers	Teacher Assistant Performance Evaluation (includes EHHP dispositions)	30 days (if needed); end of semester; annually thereafter	Complete; Signed by employee & director; conference if warranted
Administrative Assistant	ECDC Director	CofC Unclassified Employee	At one year from DOH & March 15 thereafter	EPMS System

**2.0 Expectations for Ethical Conduct**

**2.1 Ethical Conduct Policies (NAEYC, CofC, EHHP)**

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](#) 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.
- 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

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 *ECDC Facebook page* or 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 is 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.

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.

### **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:

- 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
- Facebook 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.

### 2.5 Babysitting Policy

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 baby-sitting and/or nanny 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 *NAEYC 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 do not make referrals of any kind for either individuals or programs. We do provide references for our student staff as requested.
- 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.
- Families may not recruit students to work for them when school is in session. *Student staff found to be in violation of this policy are subject to dismissal* and parents may be asked to disenroll.

### 3.0 NAEYC Accreditation Standards

ECDC was initially accredited by NAEYC in 2005 and is due for reaccreditation every five years subsequent. 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 in September. 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 orientation/training at the time of hire and subsequently thereafter any trainings that are considered essential or time-sensitive (such as accreditation, for example) for all ECDC staff. In addition, all staff members are required to be currently trained in Pediatric First Aid (including rescue breathing and management of blocked airway) and Pediatric CPR. 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 and paid for by ECDC, 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). Vendors for this training are subject to change; initial BBP may be included in First Aid/CPR sessions, and on-site or on-line training is provided for annual renewal.

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 typically take coursework that meets or exceeds this requirement and are exempt from additional training, but must process their college coursework through the SC CCCC so it is documented.
2. All other student employee college transcripts are reviewed annually for coursework that may meet 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 Documenting training/coursework hours**

The South Carolina Center for Child Care Career Development ([CCCCD](#)) maintains training transcripts and processes documentation of professional training and college coursework for all individuals who work in licensed programs in the state, but ALL employees are responsible for processing their own training records and keeping the DSS transcript current. The procedure for doing so is provided at orientation.

**5.4 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. There are also grant funding opportunities from time to time for student attendance at professional development activities. 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 on the “parent” tab. 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**

The ECDC calendar generally, but not exactly, 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:

<b>Group/Maximum Size</b>	<b>2’s</b>	<b>3’s</b>	<b>4/5K</b>
DSS	1:8	1:12	1:17; 1:20
NAEYC	1:6 (12)	1:8 (16)	1:10 (20); 1:12 (24)
ECDC Classroom/Playground	1:4 (12)	1:7 (14)	1:7 (24-28)
ECDC Nap/rest time	1:6	1:7	1:7
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.

### 6.3 Payroll procedures

All college employees are paid on the 15<sup>th</sup> and last workday 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 and 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 and administrative assistant accrue paid leave and sick days, which may be taken at any time. Master teachers accrue paid sick days. Hourly employees include Graduate assistants and Teaching assistants are only paid for hours worked.

Master teachers have (30) minutes for lunch and approximately 1 hour planning time daily. Graduate assistants will schedule (1) hour of planning time weekly with their assigned master teacher. Graduate assistants meet with the Director every other week for 30 minutes. 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. Staff may request a short and immediate break when they are unable to perform their duties.

#### Calling out sick:

- 1) All staff are expected to call in at least 12 hours before scheduled to work in case of illness. This is very important as we need to maintain staff/child ratios at all times. Sick lead staff call the director. Sick student staff must call BOTH the administrative assistant AND the master teacher of their assigned classroom. *Failure to report for work or call in sick prior to scheduled work time is grounds for dismissal.*
- 2) In the event of immediate illness/emergency at work, the director will approve release from work and the administrative assistant will coordinate coverage.
- 3) **IMPORTANT:** All employees must phone first to report out, leaving a voice mail message if necessary. Email or texting can be used as a back-up communications method. Student employees note that **all email communications should be copied to the administrative assistant, program director, and classroom master teacher.** This will help ensure that your message is received.
- 4) The ECDC program reserves the right to request a doctor's note if absences become excessive or to make sure you are fit enough to work with children.
- 5) Student workers are responsible for covering their own shifts and are given contact and availability information to facilitate the process. The [confidential] ECDC Sub List includes names, phone numbers, and email addresses for all student staff at ECDC. Current contact numbers/email addresses are listed below and should be saved/stored in phones/on computers for immediate reference.

Name	Phone	Email
Katie Houser, Director	843.953.5606	<a href="mailto:houserkk@cofc.edu">houserkk@cofc.edu</a>
Sarah Harvey, Administrative Assistant	843.953.5631	<a href="mailto:harveyse@cofc.edu">harveyse@cofc.edu</a>
2's/3's Office (Mary/Stephanie)	843.953.5607	<a href="mailto:johnstons@cofc.edu">johnstons@cofc.edu</a> ; <a href="mailto:whitemj@cofc.edu">whitemj@cofc.edu</a>
4's/5's Office (Ryan)	843.953.4968	<a href="mailto:stoner@cofc.edu">stoner@cofc.edu</a>

**Requests for time off:**

1. Requests for time off other than sick days must be submitted AT LEAST ONE (1) WEEK IN ADVANCE IN WRITING AND REQUIRE PRE- APPROVAL by the program director.
2. Student workers requesting time off must secure a substitute before submitting request. Both the student requesting time off and the secured substitute must confirm arrangements at the time of request.
3. Student *Time Off Request Forms* are located in the black Student Log-In Book and should be given to the administrative assistant or left on her desk.

**The week of final exams:**

1. Each of the four ECDC sessions (Fall, Spring, Maymester, Summer I) ends on a Friday. Fall and Spring terms run through the final exam schedule and may extend one or two days beyond the last scheduled exams, according to the academic calendar. Maymester and Summer sessions are scheduled so that they end on the last Friday of May and June.
2. Teaching Assistants are expected to work during fall and spring finals week AT A MINIMUM the same number of hours as normally scheduled, but may work more if desired. If/when final exam schedule conflicts with normally scheduled work hours, students may work different hours as long as they work the same number of hours. The administrative assistant will provide a blank calendar for the exam schedule period that students fill in, indicating when they will work.
3. Graduate Assistants work their regular hours/days through the end of the ECDC fall and spring semester calendar. They may work more hours during final exams if needed/desired.

**6.5 Stress Management**

All college employees and students may access [Campus resources](#) for supports with stress management, prevention and treatment of depression, and/or general wellness (6A.9).

**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://ecdc.cofc.edu> 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. A clipboard tracking system is used during the day to record head counts.

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 keyed padlock on the playground gate to the "P" parking lot. There are two security TV monitors and remote door release in the main office. New staff will be shown the location of the 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 [DHEC guidelines and rules for health](#). 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
- After cleaning

*Procedure:*

- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 20 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:

*Food 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. Discard foods past expiration date.
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.

### **9.7 Alert System**

The ECDC maintains a "Remind" App notification system that supplements when necessary the campus Cougar Alert system. Each employee is required to sign up online for the service. Notifications will only be sent in the event of unusual events (e.g. street flooding, etc.) that necessitate altering program procedures or drop-off/pick-up, etc.

## **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 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.

Staff may never use physical punishment, psychological abuse, or coercion when disciplining a child. (1B.8). 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

Staff who report suspicions of child abuse/neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm (6A.10;10D.5).

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 a DSS brochure 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 by South Carolina law<sup>1</sup> to follow reporting procedures for suspected [child abuse or neglect](#) by others (6A.10). Mandatory South Carolina reporting requirements are outlined in Appendix K.

#### **APPENDIX A: NAEYC Code of Ethical Conduct**

Below is the NAEYC Code of Ethical Conduct.

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

---

<sup>1</sup> SC CODE OF LAWS, SECTION 63-7-310

NAEYC Code of Ethical 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: \_\_\_\_\_

Copyright © 2005 by the National Association for the Education of Young Children

### APPENDIX B: College of Charleston Code of Conduct & Disciplinary Action

Below is the link to the College of Charleston Code of Conduct & Disciplinary Action.

<https://policy.cofc.edu/documents/9.1.2.pdf>

**APPENDIX C: College of Charleston Ethics Policy**

Below is the link to the College of Charleston Ethics Policy.

<https://policy.cofc.edu/documents/9.1.9.pdf>

**APPENDIX D: Overview of the NAEYC Early Childhood Program Standards**

Below is the link to the overview of the NAEYC Early Childhood Program Standards.

<https://www.naeyc.org/our-work/families/10-naeyc-program-standards>

**APPENDIX E: Assessment System**

This chart provides a condensed summary about how ECDC conducts ongoing assessment of each child over the course of the school year. For more information about our assessment system, refer to the descriptive information posted on the program website (<https://ecdc.cofc.edu/curriculum/ecdcassessmentplanchart> ) or the program Policies and Procedures, section 4.

#### APPENDIX F: Playground Supervision Chart

Each defined area of the playground constitutes a supervision “zone”. Each area has equipment needing close physical supervision.

ZONE	AREA	FOCUS AREA
1	Front of playground; Wentworth wall to wooden fence by bridge	Large climber - Rope ladder & pole; <b>NO 2'S in this zone</b>
2	'Village' area between the 2 fences,	Bike path & playhouses

	including bike path	
3	Back: fence to back wall	Children (especially 2's) on climbers & Tire swings

Stationing Guidelines:

1. Your jobs on playground are **(a) supervision (specifically with the intent of injury prevention) and (b) interacting with children to facilitate their play**. Visiting among adults limits the extent to which you can concentrate on supervision and interaction with children....keep communications among adults focused on playground activities
2. There must be at least one adult in any zone where children are playing.
3. It is perfectly acceptable, if you are not comfortable supervising a play zone by yourself, to restrict children to fewer zones so that more adults per child are available to supervise.

Toys & Equipment:

1. Shovels, rakes, (i.e. gardening/digging tools) stay in appropriate garden/digging areas, not to be carried around playground or used as weapons, bats, etc.
2. Trucks, may be used on mulch areas, but not on sidewalks
3. Trikes follow one-way arrows on trike path only. No more than 4 trikes at a time.

Water & Weather

Make sure children either use drinking fountain or have their personal water bottles outside especially on hot days.

DSS regulations do not permit children outside when it is 90 degrees or higher in the shade. Refer to the thermometers outside to keep track of this. If too hot to be out, play in classroom or Multi-purpose room.

Bathroom

If a child needs to use the bathroom, he/she should be escorted to bathroom (if 2) or to classroom door (3+) and monitored from the door. Children may NOT be sent in building without adult supervision.

Clean-up:

At noon time: put toys in sandbox and park the bikes

At the end of the day:

- All sand toys & trucks in sandbox
- Sandbox covered (secure corners with bungee cords)
- Trikes against building wall
- All trash picked up and thrown away
- Hoses rewound on reels

Security & Fire Drills: Classroom doors are to be kept LOCKED at all times. There is a lanyard/key for each room to be taken outside and used for return to the classrooms.

Keep playground gate locked. In the event of a FIRE DRILL take children immediately out to the P lot, do head count, and remain there until all-clear signal.

**APPENDIX G: South Carolina DHEC Exclusion Guidelines**

Below is the link to the DHEC Children's Exclusion List. We follow their guidelines as a general rule for determining when child or staff should/should not attend school/work:

<http://www.scdhec.gov/Health/ChildTeenHealth/ChildcareExclusion/>

**APPENDIX H: Blood Borne Pathogen Exposure Control Plan**

Below is the Bloodborne Pathogens Exposure Control Plan.

**BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN**

NAME OF FACILITY: N.E. Miles ECDC                      DATE: 6.1.2018

**Purpose**

The purposes of the exposure control plan (ECP) 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 29 CFR 1910.1030, "Occupational Exposure to Bloodborne Pathogens." This plan addresses:

- Exposure Determination
- Compliance Methods
- Work-area Restrictions
- Personal Protective Equipment
- Housekeeping
- Regulated Waste Disposal
- Laundry
- Hepatitis B Vaccine and Post-Exposure Evaluation and Follow Up
- Labels and Signs
- Information and Training
- Record-keeping
- Training Records
- Evaluation and Review

**Exposure Determination**

At this facility, employees have some occasional occupational exposure:

<u>JOB CLASSIFICATION</u>	<u>TASK/PROCEDURE</u>
Director	Emergency First Aid
Administrative Assistant	Emergency First Aid
Master Teacher	Emergency First Aid, Assisting children with toileting
Teacher assistants	Emergency First Aid, Assisting children with toileting

**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 according to *the South Carolina DSS Child Care Regulations* and *NAEYC Accreditation Standards* and the use of disposable single-use vinyl 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 single-use disposable hypoallergenic vinyl 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. Glove/glove & skin/skin procedure is used for removal and a separate pair of gloves is used for each diapering or injury treatment.

**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 with water @ 1Tablespoon per quart) 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. Clothing soiled with blood, feces, and/or urine is placed in zip-loc bag and sent home with child to be laundered at home.

**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.

In the event of a possible exposure incident, the wound or entry point will be flushed with water. Written documentation will include the date of the incident, precautions in place at the time of the incident, and narrative details of possible exposure. Consent from the source individual and testing to determine HIV, HCV, and HBV infectivity will be secured. The exposed employee

will be provided with confidential test results and opportunity for testing as soon as feasible after incident.

Circumstances surrounding an exposure incident will be identified and evaluated to determine if revisions in procedures or equipment need to be made.

**Labels and Signs**

N/A

**Information and Training**

Katie Houser, Director will ensure that training is provided 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. To meet the convenience needs of the employees at the N.E. Miles ECDC, many of whom are college students, all employees will receive online training approved by the South Carolina Department of Social Services that will be recorded annually to the employee's South Carolina Child Care Career Development Center training transcript. The training covers:

- a.) OSHA standards 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 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
- 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 entity and/or persons 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, but does keep the required South Carolina Department of Social Services Form 2926 Staff Health Assessment and Form 2901 Medical Statement on file for each employee.

**Training Records**

Katie Houser, 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.

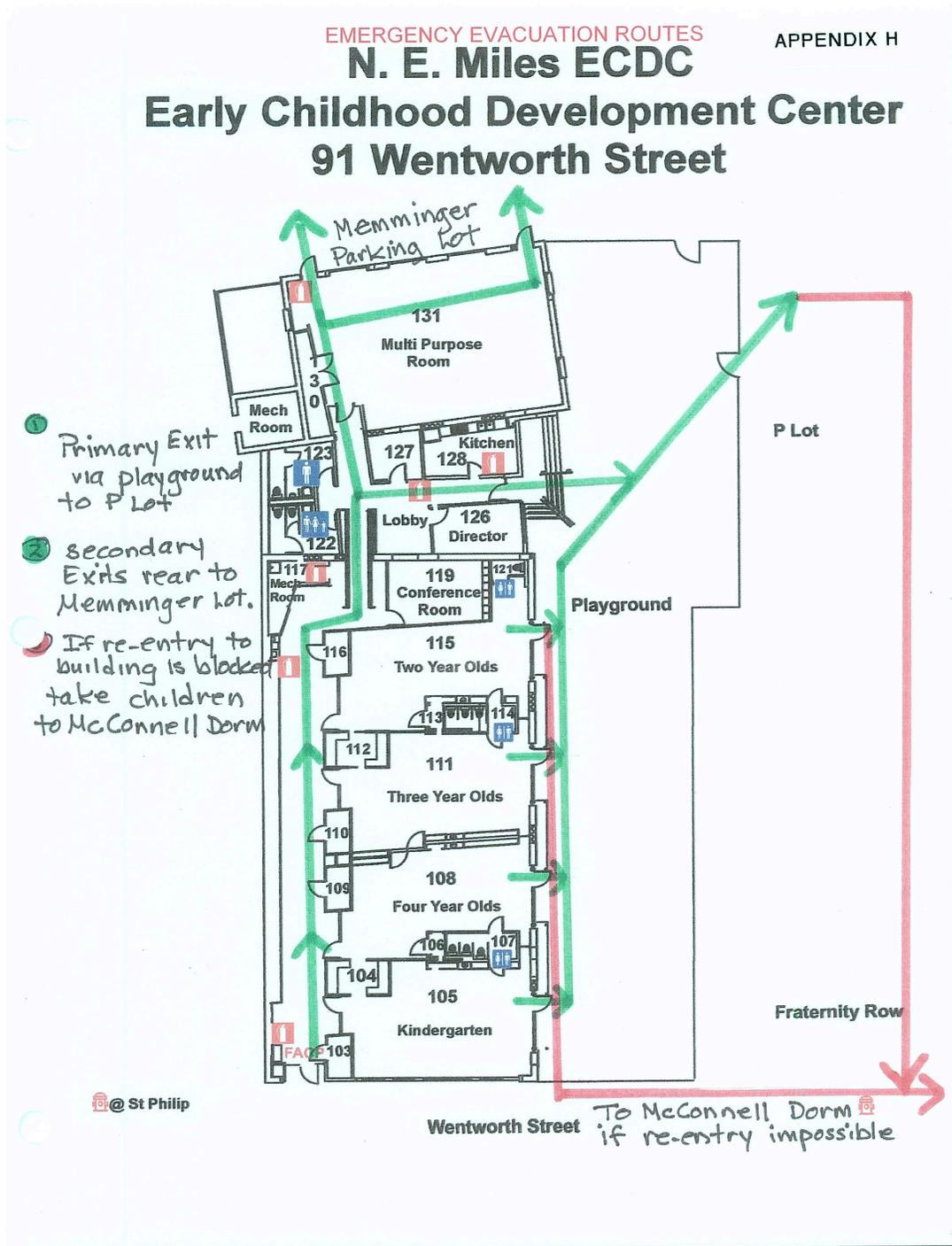
Transfer of Records: If this facility is closed or there is no successor employer to receive and retain the records for the prescribed period, the Director of NIOSH will be contacted for final disposition.

**Evaluation and Review**

Katie Houser, 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 6.1.2018.

**APPENDIX I: ECDC Emergency Evacuation Routes**

Below is the ECDC Emergency Evacuation Routes.



APPENDIX J: ECDC Discipline Policy

Below is the ECDC Discipline Policy.

### 1.3 Guidance and Discipline

All staff, volunteers (who work on a regular schedule), and practicum students sign the Discipline Policy Statement at hire and receive orientation information about the ECDC Discipline Policy. Staff may never use physical punishment, psychological abuse, or coercion when disciplining a child. (1B.8) Examples of prohibited physical punishment practices include shaking, slapping, pulling limbs, pinching, or requiring a child to remain inactive for a long period of time; such practices are never permitted. Examples of prohibited psychological abuse practices include verbal abuse, threats, harsh remarks, ridicule, or stand by when other adults or children do these things. Examples of prohibited coercion practices include rough handling, forcing a child to sit or lie down, or physically forcing a child to perform an action. There are NO circumstances making it permissible for staff to use any form of physical punishment, psychological abuse, or coercion when disciplining a child. Appropriate use of restraint for safety reasons is permissible. (1B.10)

Our goal is to limit or eliminate the use of suspension, expulsion and other exclusionary measures. Several steps are taken before a decision to exclude a child is considered. To prevent escalation, teachers will anticipate problem behavior and take steps to prevent it (1D.4). At ECDC, we believe the purpose of early childhood education is to help children become life-long, enthusiastic, and self-directed learners and responsible citizens. Children are regularly involved in helping determine the age appropriate rules and expectations for each class. 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 not used. Teachers will respond to children's negative emotions by offering developmentally appropriate comfort, support, and assistance. Opportunities for children to 'calm their body' or 'reset' to develop self-regulation may be used for very short periods of time (1F.1; 1F.2; 1F.3). Typically, the child will stay with his/her teacher, having the opportunity to convey readiness to return to group activities. Teachers use narration and description of ongoing interactions to identify prosocial behaviors (1 D.5). Children are introduced to skills and concepts that help them develop self-regulation and social-emotional skills using the evidence-based [Second Step Social-Emotional Early Learning](#) curriculum and real-life learning opportunities.

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 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 work together. The first step includes meeting together as a problem solving team

(teacher, parent, director) to access the function of the child's behavior. The second step involves collaborating together to develop an individualized plan to address the behavior. The plan will include positive behavior support strategies. If needed, the teacher and director will help families connect with community supports and professionals to better meet the child's needs. Teachers will implement targeted individualized interventions and make environmental accommodations when appropriate to create conditions that promote positive behaviors. Families are asked to participate in the problem solving process to support the plan and implement necessary interventions at home. 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. (3B.2; 4D.6; 8A.1).

Exclusionary measures or removal from the program are not considered until all other possible interventions have been exhausted, and there is agreement between Director, teachers, and families that exclusion is in the best interest of the child. If exclusionary measures must be taken, the program offers assistance to the family in accessing services and an alternative placement. (1E.1)

Exclusion may occur under the following types of circumstances and only when all other possible interventions have been exhausted (Adapted from [CCSD Public Schools Progressive Discipline Plan](#))

- Hit/Kick/Push (towards adult)
- Hit/Kick/Push (towards child)
- Inappropriate physical contact
- Harassment
- Indecent exposure
- Refusal to obey/defiant
- Weapons
- Vandalism
- Fighting
- Major Disruption

This policy acknowledges that it complies with federal and state civil rights laws. (1E.1) No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in relation to activities carried out under this policy or within this program on the grounds of race, religion, color, sex, age, national origin disability, gender identity, sexual orientation, or any other basis prohibited by law.

#### **APPENDIX K: South Carolina Mandatory Reporting Requirements Regarding Children**

Below is the link to SC Mandated Reporting Requirements Regarding Children.

<https://dss.sc.gov/media/1903/dss-brochure-1955-jan-19.pdf>