



CHILDREN'S CENTER AT USC



Employee Manual 2011-2012

Welcome

Welcome to the Children's Center at USC. The center is a model center of excellence in early care and education. As an employee of the center, you will be expected to exemplify excellence. By following the guidelines in this handbook, in addition to the NAEYC Code of Ethics, you will be well on your way to meeting this goal. This handbook provides an overview of our expectations and describes your responsibilities. You will be oriented on more specifics and will receive ongoing professional development to help guide your decision-making and best practice skills. Always keep the NAEYC *Code of Ethical Conduct* at the forefront of all decisions concerning children, families, and colleagues. The Code can be accessed on-line. Go to NAEYC.org → Resources → Position Statements → Code of Ethical Conduct and Statement of Commitment.

Statement of Purpose

The Center serves a three-fold purpose. First, the Children's Center at USC strives to provide a high quality environment and experience for young children and their families. Second, the Center is a lab site with the mission of supporting research and teaching related to young children and preparing USC students to work professionally with young children. Third, the Center serves as a demonstration and training site for South Carolina's early child care and education workforce.

Our mission is to provide the best quality education and care for children and to serve as a national model for early childhood education. In addition to providing a healthy learning environment for children, the Center provides an opportunity for researchers to study and implement the best practices in the classroom. USC students and faculty from education, nursing, school of library and information science psychology, art, music and medicine are involved at the center as part of their educational experiences.

At-Will Employment

This Handbook is prepared to provide you with information and guidelines. It is not a contract of employment between The Children's Center at USC and you as the employee. Since South Carolina is an at-will employment state, you are not under contract for employment. Thus, employment with The Children's Center at USC is not for a definite term. You or the center may terminate employment at any time, for any reason, or for no reason.

Statements of Policy

The Children's Center at USC strives to treat each employee with respect and in a fair and just manner. In keeping with this policy, all persons will be considered for employment, promotion, or training on the basis of their qualifications and without regard to race, age, handicapping condition, color, creed, gender, or national origin.

The Children's Center at USC guarantees fair treatment of all employees. We strive to maintain a work environment in which all staff are free from harassment, and expressly prohibits any form of unlawful harassment of employees and co-workers on race, color, religion, creed, gender, national origin, age, marital or veteran status, sexual orientation, or the presence of handicaps or disabilities. However, all employees must have a physical statement signed by a health official testifying that the employee is physically able to supervise young children.

The Children's Center at USC provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of sex, race, national origin, religious belief, age, marital status/family structure, disability, or, sexual orientation, or veteran status.

POLICIES AND PROCEDURES

State Licensing Rules and Regulations

All staff are expected to be knowledgeable about South Carolina Licensing Rules and Regulations for Child Care and are expected to follow all procedures as outlined in those Rules and Regulations for the care of children. Failure may result in disciplinary action, up to and including termination.

Curriculum

The Program for Infant Toddler Care (PITC) approach and a Constructivist approach are designed to provide all teachers with instructional guidelines to help them implement developmentally appropriate learning activities for children. Please see the attached synopsis of both of the above listed approaches.

NAEYC Guidelines

All teachers are expected to follow the NAEYC GUIDELINES. All staff are expected to adhere to the NAEYC *Code of Ethical Conduct* at all times. Teachers must provide warm, nurturing interactions on the child's level. Such interactions should provide guidance and developmentally appropriate early education. Direct supervision of every child is required at all times. Failure to provide supervision will be subject to discipline up to termination.

NAEYC ratios are important indicators of quality. The center strives to keep NAEYC ratios at all times. However, there may be times of the day when only the DSS ratios can be attained. Please be sure that you always adhere, at a minimum, to the DSS ratios. The center staff must report ratios to the administration when they go beyond the NAEYC guidelines. Make sure that you receive additional help when the number of children approaches the DSS legal limits. Ratio adherence is a dual responsibility between teachers and administration.

Never leave your group out of ratio for any reason other than an extreme child emergency that requires leaving the group for emergency assistance. Call the front desk for assistance when you need to leave the group and the total number of children in attendance exceeds the safe ratio.

Orientation

All new employees are oriented to the Children's Center at USC's policies and procedures. Such orientations should begin on the first day of employment and continue through the first 30 days. Each staff member will be assigned a mentor to make sure that all procedures are explained and demonstrated. During the 90 day probationary period the center's director(s) will evaluate an employee's performance and her success meeting all expectations explained during orientation. Any staff member may ask the mentor or administration for further explanation or clarification of policies at anytime. It is each staff member's responsibility to uphold center expectations at all times.

Coaching and/or Progressive Disciplinary Action

You are expected to follow all of the center's policies and procedures to ensure the safety of the children in your care and to contribute to the center's smooth operation. However, everyone occasionally makes mistakes or needs guidance for optimal performance of teaching and caregiving duties. When an employee needs guidance, progressive discipline procedures will be followed. Those procedures may include, but may not be restricted to the following: oral coaching or warning, written warning, written improvement plan, administrative leave with or without pay, up to termination. Nothing in this policy or in the handbook is intended to limit in any way the center's right to terminate at any time, with or without cause and with or without advance notice.

Gross Misconduct

Some offenses are so serious that they can result in termination without previous warnings. The following examples are listed for the guidance of all. This list is not intended to be a comprehensive list of all prohibited activity. The following actions may result in immediate termination:

1. Neglect or physical abuse of a child
2. All children shall be within sight of a staff member at all times. Unsupervised isolation is not permitted. If isolation from the group as used as a guidance technique children must always be in view. *ISOLATION IS NOT A RECOMMENDED GUIDANCE TECHNIQUE.*
3. Forcing, withholding, or threatening to withhold food, toilet, nap or comfort item (i.e. blanket) from a child
4. Leaving a child unattended (inside or outside)
5. Allowing a child to leave the center with an unauthorized person
6. Sleeping while supervising children
7. Failure to report to work three consecutive workdays without proper notification
8. Excessive or habitual absenteeism or tardiness
9. Insubordination that shows gross disrespect such as threatening, cussing, or yelling at administrators.
10. Emotional abuse of children or adults is prohibited, including but not limited to: the use of profanity, **harsh language or tone**, demeaning or humiliating language in the presence of children.
11. Threatening, humiliating, ignoring, corrupting, terrorizing, or rejecting a child is prohibited.
12. Using children to discipline other children is strictly prohibited!
13. Punishing an entire class for the behavior of a few children is prohibited.
14. Neither drugs nor mechanical or physical restraints may be used to control children at any time.
15. Discussing a child's behavior in the presence of other children or a parent other than the child's parents or legal guardians is prohibited. We honor and maintain confidentiality.
16. Discussing personnel issues with parents or other staff such as evaluations, salaries, letters of reprimand, or another parent's child, or any confidential school matters is prohibited.
17. Falsification of center records (i.e. employment application, time clock, or other information in your records)
18. Conviction of a felony for any offense committed while employed by the center
19. Receiving a DUI conviction if you transport children for the Children's Center at USC.

THE CENTER'S APPROACH TO CURRICULUM

The Center follows WestEd's Program for Infant/Toddler Care (PITC) approach to programming with children from birth through three years old and the preschool curriculum is based on a constructivist approach.

PITC Program for Infant/Toddler Care

PITC teaches that good infant care is neither baby-sitting nor preschool. It is a special kind of care, characterized by respectful, responsive relationships. Infant/toddler caregiving emphasizes child-directed learning. Policies fundamental to this approach include: [primary care](#), [small groups](#), [individualized care](#), [cultural responsiveness](#), and the [inclusion of children with special needs](#). This approach also sees the setting as critical. PITC personnel designed the environments at the Center to ensure safety, offer infants appropriate developmental challenges, and promote optimum health for the children. For additional information about PITC go to their website: www.pitc.org.

Program for Infant/Toddler Care

Philosophy

At the heart of the Program for Infant/Toddler Care philosophy is a commitment to providing care that respects the differing cultures, lifestyles, preferences, abilities, learning styles, and needs of the children and families served. Therefore, the Program for Infant/Toddler Care follows an approach that is responsive to what the infants and toddlers and their families bring to care. PITC emphasizes relationship-based care through the implementation of the following six essential policies:

Primary Care

In a primary care system, each child is assigned to one special caregiver who is principally responsible for that child's care. When children spend a longer day in care than their primary caregiver, a second caregiver is assigned to be the child's primary relationship. Each child should have a special caregiver assigned to him or her at all times during the child care day. Primary care does not mean exclusive care. It means, however, that all parties know who has primary responsibility for each child.

Small Groups

Every major research study on infant and toddler care has shown that small group size *and* good ratios are key components of quality care. PITC recommends primary care ratios of 1:3 or 1:4. in groups of 6-12 children, depending on the age. The guiding principle is: The younger the child, the smaller the group. Small groups facilitate the provision of personalized care that infants and toddlers need, supporting peaceful exchanges, freedom and safety to move and explore, and the development of intimate relationships.

Continuity

Continuity of care is the third key to providing the deep connections that infants and toddlers need for quality child care. Programs that incorporate the concept of continuity of care keep primary caregivers and children together throughout the infancy period, or for the time during that period of the child's enrollment in care.

Individualized Care

Following children's unique rhythms and styles promotes well-being and a healthy sense of self. It's important not to make a child feel bad about him or herself because of biological rhythms or needs that are different from those of other children. Responding promptly to children's individual needs supports their growing ability to self-regulate, i.e., to function independently in personal and social contexts. The program adapts to the child, rather than vice versa and the child gets the message that he or she is important, that his/her needs will be met, and that his/her choices, preferences, and impulses are respected.

Cultural Continuity

Children develop a sense of who they are and what is important within the context of culture. Traditionally, it has been the child's family and cultural community that have been responsible for the transmission of values, expectations, and ways of doing things, especially during the early years of life. As more children enter childcare during the tender years of infancy, questions of their cultural identity and sense of belonging in their own families are raised. Consistency of care between home and child care, always important for the very young, becomes even more so when the infant or toddler is cared for in the context of cultural practices different from that of the child's family.

Because of the important role of culture in development, caregivers who serve families from diverse backgrounds need to:

- Heighten their understanding of the importance of culture in the lives of infants,
- Develop cultural competencies,
- Acknowledge and respect cultural differences, and
- Learn to be open and responsive to, and willing to negotiate with families about child rearing practices.

In this way, families and caregivers, working together, can facilitate the optimal development of each child.

Inclusion of Children with Special Needs

Inclusion means making the benefits of high quality care available to all infants through appropriate accommodation and support in order for the child to have full active program participation. Issues already embraced by the PITC -a relationship-based approach to the provision of care that is individualized, and responsive to the child's cues and desires to learn- are equally important for children with disabilities or other special needs. Infants who have responsive, enduring relationships develop emotional security, which gives them the foundation for becoming socially competent and resilient. Infants who have individualized care are allowed to learn and grow in their own way and at their own pace.

A Constructivist Approach to Preschool Education

The Center takes a constructivist approach to curriculum that is based on the work of Jean Piaget and Lev Vygotsky to children's learning. We believe children learn from first-hand experiences in a rich and supportive environment that gives them opportunities to interact with materials, children and adults. The curriculum addresses appropriate SC Early Learning Standards. A link to these standards can be found on the Children's Center's website. Children make choices throughout the day that guide their learning and teachers help them make meaningful connections to previous experiences. Teachers are viewed as facilitators of learning. They create carefully planned environments, encourage child-child interactions, and provide a positive climate for social growth. These Key Experiences developed by High/Scope illustrate some of the ways children learn and develop in our classrooms.

Creative Representation

- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating models, pictures, and photographs to real places and things
- Pretending and role playing
- Making models out of clay, blocks, and other materials
- Drawing and painting

Language and Literacy

- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms
- Reading in various ways: reading storybooks, signs and symbols, one's own writing
- Dictating stories

Initiative and Social Relations

- Making and expressing choices, plans, and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults

Seriation

- Creating and experiencing collaborative play
- Dealing with social conflict

Movement

- Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, and climbing)
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat

Music

- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Classification

- Exploring and describing similarities, differences, and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to
- Comparing attributes (longer/shorter, bigger/smaller)

-Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue)
-Fitting one ordered set of objects to another through trial and error (small cup-small saucer/medium cup-medium saucer/big cup-big saucer)

Number

-Comparing the numbers of things in two sets to determine "more," "fewer," "same number"
-Arranging two sets of objects in one-to-one correspondence
-Counting objects

Space

-Filling and emptying
-Fitting things together and taking them apart
-Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
-Observing people, places, and things from different spatial viewpoints
-Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
-Interpreting spatial relations in drawings, pictures, and photographs

Time

-Starting and stopping an action on signal
-Experiencing and describing rates of movement
-Experiencing and comparing time intervals
-Anticipating, remembering, and describing sequences of events

Field Trips

Well-planned and carefully supervised field trips are an important part of a quality curriculum for preschool children. Parents are welcome and encouraged to help chaperone all field trips.

The Center's enrollment contract includes a Field Trip Authorization Form. However, a parent's signature will be required each time children **aged four and up** are going to use the Center's bus to leave the school grounds for a planned outing.

Short walks on the USC campus (e.g. to the Horseshoe) may occur spontaneously if they support the current learning and interests of the children. As on any outing, stringent, safe ratios will be adhered to and teachers will always have cell phones, first aid supplies, and emergency contact information with them.

When planning a field trip, the Lead Teacher submits a *Field Trip Authorization Form* to an administrator in advance. Approved outings are designed to contribute to the curriculum and bring learning to life through a hands-on look at the world beyond the Center

GUIDELINES FOR BEST PRACTICE

Confidentiality

Due to the sensitive nature of information that you will know as a teacher of young children, it is imperative that you keep sensitive information confidential. Any information about children or their families must be shared only on a "need to know" basis. Thus, be very sensitive about discussing children's developmental needs and family information in public places such as the lounge or hallway. Others that do not have a need to know could hear such information. Follow the NAEYC *Code of Ethical Conduct* when deciding whether to share information. Protect the interests of each child and family by keeping confidentiality.

Also, strive to be supportive of the center's efforts by avoiding negative or malicious discussions about center issues. Together we can achieve great early care and education. Stay positive and focused on the early childhood needs of the children in your care.

Children's Records are open only to the particular child's teacher, the director(s) or director designee, authorized employees of the Department of Social Services and the child's parent or legal guardian. Children's files will be kept locked in the front desk area.

Staff/personnel records are open only to that staff member, the director(s) or director designee, and authorized employees of the Department of Social Services. Staff files will be kept locked up in the director's office.

Tracking Policy

As children enter the building, the parent will use his/her exterior key pad to enter a code at the front desk area. Parents or children will use the interior key pad to sign in and sign out.

Every child must log in each morning both on the key pad and in the classroom log.

A parent/guardian or another adult **must** accompany every child to the classroom and notify the teacher that the child is present. Please recognize that for safety reasons children may not walk to their classrooms alone. The Center is not responsible for the child until the parent has signed the child in and a teacher recognizes the child as being present.

Classroom teachers will enter the time of each child's arrival and departure in the classroom's log.

Teachers **must** be informed by a parent/guardian when a child leaves the classroom, goes outside on the playground and leaves at the end of the day. Children must be logged out every day.

Staff will count and record hourly (or as needed more often) throughout the hours of operation the number of the children present in each classroom.

Every time the children transition* to a different location, the teacher(s) will make a head count of the students and record the information on the classroom log the teacher(s) take with them whenever they leave their classroom..

*Transition means when children change activity from indoors to outdoors, from outdoors to indoors, when they enter and exit a vehicle or move to a new location in and around the center **or anywhere else that we have responsibility for the child.**

Supervision of Children

Appropriate adult supervision is required at all times, both in the classroom and on the playground. No child is ever to be left unattended or out of a teacher's sight.

School age children must always be within a supervising adult's earshot but may occasionally walk in the hall or to the restroom alone or with a friend.

Accidents

The Children's Center at USC strives to provide the best equipment, the best maintenance, and the best working conditions, so all children and adults will be safe while they are in our center. Close supervision of children is the best way to avoid accidents. Use risk management strategies to keep the environment safe and hazard free. Report or remove any unsafe equipment from your classroom or

playground areas and notify the director if you are aware of hazards that need to be repaired. Safety is a joint effort that requires all of us to become risk managers.

All accidents must be reported immediately to the director(s). Accident reports must be written and signed. They must be given to the parents, and copied for the child's file and classroom files.

Filling out the accident report

Vocabulary

- ◆ Incident: any injury that is the result of aggression
 - ◆ Accident: any other type of child injury
- Use the same form to report incidents and accidents.*

How to fill out the form

- ◆ Accident/incident reports should include:
 - Child's full name/Date/Time/Room
 - A description of the accident/ incident
 - Teacher's and Director's signature
- ◆ Accident/incident reports should **NOT** include:
 - The other child(ren)'s name(s)
 - Admission of any liability

Writing up the situation

- ◆ When writing up the accident/incident report keep in mind that the families will see the report before they see their child
- ◆ The description should be complete and sensitive
- ◆ A good accident/incident report includes:
 - The cause of the accident
 - How the child was affected
 - How we attended to physical needs
 - How we attended to emotional needs
 - Their child is fine now

Examples

Don't -"Mary fell off the tricycle and was bleeding all over the place. Ice and TLC were applied. ☺"

Do- "Mary was riding on a tricycle and lost her balance. She cut her left arm just below the elbow. We stopped the bleeding, washed with soap and water, applied Neosporin and a Band-Aid. She got a smiley face sticker for her bravery."

After the accident/incident report

The accident/incident log

- ◆ After you have filled out the accident report you must fill out the accident log
- ◆ The accident log remains at the front desk
- ◆ This is the ONLY place you where you can write both children's names in the same place
- ◆ Used to keep track and monitor accidents

Path of the accident/incident report

1. Child gets hurt
2. Attend to the needs of the children
3. Fill out accident/incident report
4. Take accident/incident report to the front desk to be signed and copied for the child's files (parents receive the original report).
5. Assess whether the parents should be called and who should make the call
6. Office personnel will fill out accident log (notebook at front desk) and file copies of the report

Outside play:

Two things you must check every time you go outside

- Make sure all gates are secure
- Check the playground for ants, insects, broken glass, cigarette butts and other dangerous/inappropriate litter

Interactions/ supervision

- Face the children at all times
- Walk and talk with children
- Get involved in the children's play
- It is important to supervise children on the swings. They should sit (or put their bellies on the swings). For safety reasons they should not stand in swings, jump from swings, or swing from side-to-side.

Diaper Changing:

1. Wash your hands and put on gloves
2. Gather the child's diaper, wipes, and powder or ointment (if requested by parents and we have medicine form on file)
3. Place child on changing table
(NEVER LEAVE THE CHILD UNATTENDED)
4. Remove soiled diaper and deposit in hands-free trash can
5. Clean child's diaper area thoroughly, but gently. Dispose of wipes in hands-free trash can
6. Apply powder or ointment if requested by parent
7. Place new diaper on child and fix clothing
8. Wash child's hands and your hands
9. Take child down from diaper changing station and wash pad with sanitizing solution
10. Wash your hands thoroughly before doing any other activities
11. Wash child's hands

Taking a Temperature:

We take an auxiliary (under the armpit) temperature

- Put the thermometer in the child's armpit and hold the child's arm down until the thermometer beeps.
- Since we are taking an external temp., we must add 1 degree to the number on the thermometer.
 - i.e. If the thermometer reads 99.9 the actual internal temperature is 100.9
- Report a temperature of 100° or more to the office. Children with a temperature of 100° are to be sent home.

Medication:

- ◆ We only administer medication with written consent of parent(s) and the child's health care provider
- ◆ The only time that we may give Tylenol or Motrin without a doctor's written consent would be in the event that the child has a high temperature and the parents gave center permission to administer the medication via email or fax while they are on their way to pick up the child
- ◆ When children may need treatments such as with a nebulator or epi-pen, which are prescribed by their health care provider, the child's parent must instruct teachers/administrators in proper procedures for their use.

Resources and Referrals

Agency	Contact Number
ABC Special Needs	803-935-5238 or 803-935-5281
ABC Child Care Voucher Program	1-800-476-0199
Adoption and Birth Parent Services	1-800-922-2504
AFDC/Food Stamps/Medicaid	1-800-868-0404
Child Find (Age Birth to 21)	1-866-SC-Find-1
BabyNet Central Office (Age Birth to 3) Department of Health and Environmental Control	1-800-868-0404
Special Education Department (Age 3 to 21) Richland County School District One	1-803-231-6778 or contact your home school district.
Child Abuse Hotline (National)	1-800-422-4453
Child Care Resource and Referral-Midland	1- 803-733-5449
Department of Social Services	803-714-7300
Family Connection of South Carolina	1-800-578-8750
NAEYC (National Association for the Education of Young Children)	1-800-424-2460
Richland County First Steps	1-803-256-7237
South Carolina Program for Infant Toddler Care	1-803-777-0092

Meals

The center serves family style meals. Staff are expected to participate by eating with the class during mealtime in order to model appropriate behavior nutritional choices and manners (don't hover over children). You are expected to only eat center food that is offered to all children in your care while in the presence of children. If you bring food from home or order out, please eat that food on your break away from the children. You would not want someone to eat something that smells delicious in your presence and not offer to share the food with you. Always avoid drinking hot beverages around the children to avoid the possible burns.

Any beverages other than those being offered to children must be consumed from a closed container and kept away from the children. Keep respect for all children at the forefront of decisions regarding food.

The food served meets the guidelines of the Child and Adult Care Food Program (CACFP), a program administered by the U.S. Department of Agriculture. Menus are emailed to parents, posted on the kitchen door and in classrooms for parental review.

Your own meals are to be eaten in the lounge or other area where no children are present. You are to clock out for your lunch break unless otherwise authorized by the director to work through the break.

INFORMATION ABOUT BEING OUR EMPLOYEE

Standards of Appearance and Demeanor

Your use of discretion in style of dress and behavior is essential to illustrate your professionalism. Therefore, while performing duties for the Center, you are expected to dress in attire appropriate to the business environment and you are expected to behave in a professional and businesslike manner. Use good judgment in your behavior, at all times, to best represent yourself and the center.

Jewelry should be conservative. Long chain necklaces or pendants should not be worn as they can present a safety hazard to small children. Earrings should also be small, conservative, and secure to prevent children from grabbing and pulling them loose.

Shoes must be neat and in good repair at all times. Tennis shoes or flats are best. Since you are expected to engage the children in activities on the playground, Shoes should be appropriate for the situation. Flip-flops and open toe shoes are not permitted for safety reasons.

Clothing should be clean and in good repair at all times. You are hired to work with children and are expected to be down and on the floor frequently. Clothing must be appropriate to engage children in all types of activities throughout the day. Jeans are allowed; however, they must fit loosely with no holes or lavish accessories. Skirts should come down at least to the knee. Staff must wear appropriate tops (no undershirts, T-shirts, camis with thin straps or low cut necklines) Use a conservative outlook when deciding upon apparel.

Smoking is not permitted on the center premises at any time.

Chewing Gum is not permitted in the center during instructional periods in front of children.

Telephone

Calls for or by you should be conducted either before or after a shift or on a lunch break. **Cell phones should remain put away and turned off while you are working.** They should only be used on breaks. Personal calls cannot be forwarded to classrooms. Please make arrangements to receive calls at home. In emergency situations, please advise administrators and they will be happy to make other arrangements.

Staff Schedules

All staff schedules are posted at the front desk. Hours of work are subject to change by administrators to meet the needs of our center's families. On any workday, **there will be no more than two full time employees and two part-time (floaters)** off in order to ensure a safe and healthy daily operation. Any requests for days off must be submitted in writing two weeks in advance for approval and will be honored on a first comes first served bases. Last minute requests for days off will be honored whenever possible and when coverage is available.

Calling in Sick

You are expected to call in at least two hours before the start of your scheduled shift to allow time to obtain a replacement. In cases of emergency, you should call as soon as possible. Excessive absences will result in disciplinary action, up to, and including termination.

Paychecks

Paychecks are distributed biweekly, on Fridays, at the Children's Center at USC. The administrative team will distribute paychecks. You can opt for direct deposit, in which case your salary will be deposited in your bank account on payday.

Overtime/Clocking In and Out

It is your responsibility to clock in and out properly. Any failure to clock in or out properly may result in a delay in payment of wages due.

Overtime is paid to hourly employees for all hours worked in excess of 40 hours per Monday through Friday workweek. Overtime pay is one and one half times your regular hourly rate of pay and must be authorized by the center's director.

Hours of Operation

The hours of operation are from 7:00 am to 6:30 pm, Monday through Friday. In case of severe weather or natural disasters, the Center will follow the decision made by the University of South Carolina. USC's closings or delays will be broadcast on local radio and television stations and posted on the USC website www.sc.edu. . The Children's Center will open a half hour before USC when there has been a delay.

The Center's calendar will be set on July 1st. All the staff must participate in all the school events, staff meetings, and workdays. Proposed scheduled Center Holidays, Special Events and Workday include:

- July 4 –Independence Day
- August 10, 11, 12 –Closed for Teacher Workday
- August 19- Open House 4:30pm -6:30pm
- September 5 – Closed for Labor Day
- September 30- Closed at 3:00 for Staff Meeting
- October 20- Fall Festival 5:30pm-7:30pm
- October 21 –Closed for SCAEYC Conference
- November 4 –Closed at 12pm for Patent/Teacher Conference
- November 23- Closed at 3:00 for Staff Meeting
- November 24 & 25 -Thanksgiving
- November 28 –Closed for Thanksgiving Holiday
- December 23, 26 – Closed for Holiday
- January 2 –Closed for New Year’s
- January 16 -Martin Luther King Day
- February 10- Closed at 3:00pm for Staff Meeting
- March 16–Closed at 12:00 for Parent/Teacher Conference
- April 27- Close at 3:00 pm for Staff Meeting
- May 25 –Closed at 12:00 for Teacher Workday
- May 29 –Close Memorial Day Holiday

Conflict Resolution/Grievance

When a concern arises, please discuss it first with the person involved to seek a resolution. If the concern is not resolved, discuss it with the director to seek mediation. If an agreeable settlement cannot be reached, a formal grievance may be submitted to the Chairperson of the Advisory Committee for review. In extreme cases, the President of the Development Foundation can review the grievance as well. After review, a final recommendation will be made. Every effort is made to provide a respectful and professional working environment. The expectation is to respect colleagues and support each other.

Benefits

Group Health Care:

Group health care provided by Wellpath is available to all full-time employees working at least 36 hours per week. Enrollment must occur within 60 days of employment or during open enrollment annually. Dental and Vision insurance is also available to full time employees.

Life Insurance:

Life insurance is offered to all full time employees and is paid by the center.

Paid Leave:

Leave pay is earned after working two full weeks of service. Vacations are paid to employees who work a minimum of 36 hours per week and are considered full time. You will earn 3.33 hours of leave per pay period. You may use the paid leave for sick days, vacation time, or personal days.

FMLA:

The center will follow the Family Medical Leave Act as applicable in case of the illness of an employee or employee’s family member or the birth or adoption of a child. Such leave shall be requested in writing and granted within the extent of the law.

Paid Holidays:

The Children's Center at USC grants holiday time off to all full time employees for the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and the Friday after, Christmas Eve and Christmas Day. You must work or have approved leave for the day before and the day after the specific holiday to qualify for holiday pay.

Jury Duty:

Jury Duty is considered part of your civic duty, and thus the center will pay the difference between your regular pay and jury duty pay. If the center has a hardship during your assigned time, you may be asked to take the teacher pardon from jury duty with help from administration. Proof of attendance for Jury duty attendance must be submitted for the pay subsidy.

Funeral Leave:

Bereavement time will be paid to all full time employees for up to three consecutive days of scheduled time lost due to death of an immediate family member, including: parent, spouse, child, brother, sister or spouse's parent.

Conclusion:

We welcome you to our staff family. We are proud to have you as a member of the Children's Center at USC's staff. Good luck and best wishes for a long and satisfying career with our center. Share your passion for children daily and your rewards will be many! Please sign the attached forms that document your understanding of the enclosed policies.

Review Documents

- Child Abuse and Neglect Policy
- Child Guidance Procedure
- NAEYC *Code of Ethical Conduct*
- Parent Handbook
- South Carolina DSS Child Care Services Regulations for Private and Public Child Care Centers
- Orientation Training Log



CHILDREN'S CENTER AT USC

Employee Orientation Training Table of Contents

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Orientation Leader: _____ Center Director: _____

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*Family Handbook	Attached			
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*NAEYC Code of Ethics Statement	Attached			
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I have read the Employee Manual, and in its entirety and agree to follow the rules and conditions set by the Children's Center at USC. *Review Documents

_____ Date _____
 (Signature of the Employee)

_____ Date _____
 (Director)