



# STAFF HANDBOOK

**Richard W. Riley College of Education**

**Winthrop University**

**Macfeat Office: 803/323-2219**

**Website: [www.winthrop.edu/macfeat](http://www.winthrop.edu/macfeat)**

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## Welcome

Welcome to Macfeat Early Childhood Laboratory School. You are a very important part of our program and we look forward to working with you. You will gain valuable experience by following the guidelines in this handbook, using your teacher as a mentor, and following the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct & Statement of Commitment attached to this handbook. All staff are expected to follow the NAEYC Guidelines ([www.naeyc.org](http://www.naeyc.org)) and adhere to the NAEYC Code of Ethics at all times. This handbook is a very broad tool for guidance and conduct. Please ask your lead teacher or the director for any additional clarification or guidance needed during your experience at Macfeat.

## **Mission**

The Macfeat Laboratory School has two primary missions. The school promotes holistic development of children through a student-centered environment that stresses growth intellectually, physically, socially and emotionally. The school serves Winthrop University and the community as a research and training center, helping tomorrow's educators and other professionals successfully meet the challenges of an increasingly diverse student population.

## **Philosophy**

The philosophy of Macfeat has evolved since the school was first opened in 1895. Currently, the work of prominent theorists in the field of early childhood education, such as Jean Piaget, Lev Vygotsky, and Maria Montessori, contributes to the school's curriculum foundation. Piagetian theory, which describes the interaction of children with their environment in the development of intelligence, strongly influences the instructional methods used in the school. Macfeat classrooms are rich in hands-on materials and literacy engagements and provide many opportunities for children to participate actively in their own learning.

## **Macfeat Program Goals**

Macfeat students will develop intellectually, physically, socially and emotionally in a holistic environment designed to promote cooperation and critical thinking skills.

Macfeat families will find support in the exploration of ways to best meet the developmental and educational challenges facing parents of young children.

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

Winthrop University faculty will be provided with a research center to assist them in professional development.

## **Program**

Macfeat Laboratory School is an exemplary early childhood program for children ages three to five and is operated by the Richard W. Riley College of Education as a training/demonstration/research facility. The school provides opportunities to meet the physical, cognitive, social and emotional needs of each child while exploring ways to best meet the educational challenges facing parents and teachers of young children.

Macfeat Laboratory School is operated by the College of Education as a training/demonstration/research center. Macfeat is accredited by the National Association for the Education of Young Children (NAEYC), an organization that recognizes outstanding programs that meet national standards of quality. Macfeat is committed to adhering to the Code of Ethical Conduct of NAEYC. You may view the NAEYC website at [www.naeyc.org](http://www.naeyc.org). Macfeat is also licensed by the Child Care Licensing Division of the South Carolina Department of Social Services (DSS) <http://childcare.sc.gov/main/general/programs/licensing/index.aspx>. Staffed by professional educators with advanced degrees, and graduate and undergraduate education students, the school stresses growth and development of the whole child; therefore children will develop intellectually, physically, socially, and emotionally. The school provides each child with a unique opportunity to explore, create, experiment, and socially interact with other children and caring, competent adults. The school also

serves as a research facility, exploring ways to successfully meet the challenges facing teachers and other professionals working with families of young children.

Macfeat adheres to the Winthrop academic calendar: if classes are scheduled, we are open. We begin the first day of classes in August and end first semester the day after final exams are completed. We extend the schedule during second semester through the fourth Friday in May.

### **Documentation for Licensing and Accreditation**

As stated previously, Macfeat is accredited by NAEYC and is licensed by the South Carolina Department of Social Services (DSS). As a result, all staff must be cleared by the FBI (SLED) via fingerprinting and there are several forms required to be completed/submitted upon employment:

- Copy of High School Diploma (or Higher Certificate)
- Health Assessment Form (DSS form 2926), including verification of a clear TB test every 4 years
- Medical Statement (DSS form 2901)
- Evidence of Non-Conviction (DSS form 2925)
- Central Registry Check results
- SLED Check results
- Consent to Release Information (DSS form 2924)
- Verification of Education & Work Experience
- Emergency Information
- Confidentiality Statement
- Acknowledgement of Orientation and Receipt of Employee Handbook
- Corporal Punishment Policy Agreement

You will receive these forms when you are hired, as well as an explanation of each. These forms are to be completed and returned before you begin work. Your records are kept in secured cabinets and computer files. Only the director, lead teachers and authorized personnel will be given access to personal information. Before working alone with children, staff must have the above documentation, and at least six months experience as a teacher in a licensed or approved child care facility. A teacher with an undergraduate degree from a state approved college or university in ECED, CD or related field, along with required documentation, may work alone with children without additional supervision.

### **Job Descriptions/Staff Schedules**

Please refer to your specific job description for required competencies and responsibilities. Graduate and student assistants report to the lead teacher in each classroom. Lead teachers report to the director and the director reports to the dean. Graduate Assistants also serve as substitute teachers when needed. Classroom schedules are posted. Your lead teacher will set your schedule and inform you of daily responsibilities. Please note, lead teachers prepare classrooms while children are outside and use naptime as office hours and planning time. Graduate Assistant and Student Assistant positions are part-time, temporary positions. No health, retirement or medical benefits are available with these positions. This handbook is prepared to provide you with information and guidelines; it is not a contract of employment. Macfeat may terminate employment at any time, for any reason or no reason.

## **Personnel/Payroll**

Employment forms will be handled by the administrative assistant in the Macfeat office. It is your responsibility to log your hours on Wingspan daily. There are two pay periods per month for student employees and graduate assistants: the 1st through the 15th and the 16th through the last day of the month, with a few exceptions during the year. Checks are issued twice a month -- on the 10th and the 25th. When the payroll date falls on the weekend, then the checks will generally be released on the previous Friday. The payroll calendar with specific dates may be found at [www.winthrop.edu/payroll](http://www.winthrop.edu/payroll).

Student paychecks are generally mailed the day before payroll. Checks are mailed to the address on your student record. Addresses can be changed on Wingspan or in the Records and Registration Office. Student checks can NOT be picked up in the payroll office or at Macfeat office. Direct deposit is also an option and may be arranged by completing and submitting the Direct Deposit Request form which can be found on the Payroll department's website.

It is imperative that you work your scheduled hours and report to work on time. We depend on you to meet state requirements for teacher/child ratios. If you are unable to work your scheduled time or would like to have ~~your~~ time off, you must make arrangements for a substitute with other student assistants. If you are unable to find a substitute, please talk to your lead teacher so that plans can be made to cover for you. If you are ill, please notify the office or your lead teacher as soon as possible.

All student assistants are expected to work regularly scheduled times through the last day of exams. The lead teacher will make arrangements for exam conflicts, but you must find your own substitute if you desire to leave before exam week is over.

Information regarding employment related policies or procedures for students and graduate assistants may be directed to the Dean of Students, the Office of Human Resources, or the Graduate School.

## **Staff Training and Professional Development**

All teachers, graduate assistants and student assistants are required by DSS to complete 15 hours of child care related training annually to include at least 5 clock hours in child growth and development, at least 5 clock hours in curriculum activities for children and training related to children with different abilities and needs and training in blood borne pathogens. Other areas of training include but are not limited to: guidance, health, safety, nutrition, professional development and diversity. Lead teachers and the director receive training through conferences, workshops and other continuing education training sessions which are also available to graduate and teacher assistants. Winthrop education students generally receive the training required by DSS in courses taken, with the exception of training in bloodborne pathogens. We will give you details on BBP training. All staff also receive further training regarding teaching and program policy and procedure information from the director and lead teachers at Macfeat. Staff also receive training, mentoring and information from instructors and advisors in the Richard W. Riley College of Education at Winthrop University. These professionals and courses in education provide information regarding: professional opportunities (including clubs and organizations); ethical issues; training in skills for building positive relationships; working with children and families of diverse races, cultures, and languages; building cultural competence and reducing implicit and explicit bias; early childhood education curriculum; developmental stages of preschoolers and kindergarteners; teaching practices; skills for partnering with families and communities; and skills for collaborating and participating as a member of a team. Follow-up training will be provided as needed and through college

courses. At the end of the semester, the director will send your courses completed and grades received to the South Carolina Center for Child Care Career Development (SC-CCCCD) to document training as required by DSS. The director will have access to the transcripts from SC-CCCCD.

As stated in DSS regulations a teacher with an undergraduate degree from a state approved college or university in early childhood, child development, or a related field may begin working with the children immediately without additional supervision. Other teachers must have at least a high school Certificate of Completion and at least six months experience as a teacher/caregiver in a licensed or approved child care facility before working alone without supervision. Teacher assistants' first semester of employment is considered an introductory/probationary period. During this time you will be under close supervision and receive continuous coaching and guidance from your lead teacher. Please ask your lead teacher or the director questions as they arise to further assist you. Each member of the Macfeat staff is evaluated annually by his/her supervisor. Any opportunity for professional development will be discussed or created during your annual appraisal.

NAEYC requires at least one teacher with certification in Pediatric First Aid and CPR is always present with each group of children. The director, all lead teachers and all graduate assistants must have current certification in Pediatric First Aid and CPR, including management of a blocked airway and rescue breathing. Lead teachers, graduate assistants and the director are also trained in the proper techniques of medicine administration annually. If a parent comes in with medication for their child, please refer them to the graduate assistant or lead teacher.

### **Staff Meetings**

Communication is a vital part of child care. The director and lead teachers meet weekly as a means of sharing information. It is impossible for all of the Macfeat staff to meet because of course schedule conflicts. Minutes of the meeting are sent via e-mail to the lead teachers and graduate assistants. Your lead teacher or the director will relay program information as needed via e-mail, memo, or face-to-face communications. Your lead teacher will inform your teaching team of information as needed as well.

### **Daily Schedule and Routines**

We strive to provide continuity for children; this is done through routine, daily schedules and consistency. Daily schedules are posted for each classroom. *Please do not walk into the classroom during group time*, as it diverts the children's attention away from the teacher. Upon entering the classroom, please find the lead teacher and ask if there is anything with which she needs assistance.

Teachers working directly with children have scheduled 15 minute breaks away from children every four hours and as needed for temporary relief. Please call the office if additional coverage is needed. Lead teachers also use nap/rest time for planning. It is important all staff are here when scheduled. This ensures that we maintain proper ratios and teachers may take their scheduled breaks and have adequate planning time.

### **Arrival/Departure/Emergency/Security Information**

Macfeat does not transport children. Parents assist children in putting their things in their cubbies, sign them in, and then read the daily chart together. The children should then immediately wash their hands. This offers a good transition away from parents to the classroom. Sometimes the parent helps the child get involved in an activity, but it is our responsibility to make sure that each child is warmly greeted and to help with that transition. Likewise, when children leave in the afternoon, contact should be made with each parent and child

before departure. Parents are to sign their children out each day, check the board for daily messages, and check children's cubbies for things to go home. They should not take their child directly from the playground without first going indoors.

Emergency information for each child is carried with each class clipboard. This information includes parents' work numbers, medical information, who to contact in case of an emergency, and who may pick up children at the end of the day. Only those people listed on the child's card may take a child. Macfeat has an iris scanning security system and all staff and anyone allowed to pick up children from Macfeat is required to have a picture of their irises taken for identification purposes. Building security also includes various cameras which monitor and record areas used by the Macfeat children daily. Also, visitors to Macfeat are required to sign in at the office upon arrival and are given a "visitor" tag to wear. Parents are asked to let us know in advance if someone different will be picking up their child. If the name is not on the list, the child may not go with that person until the parent has been reached by telephone and given permission. In the event someone arrives to pick up a child who appears to be under the influence of drugs or alcohol, law enforcement will be called.

Please note that all entrance doors to Macfeat should remain locked except when children are on the playground and immediate access to the building may be necessary.

All Macfeat staff, student participants, and visitors are required to wear nametags while on the premises. If you observe an adult who is not a parent who is not wearing a nametag, approach that person to find out who they are. Then, direct them to the office to sign in and to obtain a nametag. This is most important for the safety of the children, so if in doubt, check it out!

### **Parent Communication**

The connection between home and school is crucial to children's development and successful integration into our program. Communication with parents is maintained several ways in our program (daily conversation, newsletters, conferences, group meetings, e-mail messages, letters and notes, and parents' bulletin boards). As a teacher in the classroom, your primary responsibility concerning communication with parents is to initiate contact with parents upon the arrival and departure of the children. No child should ever enter the classroom or leave for the day without attention from a teacher; likewise, every parent should have contact with a teacher during these times. This may involve only a greeting in the morning or a goodbye in the afternoon, but try to be aware of when parents have something they need to share with us. It is appropriate for you to share information about a child's day with the parent, but if it involves a behavior problem or major emotional upset, it should be communicated by the lead teacher or graduate assistant. It is not appropriate to discuss the behavior of a child or the personal affairs of one family with another family. Do not become involved in controversies or concerns which do not relate directly to the well-being of the child or which could detract you from your effectiveness. Our primary goal is to develop a positive relationship with parents that allow us to help the children achieve their fullest potential.

### **Professionalism/Confidentiality**

There is no specified dress code for teachers and assistants. However, clothes should be clean, in good repair, and in good taste. This applies to clothing with suggestive words or pictures and covering tattoos and body piercings. Tops should not be revealing of cleavage or midriffs, and pants/shorts should be suitable for bending over and sitting on the floor. You should wear shoes with low heels that will allow you to move quickly around the classroom and playground. Remember, you are dressing for work with young children.

Electronic devices for communication are not allowed in the classroom. These items should be turned off and left in personal bags. The lead teacher or teacher in charge should carry their cell phone (silenced) for safety reasons and they are to be used *only* in emergency situations.

All teaching staff are expected to adhere to the NAEYC Code of Ethical Conduct & Statement of Commitment and NAEYC Early Childhood Program Standards ([http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)) at all times. As a teaching assistant at Macfeat you will have access to information concerning children, families, and program concerns. Children's files with health and safety information are kept locked and secured in the office. A child's records, developmental needs, emergency information, photograph and other information about the child or family and information that may identify a child by name or address is confidential and may not be copied, posted on a web site, Facebook or disclosed to unauthorized persons, without written consent from a child's parent. Remember, this information is considered confidential and may not be repeated, even to others within our program. Also, before sharing information about a child with other relevant providers, agencies or other programs, staff must obtain written consent from the family. If you have a concern about anything you have heard – from a child, another staff member, or a parent - please talk to your lead teacher. All children and families have the right to expect that all information about the family will be kept confidential. A child's behavior and development should be discussed only with his or her teachers and parents. A parent does not have the right to know a child's name if negatively involved with their child; they do, however, have a right to know the circumstance of the situation and how both children were cared for or disciplined. One of our responsibilities as teachers is to provide a model to demonstrate to young children how adults can create an improved way of living and learning through communication and planned cooperation. Staff and children's records are kept in secured file cabinets and computer files. Only the director, lead teachers and authorized personnel will be given access to personal information.

## **Curriculum**

The curriculum reflects a balance of developmental areas including social-emotional development, physical development, creative arts, dramatic play, reading and language, science and discovery, math and problem-solving, health and safety, social studies, and technology. The preschool uses teacher-created curriculum based on [NAEYC Curriculum Standards](#) and the [South Carolina Early Learning Standards](#). [A guide for parents is also available](#). The kindergarten uses a teacher-created curriculum based on NAEYC Curriculum Standards and the South Carolina Kindergarten Academic Standards (<http://ed.sc.gov>). Teachers also consider information received from children's assessments and individual families when implementing the curriculum. Currently, the work of prominent theorists in the field of early childhood education contributes to the curriculum foundation. Piagetian theory, which describes the interaction of children with their environment in the development of intelligence, strongly influences the instructional methods used in the program. Our classrooms are rich in hands-on materials and provide many opportunities for children to actively participate in their own learning.

Teachers and assistants serve as guides in the learning process. It is the teacher's responsibility to organize a classroom that provides for children's safety and facilitates exploration, problem-solving, language and literacy development, and collaboration. The teachers strive to ask appropriate questions and guide the children into evaluating their actions and subsequent learning. Children's ideas are respected, and they are encouraged to discuss and act on them until they are satisfied with the results. These teaching strategies are designed to instill independence, courage, and cooperation in young children: traits which will have lifelong benefits.

Skill development is an important part of the curriculum. Language, problem-solving, mathematical



understandings, fine and gross motor skills are developed appropriately through large and small group activities, attractive and well-equipped learning centers, and outdoor experiences. Field trips, on and off campus, are chosen for their value to the children's interests and learning needs.

### **Assessment Plan**

Assessments of Macfeat children are important and on-going in each classroom throughout the year. Assessments are developmental profiles created by the teachers based on developmental norms for young children. Assessments are also based on NAEYC Standards and the Early Learning and Kindergarten Academic Standards as defined by the State of South Carolina. Informal and formal teacher assessments are used to gain insights into each child's social, emotional, cognitive, language, physical growth and development, and self-help skills. The assessments include one-on-one observation, classroom observation, checklists, anecdotal records and work samples. The method of assessment is consistent. The bulk of the information is collected by the lead teachers. Assessments are compiled individually in a familiar setting; child comparisons are NOT made during the assessment process. Parents' feedback regarding home observations is also encouraged. In each profile, a child's developmental progress, interests and needs are identified. Teachers regularly assess children in the following areas: social-emotional, physical, language, cognitive, literacy, math, science, technology, social studies, creative expression, and health and safety. Teachers use this information to adapt their curriculum, teaching practices and classroom environment to further child growth and development and for program improvement. Additionally, teachers use the assessments for developmental screening and make suggestions and referrals to parents if they feel diagnostic assessments are needed. These assessments are shared with families upon request, at conferences, and are given to families to share with new teachers to assist with children's transition to other programs or schools. Lead teachers keep children's folders and assessment results locked in their offices. Assessment information is shared with other teachers as needed to assist with classroom instruction and facilitation. Parents' consent is required before the information is shared with other individuals.

### **Special Needs**

Lead teachers will inform other teachers of any special needs or service plans for children in your classroom.

Please inform your lead teacher and/or the director if you have any special needs (including nutritional). Arrangements will be made based on written recommendations from a professional consultant. You may also contact the Office of Accessibility (803) 323-3290.

### **Conferences**

Twice yearly, near the end of each semester and by appointment if desired, individual parent/guardian-teacher conferences are scheduled. Teachers share their methods of assessment and information and ideas about the child's growth and development and give parents a summary of their child's assessment. Parents are encouraged to share their observations regarding their child's growth and development. Teachers use this information to adapt their curriculum, teaching practices and classroom environment to further child growth and development and for program improvement.

## **Supervision of Children**

Your attendance is important for teaching staff-child ratios required by NAEYC and DSS. Classrooms are staffed by a lead teacher and graduate assistants all day. Undergraduate student assistants assist throughout the day. Macfeat 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 certain that you always adhere to the DSS ratios, let a teacher or the director know immediately if the number of children approaches the DSS legal limits. You may call the office at X2219.

### Preschool Teacher to Student Ratios:

NAEYC	1:9
DSS	1:12
DSS Nap Time	1:24

### Kindergarten (4-5) Teacher to Student Ratios:

NAEYC	1:10
DSS	1:17
DSS Nap Time	1:34

*Teaching staff supervise children primarily by sight.* Teachers should be physically near, readily accessible, aware and responsible for the ongoing safety and activity of each child and able to intervene when needed, especially when children are involved in more challenging activities (climbing, etc.). Supervision by sound is permissible, as long as teachers check *frequently* on children who are out of sight. It is important to position yourself to see many children as possible.

Kindergarten children doing tasks in a safe environment may be out of teachers' sight and sound supervision for a short period of time (going in from the playground to use the restroom). Teachers must check on children who do not return promptly to the group.

The playground (or gym) requires the same supervision as indoors. Teachers should spread out by dividing the playground or gym into equal sections as number of teachers for supervision. Staff should position themselves to be aware of the entire playground and to see as many children as possible; again, being near and readily available to intervene if needed. All children are monitored by sight or sound at all times. Your lead teacher will provide a playground zones map that provides specific observation zones for each teacher to be responsible for observing during playground time.

Children nap or rest while at Macfeat. Your lead teacher has a specific napping arrangement for her class. Resting children should be separated by three-foot spacing or a solid barrier. Each child is provided a mat and they bring pillows, linens and blankets from home. There must be one qualified staff person to assist in another room if needed.

All children need to be accounted for as they enter or exit the premise, on walking field trips, or move from one location of the building to another. Accountability will be maintained via tracking checks: head count and clip board/name attendance checks.

## **Guidance and Discipline**

The ultimate goal of discipline in our classrooms is to help the children learn to control their behavior and eventually take responsibility for their own behavior. Discipline is different from punishment. We strive to teach the children what to do, how to interact; however, there are consequences for inappropriate behavior.

Our guidance and discipline strategy involves a progression of techniques. We are continually incorporating discussion about cooperation, problem-solving, manners, etc. into our daily curriculum. As situations arise, teachers help children use their words and encourage them to make good choices. Verbal reminders are given, then warnings. (For example, teachers should ask children to make a “good choice”). Sometimes all it takes is a knowing glance, moving closer, a hand on the shoulder. Again, every attempt should be made to verbally solve the problem. Time away from the group’s activities is used for recurring misbehavior and any physical aggression to help the child reflect and focus on his/her behavior. This involves a short removal from the group’s activities, no more than three to five minutes, depending on the child’s age. There is not a time-out chair or corner; children are simply asked to sit back against a wall or away from the group. After the short break, before the child reenters the group, a teacher reviews the reason the child was removed from the group and reviews applicable rule(s) with the child. If possible, the child should also state the rule for reinforcement. The three basics of discipline are: children are not allowed to hurt him/herself; children are not allowed to hurt others; and children are not allowed to hurt things. Strive to use more dos than don’ts when talking to the children. Lastly, let the children know how much you enjoy being with them and attempt to empower the children by disciplining with love!

**We DO NOT allow corporal punishment, psychological abuse or coercion, threats, derogatory remarks and neither withhold or threaten to withhold food as a form of discipline under any circumstances at Macfeat. Corporal punishment includes not only spanking, but also slapping, biting, pinching, jerking, shaking, or popping hands. None of these are allowed. All staff members will be asked to sign a corporal punishment policy upon employment and again annually.**

### **Abuse and Neglect**

South Carolina Law requires that childcare employees report any suspected abuse and/or neglect to the South Carolina Department of Social Services. If you receive any information which gives you reason to believe a child has been or may be abused or neglected you must report it. Please inform your lead teacher or the director and she will assist you in reporting the suspected abuse or neglect to the South Carolina Department of Social Services Office of Child Protective and Preventive Services (803) 684-2315, X174; and/or law enforcement. Staff who report suspicions of child abuse or neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report is malicious. Documentation of all suspicious incidents, language, physical markings, or behavior that may indicate abuse or neglect is very important. Please complete an incident report for this documentation. This documentation will be kept secure in a locked file cabinet and used by authorized personnel only if needed.

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

### **Lunch and Snacks**

When preparing snacks and food, you must wash your hands, wear gloves, and a hair net. Lunches are catered by the food service on campus. The menus are reviewed annually by a dietician and nutritionist. Except in the case of a special class snack or special diet for a child, all food will be provided at Macfeat. When preparing snacks or lunches, refer to the Child and Adult Care Food Program Meal Pattern Requirements for serving portions and the Food Safety Basics pamphlet posted in the kitchen. Also refer to any special instructions posted by your lead teacher; your lead teacher will inform you of any children with special nutritional needs. Please refer to kitchen duty check-lists as well.

It is important to prepare the food quickly and serve it as soon as possible once it is ready. Food should not sit out any longer than necessary. Food needs to be kept warm in the oven until served. Food that needs refrigeration should be kept cold until served. Food and drink items that are hotter than 110° should be kept out of children's reach. If you are responsible for snacks and/or lunches, please check and discard food and drinks with expired dates. Portions of food once served cannot be served again. Please see your lead teacher for specific instructions.

Lunches and snacks are served family style at the tables in the classroom and children learn to serve themselves. Appropriate table manners and conversational skills are modeled and encouraged by the teachers. Parents and teachers are welcome to eat with the children. Teachers and teacher assistants should pull up chairs and sit with the children at a table when possible. We want lunch to be a pleasant time together; therefore, power struggles over food are avoided. It is important that children under four not be given hot dogs; whole grapes; nuts; hard candy; popcorn; raw peas; hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Assistance in cutting children's food during lunch is required.

When the children are finished eating, they clear their own places, use the restroom, brush their teeth, and get personal items from their cubbies for rest time. If you are a lunch assistant, you may be asked to clean up the dishes, monitor the bathroom or teeth brushing or stay with the children in the rest area.

### **Special Events**

We will celebrate each child's birthday or special day at school. On these days, we have a special group time and snack together. Families are encouraged to join us. Other treats or favors are discouraged, and you are not expected (nor encouraged) to do something special for the child. The presence of family members is the most important part of the day for the child.

We do not have "Show and Tell". We encourage children to share discoveries they have made or trips they have taken that might interest other children. We welcome nature objects or souvenirs, which are placed on a display table in the classroom. As a rule, children should not bring toys to school, with the exception of soft sleep toys for rest time, which are left in cubbies until that time. Other toys should be given back to parents to take with them. Books, well marked with the child's name, are appropriate to be shared in the Reading Corner. Weapons play or super heroes play is not allowed at any time.

Generally, holidays are not emphasized in the classroom. Therefore, you are asked not to bring treats or gifts with a holiday theme for the children.

You are also encouraged to inform other teachers and families of any university or community events sponsored by local organizations (for example musical performances) intended for children. We like to share this information with our Macfeat families.

## **Health and Safety Guidelines**

If you contract an infectious disease (such as measles or chicken pox), notify your supervisor immediately. You should remain at home until a physician determines you may return to school. Please refer to the full *Childcare Exclusion List* posted on parent bulletin boards or on the internet on the South Carolina DHEC website (<http://www.scdhec.gov/health/disease/exclusion.htm>) for a complete list of conditions or exposures that require exclusion from school. This exclusion list refers to both children and employees. You must inform Macfeat within 24 hours after you have developed a known or suspected communicable illness. Please refer to the *Childcare Exclusion List* and check if a medical note is required for you to return to Macfeat. As recommended by the Department of Health and Environmental Control, we will notify you and parents about any communicable disease in the classroom and inform Macfeat Staff and parents of appropriate treatments and precautions.

**Please stay at home if you have any of the following. This is not an exhaustive list. Please check the childcare exclusion list for exclusion and requirements to return:**

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

## **Pregnant Staff**

There are certain illnesses that may have an effect on unborn children. Macfeat families and staff will be receive information regarding communicable diseases in the program, if applicable. Also, expectant mothers

should avoid contact with classroom guinea pigs. For your health and safety you may wish to inform the director or you lead teacher if you are an expectant mother.

## **Support Services**

In addition to your access to the Winthrop University's Health (323-2206) and Counseling Services (323-2233), ([www2.winthrop.edu/hcs/](http://www2.winthrop.edu/hcs/)), 217 Crawford, a list of Support Services is available on Macfeat's Home Page under Community Resource Guide. Please refer to these services, as needed, for you and your family's physical and mental well-being.

## **Ill Children**

A daily morning check of children's conditions should be done by brief observation. If an illness prevents a child from participating comfortably in activities, a parent or responsible party will be notified immediately and asked to pick up the child. If a child is at school and suspected of having a contagious condition, the child will be made comfortable in the classroom "Quiet Center" until he/she can be picked up by the family or other authorized personnel. We will notify other parents and staff about any communicable disease in the classroom and inform them of appropriate treatments and precautions.

If a child is under- or unimmunized because of a professionally documented health condition or family's beliefs, the under-immunized child should be removed from the affected area promptly and the ill child should be put in the "Quiet Center." Both children should be picked up from the program immediately and the families should refer to the Childcare Exclusion List for requirements to return to school.

## **Medication**

If a parent comes to you with medication, please refer them to your lead teacher or a graduate assistant.

**Medications** – The following guidelines apply:

- a. No medication will be administered with the exception of EpiPens and breathing treatments. If a child needs a prescribed or over-the-counter medication during the hours in which they are present at school, the parent or legal guardian must come to school and administer the medication. Please see the director with any questions regarding this policy.
- b. If medication is necessary, parents/guardians must complete and sign the *Medication Administration* form listing child's name, date, type of medication, dosage and time(s) to be given. Instructions and a signature from a licensed health care provider must also be provided. Also, list possible side effects. Give this form to the child's teacher as needed. The first dose of medication should be given at home in case of allergic reaction.
- c. Medication must be in the original bottle with the pharmaceutical prescription label or manufacturer's instructions, clearly labeled with the child's full name, date, name and strength of the medication, the name of the licensed health care provider, and expiration date. Medicines are kept in a locked box and can be refrigerated if necessary.
- d. Prescription and over-the-counter medications must be accompanied by written instructions provided by the prescribing health care provider.

- e. A lead teacher, graduate assistant or the director, trained annually in the proper techniques of medicine administration will administer medications. A copy of this record will be sent home to parents at the end of each week and the original copy will be kept in each child's file.
- f. Medication errors are to be recorded in the child's record and the parent shall be immediately notified and notified in writing of a medication error or a suspected adverse reaction to a medication. If the error requires medical attention, DSS will be notified.

### **First Aid Kits**

First aid kits/supplies are readily accessible locations but inaccessible to children. There are first aid kits in each classroom by the door, in both kitchens above the sink, and one is just inside the main preschool door to the playground. First aid kits are always taken outdoors and on field trips. The first aid kits are checked and restocked monthly. First aid kits should include: disposable nonporous gloves, nonglass thermometer, bandage tape, sterile gauze pads, flexible roller gauze, triangular bandages, safety pins, cold pack, wet wipes, and adhesive strip bandages. Additional contents are included during field trips: plastic bags, emergency medication for children with special needs.

### **Hand Washing**

Hand washing is perhaps the single most effective control measure against the spread of communicable and infectious illness in child care environments. All classroom participants, adults and children, are required to wash their hands: on arrival for the day; after using the restroom or assisting a child with toileting; after handling any body fluids, or blowing or wiping a nose, or coughing on a hand, or under any circumstance that would reduce the risk of transmission of diseases. Also, hands should be washed after handling any classroom pets or other animals; after outdoor or gym play; before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking, and before and after assisting a child with eating; before and after playing in water that is shared by two or more people; after cleaning, handling garbage or cleaning materials, and before and after treating injuries or administering medication. Teachers should encourage children to practice the same sanitary practices. Children should learn to wash independently but staff should assist children with hand washing as needed to successfully complete the task. All classroom participants should participate in periodic monitoring of hand-washing. Please use sinks in the bathrooms in preschool area, or art area in kindergarten, for hand-washing. If kitchen sinks are used to wash hands, clean dishes, or other purposes, use the sink labeled and designated as "hand-washing" or sanitize sink before any food preparation.

Latex gloves are provided and should be worn any time you may come in contact with potentially infectious body fluids: helping children change or clean up after a toileting accident; handling blood or body fluids that might contain blood; cleaning up vomit or administering first aid to a cut or scrape. Food service gloves are provided and must be worn (after washing hands) when serving children food or drinks. Teachers must wash hands even if gloves are worn to perform any of these tasks.

Toileting accidents will occur. Each child should have a change of clothes in their cubby. Many children are independent and can change themselves. However, some will need assistance. Please take or direct children to the restroom where they may change in a restroom stall or behind the restroom partial wall. Hand-washing sinks should not be used for removing smeared fecal material. If a child uses diapering materials, the materials must be disposed of in a securely tied grocery bag in a hands-free trash can. This trash receptacle must be kept

closed and inaccessible to children. The changing area should be cleaned and sanitized after use. Please be sensitive to children who may be embarrassed by an accident. Children should not be ridiculed or shamed because of a toileting accident. Wet or dirty clothes should be put in a securely tied plastic grocery bag and left in the child's cubby to be taken home. Please write a note to the parent explaining the accident and tape it to the child's cubby.

Teaching staff are required to wash hands:

- before and after handling food;
- before and after administering medication;
- after handling garbage
- after cleaning

## **Hand Washing Technique**

Rinse hands under warm, running water. Using liquid soap lather hands, back of hands, wrists, between fingers, under fingernails and under and around jewelry with soap to loosen and suspend dirt and bacteria. Rub hands together vigorously for 20 seconds. Friction helps to remove microorganisms and dirt. Rinse off all dirt and soap under running water and dry hands well with a paper towel. Turn the faucet off using the paper towel, then dispose of the paper towel properly.

Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing with soap and water when visible soiling is not present (for example when on a field trip).

## **Water Play**

To minimize the spread of germs through contaminated water: All children should wash their hands before and after play at a water table; children may not drink the water; restrict children with open wounds, rashes, or other broken skin conditions on their hands or arms from playing at a water table.

Water tables are drained and sanitized with a bleach and water solution at the end of each day.

Macfeat does not include swimming and wading in the school curriculum.

## **Sanitation**

Each classroom has a Cleaning and Sanitation Chart, your teacher will explain the process and frequency of cleaning and sanitation needed. Visibly soiled surfaces should be cleaned immediately. Surfaces that come into contact with potentially infectious body fluids must be sanitized or disposed. Clean up spills of body fluid immediately, while wearing gloves, with detergent followed by water rinsing. After cleaning, sanitize surfaces. Toys placed in a child's mouth, or contaminated by body secretion or excretion, should be hand washed using water and detergent, rinsed, sanitized and air dried, or washed and dried in the dishwasher before it is used by another child. When carpets become soiled, clean by blotting, spot cleaning with a detergent-disinfectant, and submit a work request that the carpet area be shampooed. Dispose of contaminated materials in a plastic bag with a secure tie in a closed container. Carpets are shampooed four times a year. Ventilation and sanitation is the primary source of maintaining fresh air.

If Macfeat staff or children have allergies or other special environmental health needs, areas will be maintained as recommended by a health professional.

## **Pest Control**



The following precautions should be taken to avoid pests: Trash cans are emptied daily by custodial staff; trash cans which contain food should always be emptied the same day. Secure bags by tying and take to outside garbage storage areas, either dumpsters or trash cans with lids. Clean trash cans when soiled. Clean outside kitchen surfaces and small appliances after each use. Store opened food either in the refrigerator or in cabinets with plastic snap lids. Classrooms are vacuumed daily by custodial staff. The snack/lunch areas should be swept three times and mopped once a day. All windows have screens; please clean window sills as needed. All lunches are catered; children do not bring lunches to school. Any food brought for sharing is in commercially packaged containers.

Any sign of pests or poisonous plants should be reported to the office. We will then submit work order to facilities management. Winthrop uses the least hazardous techniques to control pests, if pesticides are required for pest control, they must be used when children are not present.

### **Accidents**

All accidents must be reported immediately to your supervisor. Accident reports must be written, signed by an administrator, given to parents and copied for the child's file. If medical attention is needed a copy of the accident report must be reported to DSS within 48 hours and NAEYC within 72 hours. Macfeat strives to provide safe equipment and continued maintenance for a secure working environment so all children and staff will be safe while at Macfeat. Supervision and observation are the best way to prevent accidents. Use risk management to keep the environment safe and hazard free. Position yourself in areas which may be unsafe until the area can be closed. The playground and equipment are checked monthly after fire drills. Macfeat's facility and equipment are maintained by Winthrop University Department of Facilities Management. Please remove any unsafe equipment from the classroom or playground area or inform a lead teacher or the director of any maintenance that requires a work order or immediate attention.

If there is an accident involving a parent/guardian or someone dropping off or picking up a child, please call Campus Police to file an accident report.

### **Emergency Plan**

Macfeat's Emergency Plan is posted in each classroom, on classroom clipboards, on parent bulletin boards and on our website. You are expected to know the procedures and your responsibilities during an emergency. Monthly evacuation/fire drills are conducted as well as annual practice of other emergency procedures such as sheltering for a tornado warning. Macfeat does not transport children. In the event of an emergency requiring immediate medical attention, arrangements have been made for Winthrop University/Macfeat to use Piedmont EMS and Piedmont Medical Center; in other cases parents will be called.

### **Smoking and Firearms**

Smoking, alcoholic beverages, firearms and concealed weapons are not permitted on the Macfeat premises at any time, with the exception of Law Enforcement personnel regarding firearms and concealed weapons.

**Program Evaluation** – We encourage staff input to improve our program. An annual teaching staff survey is conducted annually. This survey includes objective statements for response regarding all areas of program

functioning. These evaluations are helpful in professional development planning and program goal setting. Staff receive a report of the annual evaluation findings.

## **MACFEAT DIRECTOR OR RESPONSIBLE DESIGNEE**

Following is the order in command for Macfeat during the program's operation. If the first person listed isn't present, precede down the list in order. If a person in command leaves, they should inform the next person in command.

Dr. Erin Hamel – Director  
Ms. Liz McNelly – Lead Teacher, Kindergarten  
Ms. Rosemarie Agosto – Lead Teacher, Preschool  
Ms. Chelsea Whitten - Lead Teacher, Preschool  
Graduate Assistants – As appointed

## **Complaint Procedure**

Hopefully any complaint of a teacher assistant can be resolved by a conference with their lead teacher. If this is not possible, the complaint may be referred to the Director of Macfeat Laboratory School.

If a complaint is referred to the Director, it must be in writing stating the nature of the complaint and the relief sought as well as a description of efforts, with dates, to resolve this prior to the referral.

*It is our sincere desire that all Macfeat children, families, staff, and students have a positive learning experience at Macfeat. Please let your lead teacher or the director know of any questions, comments, or concerns that you have at any time.*

Macfeat is a division of Winthrop University and is an Equal Employment Opportunity Employer.