

A photograph of the Burrier Building at Eastern Kentucky University. The building is a multi-story concrete structure with large windows and a sign that reads "BURRIER BUILDING". The text "BURRIER CHILD DEVELOPMENT CENTER" is overlaid in large white letters at the top of the image.

BURRIER CHILD DEVELOPMENT CENTER

Staff Handbook

2020-2021

EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Department of Applied Human Sciences

College of Health Sciences

Eastern Kentucky University

102 Burrier Building

521 Lancaster Avenue

Richmond, KY, 40475

(859) 622-1173

The purpose of this handbook is to provide you with information about the policies and procedures at Burrier Child Development Center, BCDC. It is our desire to have a good relationship with all our BCDC staff. You are asked to become familiar with this handbook and all the policies listed before beginning at BCDC. Should you have any questions or concerns, or need the handbook translated into another language, please do not hesitate to bring them to the attention of our administrative staff.

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Guiding Principles

Mission

The Burrier Child Development Center has a three-fold mission to service, training, and research. Specially, the BCDC is dedicated to:

1. Providing high quality programming to young children and their families. We provide an intellectually stimulating and engaging educational foundation that fosters development in all areas.
2. Serving as a model early childhood program in the community.
3. Supporting the training of individuals studying for careers related to early childhood development and education.

This three-part mission provides our children with a unique learning environment. The children at BCDC encounter numerous adults (e.g., university students), which allows classroom teacher's time and opportunity to respond to individual children's needs.

Philosophy

We believe that....

- Play is essential for young children's healthy growth and development. Therefore, large blocks of time are defined to facilitate children's engagement in play.
- Young children's construction of knowledge is a socially mediated process.
- Early childhood is a time for the child to develop a sense of trust, acquire a sense of independence, and demonstrate initiative.
- Our center staff and family members work together to create a program that truly reflects the lives of our children, families, staff, and community.
- The environment is an auxiliary teacher or as proponents of the Reggio approach to early education state "the third teacher."

As staff of BCDC, we are committed to ensuring our program provides children with a safe and accepting environment that promotes independence and includes frequent opportunities to practice and successfully master developmentally appropriate cognitive, communication, motor, social, and adaptive skills.

Goals

The learning opportunities emerging within the Burrier Child Development Center community are designed to emphasize the development of the whole child: socially, emotionally, physically, intellectually, linguistically, and creatively. Specifically, consideration is given to:

- Establishing a positive family-school partnership which will contribute to a mutual understanding of the child and promote unconditional positive regard.
- To support student retention by providing high quality early care and education services.
- Assisting the child and family in becoming comfortable in the school setting with new peers, adults, environments, and routines.
- Fostering the development of each child's unique personality, learning styles, and modalities for self-expression.
- Supporting children in developing a respect for self and others.

- Enhancing children’s self-esteem as positive self-esteem is the foundation for realization of individual potential.
- Guiding children in becoming aware of similarities and differences that characterize individuals, encouraging non-judgmental acceptance as well as appreciation for individual capabilities.
- Supporting children in understanding, accepting, and expressing feelings in constructive and safe ways (acknowledge emotional state, talk about expression, and demonstrate constructive ways to express feelings).
- Providing children with positive strategies for resolving conflict, based on age and stage of development.
- Arranging learning opportunities which reflect the interests and experiences of each child and family incorporating their immediate environment and culture as well as ethnic heritage.
- Planning indoor and outdoor experiences which enhance children’s body awareness, spatial orientation, sensory integration, and motor planning using large and small muscles.
- Fostering children’s language development and communication skills through many opportunities rich in print, listening, speaking, reading signs and symbols, and experimenting with writing tools. Consideration is given to family and community perspectives.
- Providing creative experiences and material for children to express themselves through art, dramatic play, block building and construction, as well as music and movement.
- Stimulating critical thinking and problem-solving skills through discovery experiences and investigations
- Guiding and supporting children in the development of social skills that help them learn to initiate play with others, use words to express “wants and needs” and maintain interaction with others during play
- Planning curriculum goals and objectives that appropriately assess children’s progress
- Fostering appreciation of beauty in the natural environment and respect for animal and plant life in the immediate community

As an employee of BCDC, you are expected to adhere to the NAEYC Code of Ethical Conduct. You are provided with a brochure that gives the complete Code, which are based on the following commitments. All staff is required to read the Code and sign an agreement of commitment.

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and the family
- Recognize that children are best understood and supported in the context of family, culture, community, and society

- Respect the dignity, worth, and uniqueness of every individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Working with Families

Within the family are young children's first and most important teachers. Our center staff and family members work together to create a program that truly reflects the lives of our children, families, staff, and community. In order to operationalize our belief, we make every effort to be culturally responsive by affirming human differences and by respecting the rights of participants to make choices about their own lifestyle. We seek to recognize, appreciate, and respect the uniqueness of each child and, in doing so, ensure that the child's positive regard for self and others is observed. We implement curriculum plans that reflect the uniqueness of families. They support home values, beliefs, experiences, and language.

Five Core Concepts of Kentucky Strengthening Families:

- 1) All families have strengths and skills that are protective factors
- 2) All families face adversity at times and strong relationships help buffer this (toxic) stress
- 3) Families know their children best and all families should be respected
- 4) Early experiences are important because they impact both the child and family in positive and negative ways for a lifetime
- 5) Kentucky Strengthening Families promotes these concepts through small but significant changes in everyday actions

Kentucky Strengthening Families Six Protective Factors:

- 1) Parental Resilience-Families bounce back
- 2) Social Connections-Families have friends they can count on
- 3) Knowledge of Child Development-Families learn how their children grow and develop
- 4) Concrete Support in Times of Need-Families get assistance to meet basic needs
- 5) Social & Emotional Competence of Children-Families teach children how to have healthy relationships
- 6) Nurturing and Attachment- Families ensure children feel loved & safe

Staff are responsible for knowing and using this model.

75% of staff of staff and administration will complete professional learning activities related to strengthening family engagement for All STARS.

Effective communication with families strengthens the quality of the program. Staff-family communication should include the following:

- Opportunities for obtaining information about the child in care
- Encouragement of family involvement within the program
- Family-teacher conferences conducted as needed, but at least twice a year
- Home Visits at least once a year
- Ongoing communication with families regarding the well-being of the child in care

Home Visits

Teaching staff is required to visit each child at the beginning of the academic year in their home. The purpose of the visit is to become familiar with the child and their family in an environment that is comfortable and authentic for the family. During the home visit the teaching staff will perform the Speed Dial screening tool. If a home visit cannot be scheduled arrangements can be made for a “school visit.”

Conferences

Two family conferences are scheduled during the school year, one at the end of the fall semester and one at the end of the spring semester. However, a family member or teacher can request a conference as necessary to support positive child development and learning. During these conferences, we discuss assessment procedures, child’s development and learning, and work with families to help children participate successfully in BCDC when professional values and practices differ from family values and practices. We strive for communication with families regarding a child’s assessment to be sensitive to family values, culture, identity, and home language.

Specialized Consultants

It truly takes a village to raise a child. It is important that the teaching staff of BCDC collaborate with professionals of other disciplines to educate and care for the whole child. Teaching staff is asked to build community partnerships and work effectively as a team to make the early ears count. Being on the campus of Eastern Kentucky University affords staff, families, and children the opportunity to use resources free of charge. Services included Occupational Therapy consults, Speech Therapy consults and clinical therapy, Psychology consults and clinical therapy, among other consultation services. Arrangements are to be made by faculty or clinical directors in the program area of need. These services are offered during the academic year and many times during the summer months as well. Contact numbers can be found in the campus directory.

Assessment

Assessment is a vital part of the Burrier Child Development Center program. Appropriate assessment methods are developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping us improve our educational and developmental interventions. Our staff understand the purpose, values, and uses of assessment. We frequently meet to discuss the evaluation of our screening practices.

We support and follow the NAEYC position statement on assessment and adhere to the following indicators of effective assessment practices:

- Ethical principles guide our assessment practices
- Assessment instruments are used for their intended purposes
- Assessment are appropriate for ages and other characteristics of children being assessed
- Assessment instruments are in compliance with professional criteria for quality
- What is assessed is developmentally and educationally significant
- Assessment evidence is used to understand and improve learning
- Assessment evidence is gathered from realistic settings and situations that reflect children’s actual performance

- Assessments use multiple sources of evidence gathered over time
- Screening is always linked to follow-up
- Use of individually administered, norm-referenced tests are limited
- Staff and families are knowledgeable about assessment

Speed Dial

At BCDC, we use the Speed DIAL-4 as our screener. This tool helps us identify the children in need of further diagnostic assessment. **This is an abbreviated version of the full DIAL-4 test.** Speed DIAL-4 provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores. The tool covers motor, conceptual, and language development. The Speed DIAL is used statewide and has been extensively tested. The screener takes about 20 minutes and we typically prefer to complete during our Home Visits or within the first month of attendance at BCDC. However, the Speed Dial is designed for children beginning at 36 months. If a child has not turned three at the beginning of the academic year, then the screening will be delayed until after their 3rd birthday. We ask that if screenings have been conducted within past 12 months, they be shared with us. It may be decided that further screening not be performed.

The BCDC staff meet after all screenings have been conducted to discuss results, as well as our screening process.

We strive to have 50% of our teaching staff have professional learning activities in developmental screening for KY All STARS.

Teaching Strategies GOLD

We believe in authentic, ongoing assessment of young children. To that end, we use the Teaching Strategies GOLD checklist in addition to compilation of portfolio items. The Developmental Continuum has been evaluated for reliability and validity and meets the NAEYC assessment standards.

In addition to the GOLD Developmental Checklist, samples of children's creative interaction with materials, events, and people will be organized in a portfolio. The portfolio will provide evidence of individual growth, development, and learning. During the school year staff members will collect photographs, observations, artwork, constructions, stories, documentation of project work, etc. The collection of concrete materials will be utilized to show the capabilities and accomplishments of each child. Collaboration with families will give staff members opportunities to make contributions about activities in which your child participates at home, information about how your child interacts with others, and individual differences unique to your child's temperament and personality.

Upon completion of the fall semester, data collected for the portfolio will be shared during individual family conferences. Staff will assess the evidence collected, determine the growth, development, and learning observed in all areas of development (physical-motor, language, emerging literacy, cognitive, creative, and social-emotional). At the end of the school year staff will compile a typed report from the analysis of information collected. The information will be organized in a notebook provided by teachers and presented to families during the final conference at the end of the school year.

Curriculum

Creative, emergent, and collaborative are key words associated with the process of developing and experiencing curriculum in our center. **Creative** reflects the inventive and imaginative nature of young children; it offers numerous avenues by which young children can express their ideas and investigate their questions. Creative signifies that the process of

learning is open-ended, divergent (not everyone learns the same thing at the same time in one group, facts are not “transmitted” from an adult, the range of information is not confined to “academics”, and the expression of achievement is not the “right answer”). **Emergent** focuses on the current interests and learning opportunities available from children, families, staff and community events. Emergent means that planning “what” happens in the classroom evolves from the life of the participants. It conveys flexibility and genuine interest in children’s ability to think and contribute to relevant learning, eliminating trivia and cutesy stuff. **Collaborative** emphasizes that all participants (teachers, children and families) share responsibility in planning, organizing, and implementing meaningful opportunities for young children to learn. It suggests that ample time is required for reflection on children’s exploration and expression of ideas or thoughts by children and teaching staff. Review and discussion of children’s participation provides clues about the direction of involvement, the kinds of materials needed for symbolizing ideas, and the type of adult or peer support needed to extended participation. We work together to create interesting and worthwhile learning experiences with young children and their families.

Webbing

Webbing is a process we use with staff and children to learn “what” participants currently know about topics, questions, or themes. It is helpful in providing opportunities for us to see the relationships or interconnectedness of our ideas and thoughts. Webbing promotes flexibility and originality in learning to think; it sets the stage for linking past experiences with current ideas and materials for exploration. In addition, webbing is a way to record the development of concepts. It is a tool for documenting “ways” children use to show how their ideas, plans, or thoughts go together. It is an expedient process for assessing the learning opportunities available to young children; and, to acquire a picture of how plans contribute to the development of the whole child. Examples of children’s growth of knowledge via webbing **project work** is a significant aspect of programming with young children. All projects involve the process of investigation or exploration of questions, topics, or ideas (may include use of library, Internet, field trips or resource people, and experimentation with materials as well as designs). It includes forms of symbolizing ideas through creative expression such as art techniques, creative movement and dramatic play, music, block building and construction. Project work acquaints children with many techniques for documentation of the questions or hypotheses and investigation from beginning to end (taking pictures, using the computer, videotaping, audio recording, drawing, etc.). Project work is scheduled during independent choice time so children will have access to many materials located in the numerous learning centers and so they will have ample time to explore. Examples of questions or topics include – “Do grasshoppers hop or fly?”, “How do fish float?”, “How do you make the color orange?” “How does your elbow bend?” “Is nighttime a big shadow?” or “Feathers, wings and flight,” “Bread, bread, bread,” “Places we live”, etc. Not all children work on the same project; children who have interest in similar topics or questions become involved in project work. Some children will participate in the learning centers exploring and creating with the materials available for them. Keep in mind that young children will gradually become familiar with project work. Over time they will develop the appropriate techniques for sustained involvement. They will experience various forms for expressing and symbolizing their ideas.

Documentation

Documentation is the use of various techniques (photos, drawings, video and audio recording, computer descriptions, etc.) to record children’s participation with materials, events, and people during learning center time, indoor and outdoor, or during project work. Documentation boards will be created to show children’s experiences from the beginning of a project to the

culmination of their efforts to investigate, collect information, test their hypotheses, and symbolize their thoughts and ideas. Hopefully, documentation will tell a story about the developing stages of children's thinking, recognizing or reinventing, and problem solving during the investigation of a topic or interest. Importantly, documentation will provide a stimulus for children and adults to revisit experiences for clarification, further investigation from a different perspective, and examination of processes utilized to explore the topic or the question.

Culminating Events

Culminating Events bring a point of closure to phases of project work. They offer a time to celebrate with family and community children's fascinating efforts to investigate a topic or interest and to symbolize their ideas creatively with concrete materials.

Teachers who are responsible for designing lesson plans for children will be given weekly planning time. Head teachers will be given 2.5 hours over the course of the week to plan. Head teachers will also have 1.5 hours each week to collaborate with each other. Teachers teams (head teacher + assistant teacher) will have at least 2 hours each week, during nap time, to plan together.

Supervision of Children

Teaching staff supervises children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the book nook area, or putting something in their personal cubby). When outside, teaching staff are assigned to specific areas that are near equipment where injury could occur. At snack time, teaching staff sits and eat with children and engage them in conversation.

If the outside air becomes hazardous due to high levels of air pollution from smog or heavy traffic for participation of outdoor play the teaching staff will take the children to the gross motor room for large muscle play indoors.

Guidance and Classroom Management Techniques

The following is taken from the parent handbook regarding our philosophy on guidance. This information is shared with parents during parent orientation.

Our policies comply with federal and state civil rights laws.

Helping young children acquire appropriate social skills, constructive ways to express feelings, and strategies to develop self-control are critical parts of an ongoing process in the early childhood classroom. Children need support and structure appropriate to the age and stage of development in order to gain control over actions and use of words while interacting with others. Children benefit from a well-organized environment with interesting materials and challenging equipment. They play more appropriately when given opportunities to make choices and engage in activities during large blocks of time. Children participating in the Burrier CDC experience a predictable routine and daily schedule that contributes to a sense of security. They learn to monitor and to engage themselves in purposeful activity.

Regarding **direct guidance** of young children, teachers in the Burrier CDC demonstrate a respectful attitude toward children as they talk with them and model appropriate ways to communicate with others. They show warmth and caring. Other techniques teachers use include redirecting children as needed, affirming appropriate behaviors and using consequences that "fit the action". Taking responsibility for one's actions is emphasized through discussions about problem solving, limit setting, and how to resolve conflicts.

When **inappropriate behavior** occurs, the following actions can be taken:

- 1) Intervene promptly if the action is hurtful or harmful to self, others, or property.
- 2) Support the child to achieve a calm state so you can talk about the situation.
- 3) Acknowledge feelings shown during the incident
- 4) Engage in problem solving or restate the limit;
- 5) Provide a tension releasing activity (such as water play, shredding an old newspaper, manipulating play dough or clay, rocking, using puppets to act out situations, read a comforting or calming book, etc.);
- 6) Discuss ways your child can be responsible for his or her actions; and
- 7) Talk about “why” it is important to use appropriate actions and words.

Other steps will be taken by the teaching staff to examine the “cause” of the inappropriate actions or words. Checking the environment regarding design of space, type and quantity of materials, schedule, transition techniques, status of child’s health or stress level, etc. Implementing keen observational skills can help staff by proactive in monitoring children’s interactions with others as well as materials.

Please Note: At no time will children be subjected to physical punishment, or psychological abuse, or coercion. Examples of physical punishment include but are not limited to: shaking, hitting, spanking, or slapping. Examples of psychological abuse include but are not limited to: shaming, name calling, ridiculing, or humiliation. Example of coercion include but are not limited to: rough handling, forcing a child to sit down, lie down or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

Recurring Unacceptable Behavior

The goal of our policy on Recurring Unacceptable Behavior is to limit or eliminate the use of suspension, expulsion and other exclusionary measures.

When a child continues to show unacceptable or disabling behavior, the following procedures will be implemented:

- 1) The child’s behavior will be recorded, dated, and initialed by staff members involved.
- 2) Staff will meet to discuss the behavior and to develop an ACTION PLAN to address the goals and needs of the child.
- 3) A family conference will be initiated to discuss the issues relevant to the situation. An INDIVIDUALIZED PLAN will be shared and revised, with family input, to assist the child in acquiring positive behaviors to use and to maintain consistent implementation of the PLAN.
- 4) When necessary, relevant resources and professional services will be recommended. If referrals are needed, the head teacher will request written permission from the family to contact therapeutic and support services.
- 5) The PLAN will be monitored by center staff and the child’s family in a timely manner to respond effectively to the situation. Staff and family will confer one week (as often as needed) after the PLAN is implemented to discuss the results. Modifications in the PLAN will be made as needed with family and staff collaboration.
- 6) If problematic behavior cannot be modified or if the intent and severity of the behavior is believed to be disabling to child or group of children, removal of the child from the program may be necessary until a PLAN is developed by relevant professionals. When the family, professionals and center staff collaborate in the implementation of a well-defined plan, then the child may be phased into the program to resume participation.
- 7) If the child’s participation interferes with the welfare of the whole group and no resolution to the situation occurs, disenrollment will be recommended.

Please note: if exclusionary measures must be taken, the program will aid the family in accessing services and an alternative placement.

Incident Log

Behavioral or physical incidents will be noted in a log. If the incident needs to be reported to a family member, a yellow slip of paper will be placed in the child's cubby. Staff will discuss the incident in a confidential manner with individuals involved. If staff cannot talk with you privately, the note will indicate the need for phone conversation or conference. **WE DO NOT DISCUSS INDIVIDUAL SITUATIONS IN THE PRESENCE OF THE CHILDREN OR OTHER FAMILIES!**

Corporal Punishment

(c) *Standards of conduct.*

(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:

- (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior.
- (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - (A) Use corporal punishment.
 - (B) Use isolation to discipline a child.
 - (C) Bind or tie a child to restrict movement or tape a child's mouth.
 - (D) Use or withhold food as a punishment or reward.
 - (E) Use toilet learning/training methods that punish, demean, or humiliate a child.
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child.
 - (G) Physically abuse a child.
 - (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - (I) Use physical activity or outdoor time as a punishment or reward.
- (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
- (iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,
- (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

(2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct

Confidentiality

Every effort will be made to maintain the confidential nature of the family-school partnership. The Privacy Act (PL93-579) safeguards privacy. No information will be shared with unauthorized persons without written permission from parents or legal guardians. Children's files will be kept securely locked to prevent unauthorized perusal. Only program administration, teaching staff, and students enrolled in CDF 450 are permitted access to student records.

BCDC adheres to the NAEYC Code of Ethics. "We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest."

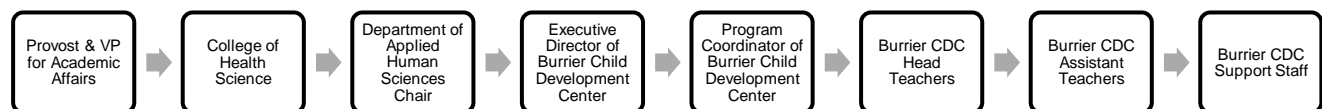
The Burrier CDC is a laboratory facility for the professional preparation of students from Child and Family Studies. Students enrolled and faculty at ECU utilizes the facility for observation and research. Notification of project and research activities is made available to families in writing and is provided the opportunity to determine participation or non-participation in such activities. If families participate, they are entitled to be informed of the project or assignment design, implementation, and results.

Responsibilities to College Students

The Burrier Child Development Center is a laboratory school for those interested in careers in working with young children and families. Staff will provide guidance and evaluation of students working in the classroom. Staff is to remain flexible and understand that the classroom is an opportunity not only for teaching and caring for young children but also adults perusing degrees in EC and other related degrees.

Employment Information

Organization Chart



Orientation Agenda

A new employee will receive the following at BCDC orientation:

- Program philosophy, values, & goals
- Expectations for Conduct based on NAEYC Code of Ethics
- Health, Safety, & Emergency Procedures**
- Diversity of Families
- Children's Needs (for those you are caring for)
- Acceptable and Unacceptable Guidance, Discipline & Classroom Management Techniques
- Daily Activities & Routines
- Program Curriculum
- Child Abuse & Reporting Practices

- NAEYC Program Standards**
- KY Licensing Requirements
- STARS for KIDS NOW Requirements**
- Additional Questions
- Follow up and additional information will be given during staff meetings.

** New teaching staff cannot work alone with children until they have received the initial orientation to the program and the job.*

*** These items will be followed up more thoroughly as needed*

Orientation Training

Staff are required by the State of Kentucky to complete a 6 hours of orientation training within the first 90 days of employment. Staff must implement orientation procedures taught during the training in the classroom. Additional Training, Planning and Professional Development. Each staff member will have a PD plan that aligns with state identified professional core knowledge and competencies.

From ECU Staff Handbook

New Employee Orientation (NEO) sessions are required for new employees at initial employment and/or when first occupying a benefited position with the University. The employment paperwork and payroll election process must be completed at the Human Resources office. Benefits election and enrollment will be completed through an individual meeting with a Human Resources representative (usually one week after orientation). See Human Resources New Employee Orientation website for additional information hr.ecu.edu.

Outside Employment

From ECU Staff Handbook

Staff employees are expected to devote their energy and efforts primarily toward fulfilling all assigned duties and responsibilities of their primary position for the University during their assigned work hours. Staff may engage in outside professional activities and/or other outside employment subject to the following conditions:

- Outside activities and/or employment may not interfere with the employee's obligation to fulfill regularly assigned duties.
- Employees may not use University resources to further their outside activities and/or employment.

Employees must avoid any situations in which their outside activities and/or employment may actually conflict, or appear to conflict, with their University assigned duties and responsibilities.

Attendance

All staff shall be at work on time and work their assigned scheduled hours.

BCDC staff will be expected to attend and assist with center activities as requested by the Center Director or supervisor.

From ECU Staff Handbook

Attendance and Punctuality

- Failure to report promptly at the starting time of a shift or leaving before the scheduled quitting time of a shift without the specific approval of the supervisor.
- Unexcused or excessive absenteeism.
- Failure to observe the time limits and scheduling of lunch, break or rest periods.
- Failure to notify the supervisor promptly of unanticipated absence or tardiness.

Work Arrival & Departure

It is the employee's responsibility to arrive and be prepared to start work at the beginning of the scheduled workday or shift. Each employee will be given an expected arrival time by their supervisor. Employees are expected to remain on the job performing the duties of their position until the completion of the scheduled workday or shift.

Breaks

BCDC Director will be responsible for the coordination of breaks for staff based on the number of working hours of each staff.

Staff may request a short and immediate break when unable to perform duties.

From EKU Staff Handbook

EKU provides nonexempt employees with a paid break period of 10 minutes during each four hours of work. EKU also provides a reasonable meal period between the third and fifth hour of the work shift, unless exception is approved. During meal periods, employees are to be free from all work of any type. A meal period is unpaid and does not count as hours worked.

Time Sheets and Leave Reports

From EKU Handbook

Nonexempt employees must complete a time sheet via EKUDirect, Web Time Entry every two weeks, itemizing hours worked and absences, if any, during that payroll period. Time in and Timeout must be entered for all earning categories. Time should be entered in fifteen (15) minute intervals. (For example, 10:00 am, 10:15 am, 10:30 am, 10:45 am, etc.) If an employee is utilizing sick time, that time in and timeout must be entered in the sick time earnings category. For holiday pay, employees must enter time in and timeout for the day that is considered a holiday. All sick, vacation, holiday time, and EKU days must be entered during an employee's regular time scheduled/classified to work.

Exempt employees must complete all leave reports via the official method through EKUDirect Web Time Entry each month.

Falsification of a time sheet or leave report electronically or in paper format is grounds for disciplinary action, up to and including termination of employment

Salary

Teaching positions are salaried and based on a 9-month contract. The University will increase salaries based on cost of living increments each year, as funds are available. The director and department chair may request a salary increase based on a teachers' performance or increased education

From EKU Handbook

Compensation Philosophy

Eastern Kentucky University's compensation program is administered, to the extent possible, to help attract top talent, retain core employees, and encourage longevity, while efficiently using available resources. The University uses a salary structure composed of job grades and establishes a salary range for each staff (nonfaculty) position within the salary structure. Each position is classified into a job grade based on factors such as essential job responsibilities, education and experience job requirements, and other compensable factors.

Employment Status Definitions

The University classifies employees for administrative and payroll purposes according to the following definitions:

- Exempt. Employees whose positions meet specific exemption tests established by the Fair Labor Standards Act (FLSA) and state law, and who are exempt from overtime pay requirements.

Nonexempt. Employees whose positions do not meet FLSA exemption tests and who are paid for overtime, as required by federal and state law

Change of Address, Name, Telephone Number, or E-mail address

When staff change their mailing address, telephone number, name or e-mail address please let the BCDC Director know as soon as possible.

Food and Beverages

In the presence of children, staff should not chew gum or candy. All beverage must have a lid (i.e., water bottle, thermos) and be kept out of the reach of children. Hot drinks such as coffee or tea should not be kept in classrooms.

Staff may eat snack with the children; however, it must be the snack that is being served to the children.

Staff may eat their lunch with the children; however, it must follow the same meal requirements as children. See below for expert from BCDC Parent Handbook.

Parents are asked to supply their child with a lunch from home each day. Lunches need to be brought to school in a labeled lunch box, and the meal must be suitable to be served at room temperature. No meals will be warmed for serving and no meals will be refrigerated.

In accordance with 922 KAR 1:120. Section 9 Title 995, lunch shall include

- (a) milk;
- (b) protein;
- (c) bread; and
- (d) 1. Two (2) vegetables,
2. Two (2) fruits, or
3. One (1) vegetable and One (1) fruit.

Meals that do not match these standards, will be supplemented using food from the BCDC. Parents will be notified of this.

All children will be provided with low fat 1% milk at meals and water at snack times.

Please do not send the following food items to the BCDC: fast food, soda, candy, or food that could be considered dangerous to children (i.e., nuts, whole grapes, popcorn, hotdogs cut into

rounds or whole, large/hard pretzels, raw peas or carrots, and chunks of meat larger than can be swallowed whole). These items will not be served and will be returned home.

Substitutes

The BCDC Director will arrange for substitutes when staff will be absent from work for appointments or personal reasons. You will need to send the Director an email request for leave at least two-week before the scheduled absence. The BCDC Director will let you know if the request is approved or not one-week before the request.

In the case of an emergency, you will need to call the BCDC Director as soon as possible to inform them of the absence.

It is strongly suggested that you try to schedule appointments for after-work hours or on scheduled days off.

Orientation for Substitutes and Volunteers Agenda

- Health, safety, and emergency procedures
- Guidance and classroom techniques
- Child abuse and neglect procedures
- Regulatory requirements

Please note: Substitutes, support staff, and volunteers and/or other service providers at BCDC may not work alone with children. They must be with, and supervised by, regularly scheduled teaching staff at all times.

Personnel Policies

Professionalism

Staff will be professional in appearance, attitude, conduct and conversation. Staff will not show favoritism toward any child or family. Personal opinions should not influence how any child; family or staff are treated or receive services. Staff will not involve families in personal or work-related problems. Any issues of concern should be referred to the Center Director, supervisor or Head Start Director.

From EKV Handbook

All University employees are expected at all times to exhibit professional behavior. This includes, but is not limited to:

- Maintaining a level of personal conduct, on and off the job, which is consistent with and supportive of the programs and policies of Eastern Kentucky University and which will not reflect discredit or disfavor upon the University.
- Dealing with coworkers, students, and the public in a respectful and courteous manner.
- Striving to perform their work at a consistently high level of quality.
- Obeying and upholding the laws of the United States and the Commonwealth of Kentucky and political subdivisions and jurisdictions thereof and adhering to all University policies and regulations.
- Following and promoting standards of safety and health on the job.

- Cooperating fully in all hearings and investigations conducted or authorized by the University.
- Maintaining the confidentiality of all University business, information, documents, and records and not discussing or otherwise making such available to another party either on or off duty without prior University authorization or as authorized by law;
- Notifying the University immediately of the failure to meet requirements of the employee's position stipulated at the time of hiring or reclassification. Such instances include, but are not limited to, loss of credentials, loss of certification, or loss of license. Violations may result in disciplinary action up to and including termination. Compliance with this policy does not alter the employee's status as an employee.

All staff will be responsible for personal cleanliness, neat appearance, and wearing clean clothes. Staff will look professional and not be dressed in a manner that would cause noticeable attention or embarrassment to others when working with children, parents, and staff.

Decisions about questionable dress or clothing will be made by the BCDC Director or supervisor. The dress code may be modified by the work location supervisor for events with a specified theme or center activities, as well as when BCDC is not open for children.

Staff should wear comfortable shoes for the job task. Tennis shoes or rubber soled shoes are recommended.

- Low-cut shirts, dresses, and blouses are not to be worn.
- Pants made of materials that fit tightly to the skin and normally worn for exercising should not be worn, which include sweatpants. Leggings must be covered with an appropriate length skirt.
- Dresses, skirts, shorts, and skorts shall be knee length. Dresses and skirts with split seams above the knee in the front, back, or sides may not be worn.
- Clothing that leaves either the midriff or below the natural waistline exposed to the view of others may not be worn.
- Staff shall not have visible body piercings, except earrings worn in the ears.
- Staff shall not wear strong scented perfume or cologne

Evaluations

Program Evaluations

Once a year, staff and families will have the opportunity to formally evaluate the Burrier Child Development Center program. Standardized surveys from NAEYC are utilized. Information is used to measure current goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning (policies & procedures, program quality, children's progress, family involvement & satisfaction). The findings are shared with staff during Tuesday faculty meetings and at the end of year review meeting held in May. The FCS faculty receive findings during the annual retreat in August and at bi-weekly faculty meetings. Families are typically only with us 9 months, so they do not receive the evaluation findings.

Staff Evaluations

Staff will be evaluated annually by the BCDC Director. A professional development plan will be created based on the staff-evaluation process and is updated annually. These professional

development plans may include a wide array of topics, including but not limited to: child growth and development; health, safety, and nutrition; professional development/professionalism; learning environments and curriculum; child assessment; family and community partnerships; program management and evaluation; and ethical issues

Professional Development

The program-wide professional development plan is based on staff and family surveys and well as assessments conducted throughout the year (ECERS, Checklists, ELLCO). The program-wide professional development plan is updated at least annually or as needed. The BCDC staff give their input on goals for the program-wide professional development plan and once completed, it is shared with all staff.

Our program-wide professional development plan, includes the following:

- Teaching staff have access to trainings that increase their cultural competence and reduce implicit and explicit bias.
- Teaching staff have access to trainings that deepen their understanding and ability to implement the program's curriculum.
- teaching staff have access to trainings in communication and collaboration skills to support a positive work environment.
- Teaching staff have access to trainings that are specialized to the developmental stages of the children they teach.
- Teaching staff have access to training relevant to the circumstances of children they teach.
- Program administrator(s) have access to training, technical assistants, and/or other forms of support that are specific to their administrative roles.
- We offer an initial orientation to the program's policies and procedures.
- We offer an initial orientation the curriculum you use.
- We offer mentoring and coaching experiences.

Prior to staff writing a professional development plan, they are observed by the center director and they conduct a self-reflection. Based on their observation feedback and self-reflection, all BCDC staff members write a professional development plan. These professional development plans are completed with 90 days of being hired and reviewed annually. Teaching staff are expected to engage in 15 hours of yearly professional development, and at least 50% of teaching staff will receive 10 hours of professional learning in curriculum or instructional practices or have the approved degree. The University will cover all training fees. Staff is also encouraged to participate in community or statewide interagency councils or service integration efforts. All teaching staff is required to be members of NAEYC, KAECE, and SECA. Funds are available for travel and professional organization fees.

All staff shall attend trainings and in-services as scheduled by the BCDC Director.

Personnel Files

All personnel files, including applications, transcripts, health-assessment records, documentation of professional development, and performance evaluations are kept in a locked cabinet in the program office.

Personal Items (when supervising children)

Items of a personal nature such as cell phones, purses and medication shall be stored in a locked cabinet out of the reach of children. You will be shown where to store your personal items during Orientation.

The use of cell phones is **not permitted** when supervising children. Authorized cell phones must be used for business use only. Disciplinary action up to termination shall be taken against any staff who utilizes a cell phone when supervising children.

Social media (i.e. Facebook, Instagram, Snapchat, Twitter, etc.) shall not be used to share information or pictures of Head Start clients. See Technology and Social Media Policy below.

Social Media Policy

This policy includes, but is not limited to, the following technologies:

- Social networking sites (e.g., Facebook, Snap Chat, Instagram)
- Blogs
- Discussion forums
- Collaborative online spaces
- Media Sharing services (i.e., You Tube)
- Micro-blogging (i.e., Twitter)

As part of our duty to safeguard children it is essential to maintain the privacy and security of all of all out families. We therefore require that:

- No photographs taken within BCDC or at BCDC specials events with the children, are to be posted for public viewing, except those of your own child. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- No public discussions are to be help or comments made on social mediate sites regarding BCDC children, families, or staff.

Social Media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept families as friends due to it being a breach of expected professional conduct unless they already know them in a personal capacity before their starts at BCDC. Staff should avoid personal communication, including on social networking sites, with the families with whom they act in a professional capacity.
- In the event that staff name the organization, BCDC, in any social media they do so in a way that is not detrimental to the organization.
- Staff observe confidentially and refrain from discussion any issues relating to work.
- Staff should not share information they would not want children, parents, or colleagues to view.
- Should report any concerns or breaches to the designated administration.

Any member of staff found to be posting remarks or comment that breach confidential, bring BCDC into disrepute or that are deemed to be a detrimental nature to BCDC or other employees, or posting/publishing photographs of the setting, children or staff may face disciplinary action in line with BCDC disciplinary procedures.

General guidelines for using social media:

- Personal security settings should be managed to ensure that information is only available to people you choose to share information with.
- Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it through social media.
- Maintain professionalism, honesty and respect.

- Apply a “good judgment” test for every social media post you make.

From EKV Handbook

Social Media

Employees who participate in social media should follow these guidelines:

- Employees should not engage in personal social media activities using a University email address or equipment.
- What is published on personal online sites should never be attributed to the University and should not appear to be endorsed by or originated from the University.
- Employees are prohibited from revealing any confidential, financial, sensitive or proprietary information about the University, its employees, students, alumni or donors and should comply with all applicable law and University policies when engaged in social media use.

Employees must not use social media during work hours in a way that interferes with their job responsibilities or the job responsibilities of others at the University.

Grievances

If you have concerns about the administration and operation of the Burrier Child Development Center or participation of EKV students, contact the BCDC Director. If your concerns are not addressed to your satisfaction, contact the Department of Family and Consumer Sciences Chair.

If you have questions about the classroom environment, learning opportunities for the children or children’s interaction, contact a classroom teacher. If you cannot bring resolution to your concerns or questions, contact the Burrier CDC Director. If your attempts to resolve your concerns are not met satisfactorily, **after pursuing the previous channels**, discuss your concerns with the Department Chair.

Questions Concerning Responsibilities

Comments, complaints, or questions concerning your job responsibilities, assignments, or performance are to be directed to the BCDC director.

Mandated Reporting Responsibilities

Applicable

This policy applies to all staff, substitute staff, parents, and volunteers in the child-care setting.

Communication

Staff and volunteers will receive a written copy of this policy in their orientation packets before beginning work at this facility. All parents will receive a written copy of this policy in the parent handbook. A copy of this policy will be posted on the parent bulletin board in each classroom. Staff, parents, and volunteers will receive written notification of any updates.

Procedure and Practice

Any and all suspected cases of child abuse or neglect will be reported immediately to the Department for Community Based Services or the child abuse hotline without repercussion to any staff member. We follow Kentucky laws for reporting child abuse and neglect. Those who

work with children are legally required to report abuse and/or neglect and cannot shift the responsibility of reporting to anyone else.

Known and suspected cases of abuse and/or neglect are reported to the Child Protection Hot Line (1-877-597-2331) or to the Protection and Permanency office of the county in which the child resides. The following link provides a local Protection and Permanency office search by county: <http://chfs.ky.gov/dCBS/serviceregions.htm>

Staff members accused of child abuse may be suspended or given leave pending investigation of accusation.

Suspicious that a child is in immediate danger will be reported to 911. What to report:

- A report should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment
- Include a word-for-word account, without editing, of what the child said and who was present when the child revealed the abuse
- Record the child's emotional state, gestures, and facial expressions and what was happening at the time the child revealed the abuse
- The report should also include a careful description of the size, shape, color, location and drainage of any obvious, physical injury, and, if necessary, a drawing describing the injury

Staff who report suspicious of child abuse/neglect where they work are immune from discharge, relations, or other disciplinary action for that reason alone, unless it is proven that the report was intended to harm.

Relevant Kentucky Revised Statutes

KRS 600.020 (1): Introductory Matters: Definitions

"Abused or neglected child" means a child whose health or welfare is harmed or threatened with harm by his parent, guardian, or other person exercising custodial control or supervision of the child.

KRS 620.010: Legislative purpose

Children have certain fundamental rights which must be protected and preserved. These include but are not limited to, the rights to adequate food, clothing and shelter; the right to be free from physical, sexual or emotional injury or exploitation; the right to develop physically, mentally, and emotionally to their potential; and the right to educational instruction and the right to a secure, stable family.

KRS 620.030: Duty to report dependency, neglect, or abuse

A child has a fundamental right to be safe and to be nurtured. Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately make a report to the local law enforcement agency or the Department of Kentucky State Police. The following persons are required to submit a more detailed report, including but not limited to: teacher, school personnel, child caring personnel, etc. Any supervisor who receives information from an employee report shall promptly make a report to the proper authorities for investigation. Reports will be assessed and investigated. Social services provided to children experiencing maltreatment.

KRS 620.990 (1): Penalty

Anyone that does not report child abuse or neglect may be charged with a Class B misdemeanor, which could result in a \$250.00 fine and/or up to three months in jail.

Definitions of Abuse

Physical abuse

This is infliction of injury, other than by accidental means, on a child by another person. Forms of physical abuse may be: hitting, biting, kicking, beating, shoving, burning, pulling of hair, or other non-accidental methods of causing bodily harm to a child would be covered under this definition.

Sexual abuse

Refers to sexual assault or exploitation of a minor by an adult, or between two children when one of the children is significantly older or there is a significant power differential between the children, or when coercion is used. Often included in this definition is touching of the breast, genitals, or buttocks of a child, penetration of the anus or vagina with an object, fellatio (oral sex on a male), cunnilingus (oral sex on a female), prostitution, exploitation or involvement of child in pornography.

Neglect

This is failure of a caregiver or custodian of a child to provide adequate care and protection for the child. Neglect may involve failure to provide sufficient food, shelter, medical care, clothing, or supervision to a child. Educational neglect may fall under this category.

Psychological or emotional abuse

This occurs when an adult conveys to a child that the child is endangered, unsafe, worthless, unwanted, or damaged. It may include verbal threats, terrorization, isolation, or frequent berating of a child by the adult

Accident and Health Procedures

Accident Reports

Accident reports must be completed on any injury that breaks the skin or causes bruising or any injury to the head. Parents will be asked to read and sign accident reports to ensure that they have been notified of the accident. The report will be kept in the child's file and a copy will be given to the parents. When an accident has occurred that requires hospitalization, the director will inform licensing body

Ensuring Children's Nutritional Well-Being

This information is shared with staff during our new employee orientation. We seek to have 50% of our staff training in the Food Handler's Policies. These certificates will be kept in your file folder.

Please ensure the following procedures are implemented when preparing foods for meals and snacks:

- Wash all fruits and vegetables before serving.
- Keep hot food hot and cold food cold prior to serving.
- Keep food covered before serving and protected against contamination.

- Do not serve foods that has been prepared at home or canned at home. Food must come from an establishment that has a current food service permit.
- Discard food that has been served.
- Discard foods with expired dates.
- Unserved food should be covered promptly, refrigerated, and used within 24 hours.
- Staff should never use plastic or polystyrene containers, plates, bags, or wraps when microwaving children's food or beverages.

For children of any age with specific feeding needs, staff must do the following each day:

1. Document the type and quantity of food the child consumes
2. Provide this information to the child's family

Hand Washing

All persons are required to wash hands to reduce the risk of transmission of infectious diseases and when:

- a) on arrival for the day,
- b) after diapering or using the toilet,
- c) after handling body fluids,
- d) before meals and snack, before preparing or serving food, or after handling any raw food that requires cooking,
- e) after playing in water that is shared by 2 or more people,
- f) after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals, and
- g) when moving from one group to another that involves contact with infants and toddlers.

Children are assisted as needed to successfully wash hands.

Adults also wash their hands:

- a) before and after feeding a child,
- b) before and after administering medications,
- c) after assisting a child with toileting, and
- d) after handling garbage or cleaning.

Gloves are not a substitute for hand washing but are **required** when a substance is contamination with blood.

All persons must follow the following procedures:

- 1) Use liquid soap and running water
- 2) Rub hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails.
- 3) Rinse well
- 4) Dry hands with a paper towel and,
- 5) Avoid turning off facet with clean hands. Use paper towel.

Teaching staff is expected to instruct children in these procedures.

Medication Policy

When a child who is enrolled at the BCDC and requires either prescription or over the counter medication while at school, the following procedures must be followed:

- 1) Parents must complete a medication form. Forms are available in each classroom.
- 2) Medication brought to school must be in the original container or in the prescribed bottle from the pharmacy.
- 3) All medication must be labeled with the child's first and last name and will be stored in a locked medicine box.
- 4) Staff are only allowed to administer over the counter medication if there is a specified dosage for the child's age on the bottle of medication.
- 5) Special medications such as epi-pens, inhalers, and medications for seizures or other health problems must be kept at the BCDC. The medication will be kept in a locked medicine box or cabinet, with a medication form attached specifically describing when and what dosage is to be administered. **Epi-pens, inhalers and allergy medication are the ONLY types of medication that can be kept at the BCDC over-night.**
- 6) Children who have either long term medical needs or allergies must have an allergy or emergency procedures form on file. Forms will be given out at the first home visit, center visits, or the first parent meeting. Children may not attend the BCDC without the required forms.
- 7) After administration of medication, the signed form will be copied, and one will be kept in the child's school file. The other will be sent home with the child.
- 8) Teachers are not allowed to administer any medication that has been mixed with juice, or in a container such as a sippy cup or bottle.

We prefer to NOT give medication at the BCDC. We ask parents to administer medication at home if possible

Sanitation Policy and Procedures

Teaching staff are to utilize the Cleaning and Sanitation Frequency Table posted in kitchenette and the children's bathroom. Sprays, air freshener chemicals, or deodorizers are not to be used. Proper ventilation will be used instead.

We follow the recommendation by NAEYC by using there, "Cleaning, Sanitizing, and Disinfecting Frequency Table." The following procedures are followed: a) Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized, b) Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and that reduce the spread of infectious disease, c) When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing, d) Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning, f) Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

A toy that a child has placed in his or her mouth or that is otherwise contaminated by body secretion or excretion is either to be washed by hand using water and detergent, then rinsed, sanitized, and air-dried.

Teaching staff is to maintain an environment free from harmful animals, insect pests, and poisonous plants. The program uses IPM treatment, so the least hazardous means are used to control pests and unwanted vegetation. These techniques include but are not limited to the following:

- Using various trapping devices
- Emptying trash containers frequently
- Keeping trash containers clean both inside and out
- Keeping full trash bags tied securely and placed in outdoor garbage storage areas
- Using tight fitting lids and/or closed dumpsters to store garbage outdoors
- Cleaning food particles and grease from kitchen appliances (toasters, ovens, microwaves, ovens, stoves, and refrigerators)
- Storing food products in plastic snap-lid containers or kept in the refrigerator
- Vacuuming and sweeping floors and furniture regularly, especially around eating areas such as kitchens and classrooms
- Cleaning food storage areas and shelves regularly, where pests may be harboring
- Inspecting children's book bags on a regular basis to prevent transporting pests from school to home
- Looking for rodent droppings and gnawing marks in food sources, which indicate a pest problem
- Keeping a log of time and place of pest sightings

When pesticides are required the ECU office of Pest Control is contacted (622.3147). Any pesticide use is performed during Thursday afternoons or Friday's after the children have left the program for the week. When pesticides are needed, we seek to use natural or biological substances or those that are the least toxic to humans and other nontarget organisms.

Sensory Table

Sensory table precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with each group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

Snack

At snack, children are not offered the following foods: hot dogs, whole grapes, nuts, popcorn, raw peas, and hard pretzels as well as a spoonful of peanut butter, chunks of raw carrots, or meat larger than can be swallowed. Whole grain foods are offered.

Toilet Training

It is desirable that children have acquired independent toileting skills prior to enrolling in the BCDC program. If children are not toilet trained the teaching staff will work with families on this issue. Families must provide only commercially disposable diapers or pull-ups unless the child has a medical reason that does not permit their use. Documentation provided. Teaching staff will check at least every 2 hours for signs that diapers or pull-ups are wet or soiled. Children will be changed when they are wet or soiled in the designated changing area ONLY. This area is a mat used only for the purpose of changing diapers or pull-ups and is sanitized after each changing. Soiled diapers will be placed in a sealed plastic bag and placed in a trash out of the

reach of children. Teachers will follow the sanitation procedures outlined in the cleaning and sanitation table.

Emergency Procedures

Emergency Phone Numbers

Eastern Kentucky University Police Department (EKUPD) is open 24 hours a day. All criminal activity, fires, life threatening behavior/language, or other emergencies on the Richmond Campus should be reported immediately by dialing 911 from any campus telephone or, if by cell phone, **859-622-1111** (we recommend programming this into your speed dial). Deaf or hard of hearing individuals may access the Department's TDD by calling **859-622-6279**, and/or they may text message someone who can inform authorities. Be sure to specify where you are, whether you are on EKU's campuses, and your exact location.

Note: If the reporting party is located on the EKU Richmond Campus and uses a campus phone, dialing 2-1111 or 911 will achieve a direct connection with the EKUPD Dispatcher. The EKUPD Dispatcher will notify and coordinate any outside resources needed for assistance:

- Richmond Fire/Rescue Department
- Madison County Emergency Medical Services
- Richmond Police
- Madison County Sheriff
- Kentucky State Police
- Others that may apply

If you are off the EKU Richmond Campus, report all criminal activity, fires, life threatening behavior/language, or other emergencies, by dialing 911.

Calling 911 from your cell phone may connect you with the Madison County Dispatch Center, or other appropriate Dispatch Center based on your physical location. The 911 Dispatch Center you reach will notify and coordinate the resources you need (e.g. Police, Fire/Rescue, Emergency Medical Services) for the location you are in. Again, always be sure to specify where you are, whether you are on EKU's campuses, and your exact location.

Program the EKUPD 859-622-1111 and 911 telephone numbers into your mobile devices to ensure quick access to this resource when needed.

Register to be a recipient of the EKU Alerts Emergency Notification System.

<https://www.getrave.com/login/eku> <<< (Registration Link)

<https://emergency.eku.edu/emergency-notifications>

(Create an account by using the REGISTER button in the upper right portion of your computer screen) (Note: Current EKU employees, and registered students, are automatically enrolled in Rave)

EKU Alerts is the University's system for notifying students, faculty, and staff in the event of a disaster, or other emergency, that takes place on campus. Emergency information and instruction may be sent using one or all the following methods:

- 1) Text message to your cell phone.
- 2) Audio message to a cell phone or other telephone.

- 3) Email notification to your EKU email account.
- 4) Outdoor notification system (Sirens).
- 5) Indoor notification systems (Computer Pop Ups and Alert Beacons).
- 6) Designated EKU websites: (Main Website, Police Website, Emergency Management Website, Facebook, and Twitter).

If you receive an EKU Alert, share the information with others around you, and notify the EKUPD if you need help, have relevant information, observe suspicious activity, or need to report an event that is taking place.

Procedures in the Event of a Fire

The following disaster drills are practiced at the BCDC on either a monthly or every 3-month schedule. The following procedures are in place for each drill.

- Fire drills are practiced monthly.
- When the fire alarm goes off, children are encouraged to stop what they are doing, and hold a teacher's hand to evacuate the building. Children are evacuated, primarily, along the rear of the Campbell Building to the Jones Lot. Secondly, evacuation may be across Crabbe Street to the City Park.
- In the case of a real fire, parents would be notified to come and pick up their children. Teachers and staff take emergency information with them when leaving the building.

Procedures in the Event of a Tornado

- Tornado drills are practiced at least every 3 months.
- Children are evacuated from the classrooms, and moved to the inner hallway, by the staff offices. Children are asked to sit with their head covered by their hands.
- In the case of a real tornado, children may be relocated, if Burrier building is structurally damaged, to the Jones building, or another area that University officials deem to be safe. Parents will be notified to come and pick up their children.

Procedures in the Event of an Earthquake

- Earthquake drills are practiced at least every 3 months.
- The children are instructed to take cover by getting under a sturdy table or other piece of furniture, or against an inside wall, and protect their head, neck, and torso.
- In the case of a real earthquake, after shaking stops, children will be relocated past the Campbell Building to the Jones Lot, or another area that University officials deem to be safe. Parents will be notified to come and pick up their children.

Procedures in the event of a Chemical Event (or other hazardous materials release in the community, such as from industry, or from transportation)

- In the event of a chemical release at the Blue Grass Army Depot, faculty, staff, and students of the Burrier building will remain in lock down at the Center. A plan is on file with the University and Madison County Emergency Management Agency regarding the Enhanced Shelter in Place procedures, and an emergency kit is in place in the classroom. In the extreme case that the center is relocated due to a chemical event from the Blue Grass Army Depot, our plan is to self-relocate, meaning that the parents, guardians, or emergency contact persons, are responsible for collecting their children, when it is safe to do so, and transporting them to our reunification point, The Lexington Center in Lexington, KY.

Procedures in the Event of an Active Shooter

- If ECU Police issues an alert for an armed individual or shots fired on or near campus, the school will go into lockdown mode. All children will go into their classrooms and the classroom doors will be locked and blinds will be lowered to cover any windows. Children will stay in their classrooms until ECU Police send an all clear over the alert system.
- If the BCDC experiences an active assault situation, teachers will attempt to evacuate the area, with the children, if the threat is within the classroom. Or they will lock classroom doors, and children will gather in a specific location in the classroom, away from windows and doors, if the threat is outside of the classroom. Doors will remain locked until ECU Police come to the school, make entry, and resolve the situation.
- If children are on the playground, and there is a threat inside the building, children will be taken to the Jones building, or other area that teachers deem to be safe. Children will wait there until ECU Police resolve the situation and deem the area to be safe.
- In the case of any of these emergencies, parents are encouraged to NOT come to the BCDC until ECU Police resolve the situation and/or issue an all clear. Teachers would NOT be allowed to open classroom doors under any circumstances, so you would not be able to pick up your child.

Drills can be scary for children, even when practiced each month. We try to make drills fun and exciting and reassure children we are just practicing. In the case of a real threat, we will try to maintain this same demeanor, and reassure the children they are safe.

Employee Health and Safety

Health Requirements

Staff must have a TB skin Test, INH or Risk Assessment information prior to employment with the Agency and every two years thereafter documenting the individual is free of tuberculosis. Staff who have tested positive for tuberculosis will need to provide a lifetime INH Preventive Treatment Card and have it updated every two years.

Tobacco-Free Campus Policy

The use of all tobacco products, including but not limited to cigarettes, cigars, pipes, water pipes (hookah), electronic cigarettes, bidis, clove cigarettes and smokeless tobacco products (snuff, chewing tobacco, and dipping tobacco) is prohibited on all property that is owned, leased, occupied, or controlled by the University, or in any University vehicle. Tobacco does not include nicotine replacement therapies such as patches, gum or prescription medication intended to assist an individual in quitting the use of tobacco. Violations of this policy are subject to the corrective action and disciplinary procedures as set forth in University policy

Employee Well-Being

You can locate resources that support you in stress management, prevention and treatment of depression, and/or general wellness on ECU's Employee Assistance Program website: <https://hr.eku.edu/employee-assistance-program>. You can also find information about wellness opportunities at ECU at: <https://wellness.eku.edu>.

Appendix

NAEYC Program Standards (see appendix B)

An overview of the 10 Early Childhood Standards are provided in this orientation. You are also given the complete set of books that explain the accreditation process and all standards and criteria in detail. You are expected to know and provide information regarding all standards and criteria that pertain to your position at BCDC. We will discuss the accreditation and your responsibilities at length.

KY Licensing Requirements (see appendix C)

You are provided with a copy of the complete Kentucky Licensing requirements. We will highlight specific requirements, but you are expected and required to know all the requirements that pertain to BCDC.

KY All STARS Requirements (see appendix D)

You are provided with a copy of standards for the Ky All Stars childcare quality-rating system. We will discuss this process at length. You are responsible for seeing that the program adheres to these standards.