



UNLV/CSUN PRESCHOOL
LYNN BENNETT EARLY CHILDHOOD EDUCATION
CENTER
FAMILY HANDBOOK

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Dear Family Members:

Welcome to the University of Nevada, Las Vegas (UNLV)/ Consolidated Students of the University of Nevada (CSUN) Preschool. The preschool is housed in the Lynn Bennett Early Childhood Education Center (LBECEC) on the University of Nevada, Las Vegas campus. The mission of the UNLV/CSUN Preschool is to provide a model inclusive early childhood program that serves children (six weeks to five years of age) of students, faculty/staff, and the general public. We feel fortunate to have your child in our program and look forward to enhancing his/her growth and development through new and exciting experiences.

It is our hope that this family handbook will help you to understand our center's operating program, policies, philosophy, and goals and objectives. We urge you to read through the handbook to become familiar with it before your child begins. Please sign and return the Family Agreement form. You are invited to ask questions, drop in to visit with the staff, or participate in your child's class during a visit. Please feel free to contact us if you have any questions.

Sincerely,

The UNLV/CSUN Preschool Staff

PHILOSOPHY

The UNLV/CSUN Preschool recognizes the diverse needs, abilities, interests, and cultures in a setting where each child is valued and respected as a unique individual developing at his/her own rate.

We believe that each child's development is guided by a cooperative, diverse team of professionals through observation, interaction, and well-planned learning activities. Through promotion of a curriculum that provides age-appropriate and individually appropriate activities, equipment and materials, children have many opportunities to be actively engaged in the learning process.

The curriculum will promote the development of the whole child-physically, socially, emotionally, and intellectually-through a balanced daily schedule of individual, small group and activity-based learning experiences. We recognize the importance of working closely with families and acknowledging family involvement as an essential and vital component of the total learning process. Families are encouraged to participate in all activities within the program.

MISSION

The mission of the UNLV/CSUN Preschool is one of teaching, training and research. The preschool provides a model inclusive early childhood education program that serves children (six weeks to five years of age) of students, faculty, staff and the surrounding campus community. As the field of Early Childhood Education evolves to meet the growing needs of today's young children and their families, UNLV/CSUN Preschool will continue to play a leadership role in teaching, training, and research at the University of Nevada, Las Vegas.

GOALS AND OBJECTIVES

The goals of the UNLV/CSUN Preschool are:

- I. To provide a care and education program which will promote the physical, social, emotional, and intellectual growth of every child.*
 - a. To enhance gross motor skills.
 - b. To enhance and refine fine motor skills.
 - c. To use all senses in learning.
 - d. To acquire learning and problem solving skills and to expand logical thinking skills.
 - e. To expand communication/language skills in a developmentally appropriate manner.
 - f. To develop beginning reading and writing skills in a developmentally appropriate manner.
 - g. To acquire concepts and information leading to a broader understanding of their world.
 - h. To experience a sense of self-esteem, develop positive self-identity, independence, trust and confidence.
 - i. To demonstrate cooperative pro-social behavior.

- II. To structure a learning environment which allows children to explore, make decisions, and deal with problem solving experiences, using a variety of activities which are guided and extended by the teacher.*

- III. To provide opportunities for families to learn more about the development of their children and early childhood education and to enhance parenting skills through participation in the Preschool and with family activities. To provide a link between home and school.*
 - a. To establish a home/school relationship with all families.
 - b. To promote on-going written and verbal communication.
 - c. To provide family conferences.
 - d. To involve families in the classroom activities, program events and family meetings.

- IV. To provide opportunity for observation of children by students enrolled in child development, education, philosophy, nursing and other UNLV classes.*
 - a. To develop an observation schedule with students.
 - b. To clarify observation purpose and objectives.
 - c. To maintain communication with students and their instructors.
 - d. To review written guidelines for practicum students and observers.

- V. To provide research for faculty, staff and graduate students interested in the development, social interactions, and characteristics of young children.*
 - a. To establish a working relationship with those involved in research.
 - b. To review purpose of research.
 - c. To communicate with families regarding research done on-site.
 - d. To gain information from studies conducted to enhance program quality.

VI. To nurture staff (teachers, UNLV teacher assistants, administrative office personnel) through training, open communication and a commitment to UNLV employment policies and professionalism.

- a. To provide regular staff meetings.
- b. To conduct monthly training based on staff needs, UNLV employment policy, and state licensing policies. All staff participate in the daily routine care of all children to include: supervision, feeding support, changing and diapering, indoor and outdoor play activities
- c. To inform staff of local workshops, conferences and classes related to Early Childhood Education.
- d. To participate in on-going team-building and motivational activities.

UNLV is committed to Equal Educational and Employment Opportunity (EEO). Visit this weblink for further information: <http://go.unlv.edu/eoo/statements>

UNLV/CSUN Preschool Confidentiality Statement

The UNLV/CSUN Preschool provides confidentiality to your child's records. Registration and permanent files are kept in a secure location at the school. A formal assessment record is kept in the child's secure file with a copy to the child's portfolio in the classroom.

The following persons and agencies may have access to your child's records while they are enrolled due to University review, county or state review /inspection, safety, and accreditation review:

UNLV/ CSUN Preschool Administration Office and Head Teaching Staff

UNLV officials

Nevada Child Care Licensing

Nevada Quality Rating Improvement Systems (QRIS)

National Association for the Education of Young Children, NAEYC (at site inspection)

Southern Nevada Health District

Clark County School District (child with IEP on site)

Nevada Early Intervention Services (NEIS) (child with IFSP on site)

Therapy Management Group (TMG) (child with IFSP on site)

Please see the administration office for any further clarification.

PROGRAM DESCRIPTION

The UNLV/CSUN Preschool is a fully inclusive early childhood program which provides a safe and nurturing inclusive environment for infants and young children six weeks through five years of age. The program promotes the physical, social, emotional, and intellectual growth and language development of young children while responding to the needs of families. Our main focus is on the child. Therefore, the program is "child-centered". Each child is seen as an individual who takes an active role in his/her own learning by selecting activities from a variety of learning areas. Teachers and staff provide the time and opportunities for children to explore equipment, materials, and the environment and to engage in the activities. By allowing the children to plan and carry out their own activities, they become imaginative, self-directed learners and problem solvers.

The staff encourages the development of a healthy self-concept by providing an accepting environment in which children are allowed to explore and make decisions, learn through spontaneous active play in ways appropriate to each child's age and individual developmental needs with appropriate adaptations and accommodations. There is a block of time set aside each morning and afternoon for facilitating the preschool curriculum. During this time children are grouped according to chronological age. We encourage families to bring children for the entire preschool block of time, either the morning or afternoon block.

There are significant advantages to be gained from the balanced daily schedule and curriculum. Learning is augmented when the children are present for the sequence and progression of planned activities. There are increased opportunities for positive adult/child interactions and child/child interactions, therefore, facilitating social relationships. This schedule provides a consistent daily routine for the children. A balance of active and quiet, large and small group activities, as well as, individual one to one time, promotes development and skill building in all learning areas.

A collaborative team of regular education teachers and special education teachers, administrators, support staff and program specialist's work together with families to effectively assess, plan, implement and evaluate individual, as well as, program goals. The preschool staff use student portfolios to document the ongoing progress of each child's development. A student portfolio is a collection of student work that illustrates the student's interest, skills, and changes over time. The portfolios may contain family information, informal and formal assessment, IEP/IFSP, work samples, communications, and anecdotal information.

The UNLV/CSUN Preschool program responds to the needs of families by providing a safe and healthy environment for children while families pursue their own learning and vocations. Our program offers opportunities for families to learn about the development of their children through on-going family-teacher interactions and family participation in the classroom, family meetings, materials and human resources. Special events throughout the year for families provide social interaction for adults, children, and their siblings.

ENROLLMENT PROCEDURES AND REQUIREMENTS

Children six weeks through five years of age are eligible for the preschool program. Children age five on or before September 30 are not eligible for preschool due to kindergarten age requirement in Nevada. A plan is chosen at the time of registration and must be adhered to unless a *Change of Schedule Form* is completed and approved. Fees are considered tuition and like college tuition, are non-refundable due to holidays, illness or absence. There is no charge for university students on declared academic breaks (between semesters) during the calendar year when the preschool is closed and not in session. Faculty/staff and General Public families are on a 51 week tuition schedule with the last week in December as a holiday break with no tuition.

Registration: See dates for registration on the preschool website: unlv.edu/preschool

All registration is conducted online for each semester for UNLV Degree seeking students. \$25 registration fee per session.

Faculty/Staff and General Public registration is ongoing. Initial registration fee is \$125.

All category tuition rates are paid every two weeks throughout the year including summer sessions.

Currently enrolled families register first and are guaranteed their current schedule for the following semester with the opportunity to add additional time, if desired, prior to new families enrolling at the preschool.

REGISTRATION STEPS FOR NEW FAMILIES:

1. As a new family you will need to register on ONLINE WAITING LIST (OWL) and follow the directions for parent status. You may call the preschool to check your waiting list status (702)895-3779.
2. Families will be notified via email upon availability to register (make sure emails from preschool@unlv.edu do not go to spam). You will also receive a phone call once a space becomes available. You will have 48 hours to accept/forfeit enrollment.
3. Follow instructions in email to complete registration process. You will be required to provide a copy of your child's birth certificate and up to date immunization record.
4. If registration process is not completed within the 48 hours enrollment will be forfeited in the system.
5. **REMEMBER TO BRING IN YOUR FORMS AND PAYMENT**

Payment options are check, credit/debit card or money order. Cash is not accepted.

REGISTRATION FOR RETURNING FAMILIES

1. Registration for current **UNLV students** is in April for the Summer/Fall semesters and in November for Spring semesters. There is a \$25 registration fee for each session.
2. Faculty/Staff and General Public families renew registration forms in July and pay a \$75 registration renewal fee in January.

Student Rate Tuition Status

Student status must be verified by providing an *Account Summary* printout from MY UNLV, *My Academics* page from MY UNLV, and a *FERPA* form available in the Preschool office for each semester and/or summer. Verification must be provided as a **Degree Seeking Student** within two weeks of the start of the semester. If proof of student status is received after the deadline student rate will apply upon receipt, no retroactive credit will be given. Please note: One class must be taken during Summer Sessions I, II, or III in order to receive student tuition rate status for the summer sessions. If classes are dropped, student rate will be deleted and general public rate will be applied for the semester.

Faculty/ Staff Tuition Status

In order to receive Faculty/ Staff tuition rate, one parent (legal guardian) must be a full time employee with benefits at the University of Nevada, Las Vegas.

Child information

Child information and record forms containing parent or guardian names, authorized escort, physician's name, address and telephone numbers, as well as other medical information and authorization must also be on file upon admission. The UNLV/CSUN Preschool cannot assume liability for injuries which any child may suffer as the result of a families' failure to authorize emergency medical referral and care. Accordingly, the UNLV/CSUN Preschool will not permit enrollment by any child for whom such authorization is not provided.

On or before the first day of school, an up-to-date immunization record, a copy of your child's birth certificate and proof of health insurance must be on file. A health evaluation signed by a health care provider must be on file with 30 days of your child's first day.

CHANGE OF REGISTRATION INFORMATION

Please notify the Preschool staff immediately if there is a change of address, telephone number, family physician, authorized escort, schedule change, credit hours, etc.

CHANGE OF SCHEDULE

A Request for Change of Schedule form must be completed and on file if, for any reason, the original registration form schedule is no longer viable. Prior to approval of any change of schedule, it must be determined if there is space available. Changes will be in affect at the beginning of a full week. Schedule changes will be assessed a \$10.00 change fee.

WITHDRAWAL/REFUND POLICY (30 days notice)

Notification must be filed on a **Withdrawal Form**. You will be responsible for tuition fees thirty (30) days from the receipt of the Withdrawal notice (withdrawal notice will be time/date stamped upon receipt by the administrative office). Verbal notification to withdraw your child is not sufficient. Please stop by the administrative office to complete form. **This policy will be enforced.**

If you choose to withdraw your child without a formal withdrawal notification, you will continue to be charged fees. See page 15 LATE PAYMENT POLICY. A certified letter will be sent through the US Postal Service and will require a response within ten (10) working days after which time the account will be sent to collection through the Bursar's Office, University of Nevada, Las Vegas and your child will be administratively withdrawn.

If notification on a Withdrawal Form is made thirty (30) days prior to the start of the semester/summer session(s) you will receive a full refund of tuition fees paid with the exception of the \$25.00 registration fee.

The registration fee is non-refundable.

CENTER INFORMATION

HOURS OF OPERATION

The UNLV/CSUN Preschool is open from:

7:30 AM – 5:30 PM Monday - Friday

5:30 PM – 6:00 PM – Optional extended time, \$5.00 per day additional fee when scheduled into plan. Note: A change of schedule form must be submitted 48 hours in advance for this additional time 5:30p.m.-6:00p.m. There are three categories for enrollment (35% student, 35% faculty/staff, 30 % general public)

In the morning, preschool (ages 3-5) classes are from 9:00-11:45am. The p.m. program is from 1:00-4:00 p.m. It is recommended that children be present when preschool begins. Those who arrive later often miss important information for the day's activities. The full day plan continues with an afternoon program from 4:00-5:30 pm. An extension is offered to 6:00 p.m. when added into the child's planned schedule.

The Preschool is open year round and includes the UNLV Academic Calendar for fall, spring and summer semesters. For UNLV degree seeking students, longer university recess breaks (fall to spring semester, spring break, and summer break week at end of Summer Session III) are not charged when the child is not attending.

Holidays are included in two week tuition schedules for payment

January	Martin Luther King Day	September	Labor Day
February	President's Day	October	Nevada Day
March	Spring Recess (no charge)	November	Veteran's Day Thanksgiving Thursday/Friday)
May	Memorial Day	December (Last Week)	Winter recess (no charge)

DAILY SCHEDULE FOR INFANTS

Sweet Peas & Tadpoles Please check with each classroom for individual schedule variations. Accommodations will be made for children who need food or rest during non-scheduled time.

Infant and toddler schedules are subject to change daily based upon the needs of the child.

7:30-8:00 am	Greeting / Instruction from families / Quiet Activities
8:00-8:30 am	Feeding and morning group time
8:30-9:00 am	Routine care and free play
9:00-9:30 am	Physical activities (outdoor / buggy ride)
9:30-11:00am	Children involved in group learning activities: Sensory and Creative Activities, Language, Music and Movement, Interest areas, Playing with toys, Imitating and pretending, Enjoying stories and books
11:00-11:30am	Routine care / nap (non-nappers involved in activities such as games, sensory and stories)

11:30-12:00am	Conversation / language / clean up
12:00-2:00pm	Nap Time - quiet activities for non-nappers
2:00-2:30pm	Routine Care
2:30 – 3:00pm	Snack and clean up
3:00 – 3:30pm	Music, songs, finger plays
3:30-4:00 pm	Outdoor activities
4:00-5:30 pm	Indoor activities
5:30 pm	Closing

DAILY SCHEDULE FOR YOUNGER TODDLERS

Grasshoppers & Stars Please check with each classroom for individual schedule variations.

Accommodations will be made for children who need food or rest during non-scheduled time.

7:30-8:30am	Indoors: Free choice of centers
8:30-9:00am	Outdoor activities
9:00-10:00	Daily activities and diaper changing
10:00-10:15am	Snack
10:15-10:40am	Center activities
10:45-11:15am	Prepare for lunch/outside time
11:15-12:00pm	Lunch
12:00-2:00pm	Face cleaning, diaper changing, rest time
2:00-3:00pm	Center activities and diaper changing
3:00-3:30pm	Snack
3:30-4:00pm	Outside time
4:00-5:30pm	Indoor Activities
5:30pm	Closing
5:30-6:00pm	Scheduled extended time

DAILY SCHEDULE FOR OLDER TODDLERS

Caterpillar & Hearts Please check with each classroom for individual schedule variations.

Accommodations will be made for children who need food or rest during non-scheduled time

7:30-8:20am	Indoors: Free choice of centers
8:30-9:00am	Outdoor activities
9:00-11:30am	Daily activities and diaper/potty training
11:15am-11:45pm	Outside time/ lunch preparation
11:50-12:30pm	Lunch
12:30-2:00pm	Face cleaning, diaper changing/toileting, rest time
2:00-3:00pm	Center activities and diaper/toileting
3:00-3:30pm	Snack
3:30-4:00	Outside Time
4:00-5:30pm	Center Activities
5:30pm	Closing
5:30-6:00pm	Scheduled extended time

DAILY SCHEDULE FOR PRESCHOOLERS

Ladybugs, Butterflies, Bumble Bees, Rainbows & Sea Turtles

Please check with each classroom for individual schedule variations.

7:30-8:30am	Center opens. Arrival time, free choice of activities with teacher guidance.
8:40-9:10am/ or 9:10-9:40	Outdoor activity.
9:10-11:30am	Preschool Curriculum.
9:10-9:25am or 9:40-9:55 am	Circle time. Centers and activities available are reviewed and children plan where they want to go. Teachers lead a circle time where there are stories, finger plays, music and movement. Children transition to centers.
9:25 or 9:55	Learning Centers. The children work in the area they selected during circle/planning time. The teacher encourages the children to complete their selected activities. Once the selected task is finished the child cleans up and then may choose to go to another learning center. During the learning center time the teacher is facilitating the child's development in a variety of areas: guiding the child to complete the task, observe, explore, problem solve, create, communicate and discover. There is a balance of teacher directed small group and child directed activities. The learning centers that the children may choose from include blocks, art, dramatic play, manipulative, music and movement, writing, reading, math, science, computer, and snack.
11:15-11:30 am	Closing circle brings closure to the morning learning centers. Teachers lead a circle time where there are stories, finger plays, music and movement. Children are encouraged to talk about their experiences during morning learning centers.
11:30-12:00 pm	Outside time. Children may choose to play on the equipment, ride tricycles or interact with others in specific outdoor center organized by teachers. These centers may include a water table, painting, blowing bubbles, etc.
12:00-12:30 pm	Lunch
12:30-1:30 pm	Rest time. Resters either sleep or lie quietly with a book. Children who are enrolled for more than 5 hours a day must rest 20-30 minutes; resting time will vary depending upon age group. Non-resters will play quietly in the learning centers.
1:30-2:00 pm	Outdoor activities-Preschool Players
2:00-3:30 pm	Learning Centers (times vary according to age group) See above Learning Center description
3:30-4:00 pm	Outdoor activities (times vary according to age group)

4:00-5:30 pm	PM Program
5:30 pm	Closing
5:30-6:00 pm	Scheduled extended time

PAYMENT OF FEES

Fees must be paid at the time of registration. Fall and spring semesters registration will require two (2) weeks tuition fees plus a \$25.00 registration fee. Summer sessions (Session I – 3 weeks, Session II – 5 weeks, Session III – 5 weeks) are registered and computed separately. Fees for the first registered summer session must be paid in its entirety along with a \$25.00 registration fee for all registered summer sessions. Subsequent registered sessions will be paid in its entirety on the first day of that session. Attendance will be restricted if tuition for each subsequent summer session is not paid by the first day of the session.

All payments may be made by check, money order, debit or credit card. CASH IS NOT ACCEPTED. Notice of tuition fees due will be posted near the Procure touchpads. You can view your account balance by pressing the button at the bottom of the Procure screen.

LATE PAYMENT POLICY

Tuition payment is due by 5:00 pm on the second day of each pay period as per Tuition Payment Schedule posted at each drop box.

1. A late fee of \$10.00 will be imposed at 5:01 pm the same day.
2. Notification of past due tuition will be emailed at the end of the first week the payment is due.
3. If payment in full is not made by the end of the current pay period a second notice will be emailed.
4. If by the next due date, current and past tuition fees are not paid in full a certified letter will be mailed. A certified letter will allow a 10 working day response for full payment , after which your account will be turned over to collection through the UNLV Controller's Office and your child will be administratively withdrawn.
5. If your child is administratively withdrawn and you wish to re-enroll them, all outstanding fees must be paid and you will be required to register your child as a new student, pay a registration fee of \$25.00 plus two weeks tuition. Enrollment will be dependent upon space availability.
6. If payment is returned due to NSF, all future payments must be made by money order or credit card. A \$25.00 return check is required for each NSF check received.

REINSTATEMENT POLICY

To reinstate your child you must pay any delinquent fees, a re-registration fee and two weeks advanced tuition fees. There is a waiting list for each class therefore there must be space available in order to reenroll.

ARRIVAL AND DEPARTURE POLICY

You must sign your child in/out using the Procure touch pads when bringing and picking up your child. Please notify staff when dropping off your child to school and when picking them up. **We request that you drop off older preschool children first if you have an infant/young toddler and pick up the infant/toddler first at departure time.**

Here are some frequently asked questions:

WHAT IF SOMEBODY ELSE IS PICKING UP MY CHILD?

If you are having someone else pick up your child, you **must first make sure that they are listed as an Authorized Escort in your child's file.** Before they will be allowed to pick up your child for the first time they will need to go to the Administration office, show photo ID, and be finger scanned for signing in/out. Please remind all of your Authorized Escorts that they must have photo ID with them in order to pick up your child and they **MUST SIGN THE CHILD IN/OUT**, both in the classroom and on the touchpad.

WHAT IS THE CORRECT WAY TO CHECK MY CHILD IN & OUT?

When bringing your child to preschool, you will need to sign them in at the Procure touchpad. In your child's classroom you will sign them in on the sign in/out board located just outside the classroom. When picking your child up go to the classroom, sign them out on the sign in/out board just outside the classroom. Then before leaving the preschool, sign them out at the Procure touchpad.

Note: These procedures are set by licensing requirements.

WHY MUST I SHOW PHOTO ID TO PICK UP MY CHILD EVEN AFTER THEY HAVE BEEN ATTENDING HERE FOR AWHILE?

We use photo ID as a way to make sure that the identity of the person entering our facility is verified. Even though your child may have been attending the preschool for awhile, we occasionally will have staff review the identification process. By asking to see an ID before releasing the child, we are ensuring the child's safety.

CARRYING PHOTO ID WITH YOU AT ALL TIMES IS ADVISED AS YOU MAY BE ASKED TO SHOW IT AT ANY TIME WHILE IN THE PRESCHOOL.

REMEMBER – Although some of the above procedures may seem repetitive at times (especially when you are running late or in a hurry), please remember that they are in place to ensure the safety of your child. If you have any questions regarding these procedures, please ask in the office. We are happy to help. Thank You!

TOUCH PAD SIGN IN/OUT PROCEDURES

Scan finger or enter your 8-digit number and wait until your child's name appears. In/Out option will be displayed for choice. Press Finish button.

Children will not be released to anyone other than the parent/legal guardian or individuals listed as an authorized escort on your child's record form. If someone else is picking up your child, written authorization by the parent/legal guardian is required. Proper identification will be required and no child will be released to unauthorized individuals. In familial situations where your child's custody has been determined by a court, the Preschool requires that legal documentation must be provided at the time of registration, or thereafter, that states the relationship of the parent(s) or guardian(s) to the child and any legal requirements.

ACCOUNT BALANCE / MESSAGES

Go through the above steps, but stop before pressing Finish button press the buttons at the bottom of the screen to read messages and/or balance information. Then press Finish.

PICK UP PROCEDURES

1. Please sign your child out after you have picked them up from their classroom.
2. Please pick up your child at the end of their registered block of time unless other arrangements have been made.
3. Please telephone if you are delayed and will be late picking up your child. Late fees apply.
4. Before leaving, check your child's cubbies for newsletters, artwork, notes from teachers, etc.

A child will not be released to an individual who, in the opinion of the Preschool Staff, is impaired by alcohol or other substance and is not able to safely operate a vehicle.

5. A child who is left more than thirty minutes past closing will require Administration to call UNLV Public Safety. Children whose parents cannot be reached by the campus police will be placed in the custody of: **Child Protective Services (CPS)**
Telephone 702-399-0081

ADDITIONAL TIME (OVERTIME: AM/PM) Scheduled additional time may be requested for currently enrolled children. You must come in to the office to fill out a REQUEST FOR SCHEDULE CHANGE. Additional time is approved upon available space. You may not substitute additional hours for unused registered hours. Once approved it will become part of your scheduled plan and charged at a rate of \$5.00 per hour (or any part of an hour); an email will be sent with confirmation of the change. If you are late picking up your child (after the scheduled plan) you will be charged at a rate of \$10.00 for the first 15 minutes/\$1.00 per minute thereafter. For a planned exception to your registered schedule you may complete a **NOTIFICATION OF EXTENDED TIME (Temporary Only)** if approved. This is not for any ongoing difference in your schedule. The charge for this time is \$10.00 per hour.

FAMILY RESOURCE ROOM/LENDING LIBRARY

CIRCULATION GUIDELINES

1. All UNLV Preschool families may check out materials for a one (1) week period- no renewals.
2. Checkout is limited to three (3) items per family at any one time.
3. Materials must be returned by close of business on their due date.
4. Late Charges: Fines are .25 cents per item/day, up to \$5.00/item.
5. If an item becomes more than 20 days overdue, it will be declared lost and your preschool account will be billed for the replacement cost plus a nonrefundable \$10.00 processing fee.
6. Families with outstanding charges or overdue books will have their Lending Library privileges suspended until the charges are cleared.

LENDING LIBRARY MATERIALS

- Board and picture books
- Music CD's from around the world
- Educational videos for parents/guardians
- Student made books
- Puzzles
- Take-Home Backpacks for Toddlers/Preschoolers
- Activity Take-Home Packs for Infants
- Little Explorer computers
- Rainbow reading area
- Magazines
- Educational books for parents/guardians
- Fun activity books for families
- Games

HEALTH POLICIES

For children entering the Preschool, immunizations are required NRS 432A.230 (record must be on file with the Preschool Office on or before the 1st day of preschool). Please check with your pediatrician or Southern Nevada Health District (SNHD) for updated requirements for children ages birth to five years. Please make sure that your child's immunization record is up to date. **We are required by law to have a copy of the immunization record signed by a doctor or nurse and a copy of the child's birth certificate** before we can allow your child to attend the Preschool.

If an exemption is sought on the basis of a religious belief, a written statement of this fact signed by the parents or guardian and notarized shall be provided upon registration.

It should be noted that in an event of any vaccine-preventable disease occurs for which the child is exempted, the child for whom this exemption is claimed is to be excluded from the school or early childhood program for the duration of the disease event and/or threat of exposure. The child will be allowed back only when a health department representative is satisfied that there is no longer a risk of contracting or transmitting a vaccine-preventable disease.

HEALTH EVALUATION

Children who have not had a physical examination within the last year must have one. The physical may be done by a doctor or registered nurse. Evidence of this examination must be in the child's file within 30 days after initial admission.

ALLERGIES AND OTHER HEALTH PROBLEMS

We will have varied food experiences and snacks, and new foods will be introduced to some of the children. We also serve 1% milk (whole milk for Tadpoles, Grasshoppers/ Stars) at snack. If your child is allergic to any food or drink, please notify us in order to complete the appropriate forms. If there are any health problems, notify the director and classroom teacher. An Individual Health Plan (IHP) may be designed for your child.

* We promote a **Nut Free Zone** and request families to support this as you prepare your child's lunch for school.

MEDICATIONS

Whereas the State of Nevada, pursuant to NAC 432A.376, authorizes licensed preschools to administer medications to its students under controlled conditions and that this authorization is in the best interests of the operation of the preschool, the following medication policy for the UNLV preschool is approved.

1. The medications administered by the preschool must be plainly labeled (with pharmacy label) and contain the name of the child to whom it is to be administered as well as instructions from a physician regarding administration and dosages to be given.
2. The medication shall be stored in locked cabinets inaccessible to students or children. Upon the discontinuance of use of a prescribed medication, the UNLV/CSUN preschool shall destroy or return to the child's parent all unused medication.
3. The Director of the UNLV/CSUN Preschool or their designee shall be charged with administering the medications pursuant to the orders written by the physician.

4. A permission and medication request form must be filled out by the parent or guardian of the child prior to the preschool administering any medication to any child under their supervision. This written permission shall be renewed on a weekly basis.
5. The UNLV/CSUN Preschool shall keep all logs and records required under NAC 432A.376.
6. Copies of medication records shall be stored in both the UNLV/CSUN Preschool office as well as in the child's file to which the medication was administered.

**ATTENTION FAMILIES - IMPORTANT INFORMATION – PLEASE READ
PRESCRIPTION DRUGS AND OVER THE COUNTER MEDICATIONS**

Classroom staff may not accept medications from families. All prescription and over the counter medications must be brought to the main office by the family. Prescription medications and over the counter medications may not be stored in the classrooms (including children's cubbies, backpacks, etc.) Exception to this rule is diaper creams. However, diaper creams must be dropped off at the main preschool office – the office staff will return it to the child's classroom. Diaper creams will be stored in a locked cabinet in the classroom. **Diaper creams, lotions, lip balms must have a parent permission to administer form and Individual Health Plan (IHP) request prior to administering at school.** **If known allergies exist at the school to the ingredients in the type of lotion, cream or balm you request, the school may refuse to administer that particular supply.**

OVER THE COUNTER MEDICATIONS MUST

- Have a completed IHP on file and signed by the parent.
- Have a completed PERMISSION TO ADMINISTER MEDICATION with exact dosage and time to administer
- State duration of administration of medication.

PRESCRIPTION MEDICATIONS MUST

- Have a completed Permission to Administer Form by Attending Physician. Exact name of medication, dosage/frequency and begin date and end date must be complete.
- Have a pharmacy label on the drug with name of child and dosing instruction.
- Have a completed PERMISSION TO ADMINISTER MEDICATION by parent/guardian with exact name of medication, duration, dosage and time completed.
- Be picked up daily per state licensing

The UNLV/CSUN Preschool and its employees accepts no liability for administration of the any prescribed medication. By your signature, you are authorizing the UNLV/CSUN Preschool staff to administer to your child. You hold the Board of Regents of the University and Nevada System of Higher Education (NSHE) on behalf of the UNLV/CSUN Preschool harmless if any adverse reactions occur pursuant to your request to administer medication to your child.

UNLV/CSUN PRESCHOOL SICK CHILD POLICY

UNLV/CSUN Preschool is not a sick child care program. A child needs to be able to participate in the daily activities. **We do not diagnose conditions for families.** We refer all families to their pediatrician or primary care physician for diagnosis. A family will be asked to pick up a child when the following conditions occur: rash, multiple diarrhea (2x), vomiting due to possible illness, temperature 100 degrees or above, child complaint of aches or soreness.

Sick children may return to school when the following conditions have been met:

1. Child is fever-free for 24 hours without fever reducing drugs.
2. 24 hours on antibiotics when ordered by a physician.
3. Doctor's note to return to school accompanies any child sent home for possible contagious illness. (face or body rash, blisters, sore throat.)
4. When returning with special instructions or needs at school from a physician, a UNLV Preschool Individual Health Plan needs to be in place prior to returning to classroom. (See administration)

PLEASE NOTE:

Child illness is a confidential matter and should not be discussed with other families. As required by our regulatory agencies, we will post a contagious illness notification on the door for families in order to communicate the information in an appropriate manner. Exclusion policies are followed as noted by SNHD regulations.

NUTRITION

Healthful food choices plus regular activity equals growth and long term health. Malnutrition is common in young children. Food intolerances and food allergies need to be specifically identified so nutrient deficiencies do not occur. Children's behaviors are shaped both at home and at school. Balanced meals are important to provide adequate nutrients. Use the Food Guide [www.http://fnic.nal.usda.gov/dietary-guidance/myplatefood-pyramid-resources/usda-myplate-food-pyramid-resources](http://fnic.nal.usda.gov/dietary-guidance/myplatefood-pyramid-resources/usda-myplate-food-pyramid-resources)

Eating behaviors at home and at school should have adequate time, be a pleasant experience, and be devoid of conflict. Honoring children's preferences is important.

EMERGENCY PLAN

The UNLV/CSUN Preschool has a complete Emergency Management Plan (Ready to Respond) on site with the director and filed with UNLV Risk Management. Staff members are trained in emergency drills and evacuation (Fire, Shelter-in-Place, Chemical Drills, Earthquake, BBP, and campus emergency trainings) are conducted throughout the year. Evacuation sites include in the following order: 1. Paradise Elementary School (next door MP Room), 2. McDermott Physical Education Building, (MPE) (behind school southwest corner), 3. Thomas and Mack Center tunnel. A complete emergency contact profile is updated with UNLV Police services each semester. Further information on emergency plans is available in the Family Resource section in the Lending Library.

AUTHORIZATION The UNLV/CSUN Preschool must have on file for each child the signed permission authorizing first aid and/or emergency care at a local hospital if necessary. If a parent cannot be reached in case of emergency, a staff member will accompany the child for emergency service.

PROGRAM INFORMATION

PROGRAM ORIENTATION

You are encouraged to bring your child into the Preschool prior to their beginning of school. Arrangements can be made for a pre-enrollment visit by calling the Preschool Office. A family member must accompany the child at this time. This allows you and your child time to get acquainted with our staff and facility and helps to alleviate "first day" anxiety for you and your child. A family open house time is held at the beginning of Fall semester.

FIRST DAY OF SCHOOL

We want your child to feel comfortable during this first transition. Here are some recommended practices that have supported families:

Discuss the fun aspect of playing indoors and outdoors at school before arrival

Stay with your child to get comfortable with a story or activity center, if that seems to work best for you and your child.

Tell your child when you will return, give them a kiss and/or hug, then leave.

The teachers are prepared to help your child adjust and develop a sense of belonging.

Feel free to call the school during the day for an update.

ADJUSTMENT PERIOD

There is always a period of adjustment for children coming to school. Children who attend on an intermittent schedule may need a longer adjustment period. If at any time after enrollment, the family or staff find a child who is not adjusting or benefiting from a group situation, a family/teacher conference can be scheduled.

FEEDING TIMES FOR INFANTS

We respond to the child's individual needs. Infants may be on a specific schedule and discussion with the teacher is necessary in order to address changing, growing needs. It is the family's responsibility to prepare bottles and food items for the daily feedings (label with your infant's name and date, then place in the refrigerator). Please NO glass bottles.

The UNLV/CSUN Preschool has a campus lactation room on site. Please check in at the front desk for further information.

MEAL TIME FOR YOUNG TODDLERS

A feeding plan for each child younger than 18 months will be developed. The plan is to include instructions on feeding, schedule for feeding, whether the child will be fed breast milk, formula, or solid foods and when to begin feeding solid foods. How much the child eats will be recorded on a daily report given to families. The toddler program works on transitioning the child to using a cup and grasping finger foods. Younger toddlers may eat lunch at an earlier time during the a.m. session.

SNACK TIME

The preschool offers milk at snack time as part of the Special Milk Program: “Milk is provided free of charge to all participants by way of the USDA Special Milk Program, administered by the Nevada Department of Education, Office of Child Nutrition and School Health.

Special Milk Policy: “In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.”

Snack time is part of the UNLV/CSUN Preschool curriculum, therefore is offered twice daily. A snack menu is planned and part of the weekly lesson plan. If your child has any food/drink allergies, please let the teacher know and an individual health plan will need to be developed.

LUNCH TIME

Lunch is enjoyed from 11:30 to 12:30 (may vary slightly, check classroom schedule with teacher). Lunch is prepared from home with a drink in a lunch box with your child's name/date on the outside. There are refrigerators in each classroom for cold storage of all lunches. We encourage following the healthy food plate guidelines for childhood nutrition. Children are encouraged to eat *growing foods* first. Unopened food is returned to the lunch boxes, if possible, so that families can monitor the child's appetite and food preferences. Open containers must be disposed of once out in the open. When finished eating, all lunch boxes will be returned to the refrigerator and the children will clean their area with a wet towel before leaving their space. Families, please reference toddler feeding guidelines (posted in classroom). Check the following link for guidelines:

[www.http://fnic.nal.usda.gov/dietary-guidance/myplatefood-pyramid-resources/usda-myplate-food-pyramid-resources](http://fnic.nal.usda.gov/dietary-guidance/myplatefood-pyramid-resources/usda-myplate-food-pyramid-resources)

CLOTHING

Please dress your child in washable play clothes easily handled by them, especially during toileting. Tennis shoes or closed toe shoes are preferable because they provide more support for playground activity. Shoes with slick soles, thongs, and long skirts are discouraged as they interfere and get tangled with running and climbing. Wearing shorts under dresses is recommended for outdoor climbing and playing. Since 90 minutes of outdoor play is included in the full daily schedule, your child should have a warm coat during the winter months and a sweater on cool days. **Please label all clothes with the child's first and last name.**

CHANGE OF CLOTHING

Please bring a complete change of clothing for your child labeled with first and last name for use in case of accidents.(Infants/ toddlers may require up to 5 extra changes). Change of clothing will be kept in your child's cubby. Check the Lost and Found box in the Lending Library as lost items are displayed for two weeks and then given to Goodwill if not claimed.

Please check with your child's teacher for specific change of clothing requirements.

INFANT ROOM SUPPLY REQUEST (check the teacher's Welcome Packet)

On your infant's first day of school, please bring the following:

1. three complete changes of clothing, including socks
2. a sleep sack pacifier or teething items, if used by your child
3. diapers (enough for one week, but you may bring more)
4. two containers of infant wipes
5. six or more bibs to remain at the preschool
6. four or more burp clothes to remain at the preschool
7. a family photo.

***Please check daily, replenish as needed, and label all belongings with your child's first name and last initial.

DIAPER CHANGING

Staff follows a daily diaper change schedule for those children who are using diapers. Type of elimination (bowel or urination) is recorded and available to families by daily report. All trained staff will assist with diaper changing and toileting support.

LOST AND FOUND

Please ask your child's teacher first for the location of the lost and found in their classroom. At the end of each week classroom teachers will bring all lost and found items to the Family Resource Room/Lending Library. The Family Resource Room/Lending Library will keep the lost and found items for two weeks. The first of each month the Family Resource Room/Lending Library will donate the contents of lost and found to a local charity.

CUBBIES

Each child in the Center has an assigned cubby with his/her name on it. Please check your child's cubby daily for such reports, art project, newsletters, notes from the teacher, notices regarding special events such as field trips, program visits, etc. Some classrooms may have a file folder system for collecting papers to go home.

NAP / REST TIME

State of Nevada regulations require that every child in a facility more than 5 hours per day must have a rest period during the day. The Center provides cribs, mats or cots for children who rest. Please provide a crib sheet and a small lightweight blanket for rest if attending a full day program in toddlers and preschool. Infants use sleep sacks.

HOME CONCERNS

If something out of the ordinary is happening at home (new sibling, illness, moving, etc.), please let us know. Children react to even minor changes and we may be able to help your child through times that may be difficult with knowledge of the situation and gathering information to support.

FAMILY / TEACHER CONFERENCES

Family/teacher conferences are held in Fall and Spring. However, daily communication is welcomed and encouraged at drop off, pick-up and through phone calls and emails. Conferences can be arranged with the staff whenever the need arises.

MONTHLY FAMILY MEETINGS

Family meetings/activities are held monthly. Free child care is offered so that families may relax and enjoy guest speakers or events on various topics (literacy, nutrition, STEAM, Guiding Children's Behavior, etc.). Annual events include: Harvest Festival, Family Feast, Graduation and the Family Barbecue.

OPEN HOUSE

Annually at the start of Fall semester families, relatives and friends are invited to open house for an evening of fun. This is a time for you and your child to visit his/her classroom, meet the staff, check the classroom environment, activities, and ask questions. Most children move to a new classroom in August each year.

Transition Time: When a child or group of children move to the next classroom, the teacher will discuss with the family and director a plan for transition activities to the next classroom. Transition time supports a positive, comfortable experience for child and family. Transition plans are discussed between teachers for the child.

SPECIAL EVENTS

SHARING

Children may bring personal items to share when coordinated with the teacher. These days vary from classroom to classroom. If there is an especially unique item that your child would like to share, such as an animal, special visitor, etc. please notify the teacher first. Items will be kept in your child's cubbies before and after showing.

FIELD TRIPS

Field trips to various sites on campus are included as part of our curriculum. Notices will be posted in advance on the Family Board in your child's classroom or in their individual cubbies. Parent/guardian permission is required in advance before children may participate on field trips. (See Preschool Registration Form)

FAMILY VISITS AND PARTICIPATION

Families are welcome to visit and observe at any time. If you have questions concerning your child or the program, please schedule a time to discuss them with the director and/or your child's teacher. A recommendation box is available in the Lending Library. Please share your thoughts and ideas about the program. At least once a year families are asked to evaluate how well the program is meeting their child's needs for our NAEYC accreditation. Family input forms are available. The preschool encourages family participation and leadership roles for activities, events, etc.

SEASONAL ACTIVITIES

Seasonal events are celebrated with special activities, visitors, family involvement, songs and games, and with discussion and exploration of their cultural origins. We do not exchange gifts on any of these occasions. Special days are presented in a low-key child-centered manner and the teacher can provide the guidelines for classroom activities. It is important that all activities remain age and culturally appropriate. Families are encouraged to participate and support the uniqueness of their culture.

DISCIPLINE POLICY

POSITIVE BEHAVIOR SUPPORTS

The UNLV/CSUN Preschool believes in taking a positive approach to discipline. We set the stage in order to guide the children to be self-regulatory. Expectations and limits are consistently enforced. Through adult guidance and association with his/her playmates, the child is being prepared for self-regulation/self-discipline while respecting the rights of others.

A staff member may never use physical punishment, coercion (forcing a child to do what you want), or psychological abuse (shaming, ridiculing, sarcasm) when disciplining a child. Yelling, scolding, restraining, pushing, pulling, shaking, a child is **never permitted**. We follow the School-wide Behavior Expectations:

- Keep ourselves safe.
- Keep our friends safe.
- Keep our toys/ materials safe.

The approaches to positive guidance include:

- Model the desired behavior: attentiveness, respect, friendliness, cooperation, willingness to share, acceptance, manners.
- Attend to children who are being disruptive in a manner that allows the activity to continue without interference. Plan for smooth transitions through songs, engaging interactive participation.
- Encourage desired behavior by praising specific accomplishments and encouraging positive actions. Use positive verbal supports that are specific to the desired task.
- Be consistent in methods of managing behavior, staff must discuss, agree, and adopt uniform methods that are positive approaches.
- Speak slowly and clearly with the direction. Allow for wait time for child to process.
- If a child does not follow verbal direction, ask them if they need your help or the help from a friend.
- Distraction, redirection, and close proximity is effective when children are about to have a conflict.

Self-Regulation

Adults support self-regulation when children can answer these four questions about their activity:

1. What am I supposed to be doing? (Do I know what I am suppose to be involved in at this time?)

2. How do I know I'm making progress? (Is the staff encouraging me along the way?)
3. How do I know I'm finished? (Did the staff recognize that I completed the task?)
4. What am I supposed to be doing next? (Did I receive a choice for the next activity or a time limit.)

Limitations and Discipline

Follow the school-wide Positive Behavior Supports (PBS) expectations. Be positive! Eliminate the words "no", "don't", "can't", "quit", etc. from your vocabulary. Tell children what they can do, not what they can't do. Start with the word: "Let's" to support a positive response.

Instead of Saying	Say
"Don't sit on the table	"Please use the chair for sitting".
Don't hit the puzzle with the hammer."	"Let's hit the pegs with the hammer over here."
Quit hitting David."	"It hurts David when you hit him. Tell him if he is doing something you don't like."
"Don't throw the clay."	"You may play with the clay on the table. You may throw the beanbags inside or we will find you a ball to throw when we go outside."
"Be quiet."	"We use inside voices when we are inside. You may yell when we go outside." Let's practice an inside voice together."

- Address minor inappropriate behavior quickly before it escalate.
- Pay attention to and praise children when they are behaving appropriately.
Example: You have asked the children to put away the toys; after reminding "Mark" several times, he still isn't helping. Praise the children who are helping with clean-up and be sure to praise "Mark" if he puts even one toy away.
- When a child is being redirected, be sure to tell the child when the time will end and what activity is open for them. Review the 4 questions above to be sure the child has progressed through them.
- Try to help the child who is being redirected to understand his/her own feelings and the feelings of others at that time.
- Once a child has been redirected, allow for a guilt free fresh start.
- Never touch a child in a harmful or forceful way. Avoid putting your hands on the children to force them to comply. There may be times that an angry or overly aggressive child needs support for safety purposes; attempt to do it in a calm fashion explaining to the child how you can help them when they are ready to play. Offer

choices.

POSITIVE BEHAVIOR TEACHING STRATEGIES

- Try alternative accommodations in lieu of physically holding a child. Restraining a child's arms/ legs is not permitted. Allow the child time to de-escalate behavior. For example, when a child is screaming or crying loudly, use a "hands-off" approach for a few minutes. Offer a re-direct activity choice or walk with the teacher to talk about it.(A or B). Stay near the child to assist with support for the child. It lets the child know you are near. Always speak in a calm voice.
- When you become irritated and upset, it can aggravate the situation. If you find yourself getting upset or frustrated, ask for assistance, count to 10 (silently) or ask to leave the area temporarily. Someone is always available to assist. Staff may request a break from a situation at any time.
- Try to anticipate problems rather than waiting for them to happen. Often just moving close to a possible problem situation will calm the child. Talk with the child. Work on prevention strategies with the staff.
- The few rules that we have for the safety of the children on the equipment applies to all children at all times and are to be consistently enforced.
- When you see children behaving inappropriately, speak with them about the incident, explain the consequences if they continue, and then follow through if the behavior continues. Example: "Mark" is throwing sand. Tell him, "The sand needs to stay on the ground to keep our friends safe." Do you want my help to show you or a friend's help with sand play?" If he/she continues to throw sand, follow through and help him/her to choose a different activity and tell them when they can rejoin the sandbox activity. "Are you ready to...", or "Let's go and" then the adult will need to follow through with an observation time and reinforce appropriate actions with positive verbal supports. Using a constructive approach for the child to develop self-regulation is recommended.
- Generally, the redirection used in the preschool is making a different choice or distraction for children in the toddler classroom. Challenging behaviors may require teaching social skills and intensive intervention using the pyramid model from the Technical Assistance Center for Social and Emotional Intervention (TACSEI). The head teacher in collaboration with the administration and team members will determine further action.
- Help a child find an outlet for his hostility or anger. Discuss feelings. "Tell Dana that you are angry with her." "How are you feeling?" A walk outside may help to calm a child.

- Look for genuine opportunity to develop a positive, warm, caring relationship and appreciation of children in your care.

ME AND MY SHADOW

Young children in a preschool setting are learning to be social. Oftentimes, during this stage of development, toddlers and preschoolers display challenging behaviors such as biting, hitting, grabbing, and scratching. In our program, one form of intervention utilized to extinguish these behaviors is called "Shadowing". This focused management technique involves adult monitoring with strategies that teach the child appropriate skills in order to eliminate the shadow on the child who is displaying the behavior. The purpose of shadowing is two-fold:

- To break up the pattern of behavior, and
- To replace the behavior with the skills necessary for the child to be more pro-social.

A quality shadowing intervention must be combined with observation of the behavior's antecedents (situations that lead to or provoke the behavior, function of behavior) AND an intervention plan. As adults, we may remember times someone has "pushed our buttons." Children also experience this feeling, but may not have the skills, whether they be social or verbal, to express their wants and needs. Some common antecedents are close proximity to others (in their space), lack of speech, challenges at home, environmental setup, and lack of social skills such as turn taking, asking for attention, entry into play, etc. All behaviors in a preschool setting must be looked at from a proactive approach. To simply stop or control the behavior is not serving the child to self-regulate. We must find out what caused it and replace it with skills necessary for the child to experience successful interactions. We must Prevent, Teach, and Reinforce!

CENTER POLICIES

SUPERVISION POLICY

ALL infants, toddlers, and young twos are supervised by sight and sound at all times. Staff must position themselves to supervise sleeping infants, toddlers, and young twos. Most of the time preschoolers should be supervised by sight/sound and can have a short interval of time (5 minutes) by sound only, as long as a staff is checking at least once by sight.

EMPLOYMENT

The University of Nevada, Las Vegas is committed to upholding its principles of equal treatment and opportunity for all persons employed or seeking employment at UNLV. More specifically, federal Equal Employment Opportunity (EEO) laws mandate that all persons have equal access to the University's programs, facilities, and employment without regard to race, religion, color, sex, national origin, disability, age, or veteran status. The screening and hiring process for all employees at the UNLV/CSUN Preschool includes a criminal background check and required sheriff's card as one of the state requirements. Preference for one gender over another in the duties assigned to our employees would not excuse the University's use of gender in employment decisions. All employees receive an initial review of procedures and policies upon employment. All teachers and teacher assistants interact and support children throughout their daily activities that may include: supervision of hand washing, feeding, changing, toileting, first-aid, rest time, outdoor play, walks and field trips on campus, and classroom activities.

CHILD ABUSE OR ENDANGERMENT

Should the Center staff suspect possible child abuse, neglect, or any other endangerment to a preschool child, the staff member will inform the director, or the person in charge at the time, who, in turn, will assist the staff member in notifying and reporting to Child Protective Services or proper authorities (Public Safety, Bureau of Child Care Licensing).

Training: The UNLV/CSUN Preschool provides all staff with training on "Protocols for Safe and Regardful Interactions" at school. This training includes the appropriate and safe manner to interact with children during all parts of their daily routines: outdoor play, indoor activities, first aid, feeding, diapering and toileting procedures. Toileting procedures require visual or physical presence of a second adult anytime a child requires support for changing or toileting.

CHILD AND FAMILY RIGHTS

In familial situations where the child's custody is a concern, the Center requires that legal documentation be provided at the time of registration that states the relationship of the parent(s) or guardian(s) to the child and the custody rights of those parents or guardians. This will insure that safe and proper release and visitation procedures are implemented appropriately.

CPR / FIRST AID CERTIFICATION

A notice is posted in the facility indicating the staff members who are CPR and first aid certified.

OBSERVATION AND CLINICAL RESEARCH

Your child may be observed and asked to participate in research conducted by students and faculty of UNLV. Individuals who wish to observe must be approved by the director before observing. The permission information form at registration provides you with the option to give or deny permission for observations, photos, and video for educational purpose.

Research proposals are submitted and then reviewed by the Lynn Bennett Early Childhood Education Center (LBECEC) Research Review Council and the UNLV Institutional Review Board (IRB). Family consent for a child participant in a study is required.

SMOKING

In accordance with the Nevada Revised Statutes, **no smoking is permitted in or near the UNLV/CSUN Preschool facility**, on the playground or at family meetings. Additionally, please do not smoke near the sidewalk or parking area.

DVDs

The use of movies is limited to developmentally appropriate programming for preschoolers. DVDs or videotapes are only used on a special occasion with prior approval from the director; videos are not shown to infants and toddlers. Prior to their use, DVDs

1. are previewed by adults
2. another option for activity is always available
3. no child is required to view the program
4. teachers discuss what is viewed with children to develop critical viewing skills.

CURRICULAR AREAS FOR PRESCHOOLERS

CREATIVE ART

MATERIALS: Easels, paints, crayons, collage materials, magazines, scissors, clay, paste, paper, pencils, stencils, play dough, popsicle sticks, cookie cutters, tissue paper, beans.

LEARNING VALUES: Eye-hand coordination, visual discrimination, creative expression, language development, and social skills.

EASEL PAINTING

1. Children must wear paint shirts while painting.
2. The child's name should be written before he/she begins painting, ask the child where they would like to write their name or ask if you need to write it for them.
3. Put paint brushes in the respective paint pans so paint colors are not mixed.

4. Show the children how to wipe the excess paint off of their brush before painting.
5. Have children wash their hands and arms before removing their paint shirts.
6. Allow the children to paint as many pictures as they wish, unless other children are waiting.
7. Place dry paintings in children's cubbies.
8. Don't ask, "What is it?" If it looks like a child has been trying to draw an object you may say, "Tell me about your picture." Do not press the child if they don't answer immediately.
9. Praise all the children for their paintings, even if it is a dab or two of paint. We want the children to feel good about painting and are not concerned about the final product.

FINGER PAINTING

1. Encourage the child to stand while painting rather than sit if sitting restricts movement.
2. Children must wear paint shirts.
3. Talk about the colors the children are using as they paint, including what color combined colors make.
4. Assure children the paint will wash off their hands and fingers.
5. Discuss the texture and feel of the paint.

CLAY/PLAY DOUGH

1. Clay/play dough is to remain on the table and at the designated clay table.
2. Children are to use the utensils kept with the clay/play dough (cookie cutters, popsicle sticks, etc.) not items from the sandbox or housekeeping.
3. Place clay/play dough in a plastic bag or bowl when the children have finished playing with it.
4. If a child comes to the table and all the clay/play dough is being used, take a little clay/play dough from each child to be shared. (Please tell children that they are going to share and allow them to pull their own piece to share.)
5. Encourage the children to use their imagination to create with the clay/play dough.

COLORING, CUTTING, PASTING, COLLAGE

1. Help a child to learn to paste and glue by giving general instructions for its use. Explain that only a small amount is needed. (Children need to be reminded of this often.)
2. Print the child's name on the back of all papers and place them in the child's cubby when completed.
3. Encourage the child to put away crayons, scissors, and scraps, etc, when finished.
4. Do not draw objects for the children. They can never draw as well as an adult and it may discourage their attempts. Process is encouraged over product.
5. Do not try to confine children's coloring (except to the paper). Most of them are unable to color within the lines.
6. Encourage creativity. Don't suggest definite activities or ways to complete pictures.
7. Scissors are to be used only to cut paper or other art supplies.
8. If the child is unable to cut with scissors, use "helping scissors" with the child rather than cutting the objects yourself.
9. Art materials are to be kept in their designated areas.

BLOCKS

MATERIALS: Large blocks, small unit blocks, cubes, bristle blocks, waffle blocks, legos, cars, trucks, people, animals.

LEARNING VALUES: Eye-hand coordination, language development, cognitive development, social skills, creative and dramatic play, gross motor skills.

1. Children may need to be shown how to keep the blocks stable while they build with them.
2. Blocks should be built no higher than children's eye level.
3. Blocks, boards, cars, animals, etc, are kept on the table, floor or shelf
4. Supervise children from knocking the large blocks down deliberately since they may hit other children. Small unit blocks may be knocked down.
5. Small blocks and animals may be moved throughout the block area in trucks but should always be returned to shelves.
6. Stimulate creative and dramatic play by providing accessory materials for building projects (animals, cars, trucks, people, etc.)
7. Encourage building of familiar objects such as boats, trains, garages, etc.; in order to stimulate creative play.
8. Encourage children to dismantle their own buildings carefully from the top down. They sometimes need help in beginning to stack them correctly, but first let them problem solve on their own. Most children will willingly bring the blocks to an adult stacking them and this is usually the most effective method of putting blocks away.
9. Blocks should be put away when they are not in use. Models of display can be named and protected for future play project.
10. The block area requires close supervision.
11. Talk with the children about their block structures. Choose statements that describe what the child has done; ask open-ended questions that encourage children to talk about their work. For example: "You found out that two of these blocks make one long block." or "All the blocks in your road are the same size." "What could you do next?"

COOKING AND SNACK PREPARATION

MATERIALS: Standard kitchen pots, pans, and utensils.

LEARNING VALUES: Math and science concepts, language development, social skills, eye-hand coordination.

1. Children and adults should always wash hands before working with food.
2. Children working with food require close supervision and at least one adult must remain with the children at all times.
3. Although it is always easier for the adults to "do the job themselves", these activities are most beneficial when the children do as much as possible themselves.
4. Adults supervising the use of knives or peelers should not try to supervise more than one child at a time using these sharp utensils.

5. Talk about the food as it is being prepared (texture, color, smell, taste, where it came from, what it will look like when it's finished cooking, etc.).
6. Children should be reminded to turn their heads when coughing or sneezing.
7. Allow the children to follow through with the entire cooking procedure whenever possible.
8. Involve the children in all clean-up activities.

MATH AND SCIENCE

MATERIALS: Puzzles, peg boards, parquetry blocks, beads, dominoes, numbers and lacing shoes and cards, sorting games, small blocks and cubes, plants, magnifying glasses, scales, magnets, animals, plants, sand, water.

LEARNING VALUES: Literacy skills, math skills, language skills, discovery, problem solving, observation, comparing and classifying, color, form and size discrimination, and creative expression.

1. Let children explore creative, non-destructive ways of working with materials.
2. Encourage children to return materials to the shelves before getting out new materials.
3. Provide only as much assistance to children as necessary (explain or demonstrate how to do things and then allow children to complete tasks by themselves.)
4. Encourage children to select materials appropriate to their level. If a child selects a puzzle, which is too difficult, suggest another puzzle without saying it is too hard). Example: "Maybe this one would be better (or more fun)." Offer a choice for a friend to help.
5. Encourage children to keep manipulative materials in the table area.
6. Talk to children about color, shape, size, number, etc., of the materials they are using. Speak in complete sentences and encourage children to respond in complete sentences. For example, "How many blue circles are there?" or "What will you do with all the blocks?" If a child does not respond immediately to a question, he may not know the answer. If this happens, answer the question yourself. For example, "You have five blue circles." or "you could build a boat with these blocks."
7. Praise the children when they are successful, but avoid indicating failure. Avoid saying things as "that's not right", "that's wrong", etc. Instead say things that are more positive, such as, "Let's try it another way."
8. Praise children for attempting as well as completing tasks. For example, "You really worked hard to put that puzzle together."
9. Encourage sharing of materials when there is enough for more than one child. For example, "Show David which blocks he can play with." or "Show Mary how to use the scale."

DRAMATIC PLAY

MATERIALS: Furniture, dolls, Male/female dress up clothes, play food, dishes, cash register, play store, buggy, etc. Add prop boxes to expand dramatic play and imitate other settings and roles.

LEARNING VALUES: Language development, social studies, social skills, math readiness, dramatic play.

1. Encourage children to return kitchen materials to the proper place as much as possible rather than throwing everything in the refrigerator and cupboards.
2. From time to time try to interest the children in helping you arrange everything where it belongs.
3. Dress up clothes can be used at any time. It is normal for boys to want to dress in women's clothes and this should not be discouraged.
4. Discourage children from putting play food in their mouths. Demonstrate how to pretend to eat by holding the food in front of, but not in, the mouth.
5. Encourage both boys and girls to play in the housekeeping area by suggesting that boys be daddy, uncle, grandpa, brother, or even female family figures if they want.
6. Show the children how to open the cash register by holding the drawer so the money is not thrown out.
7. If a group playing in the housekeeping area rejects a newcomer, suggest, "Mary is a guest for dinner" or "Here comes grandpa to visit the children" or some other way to integrate the rejected child.
8. Treat the differences between the boy and girl dolls as casually as possible but do not be afraid to point out the differences in appropriate situations.
9. Keep the puzzles, small blocks, beads, crayons, etc. out of the housekeeping area.

COMPUTER

MATERIALS: Computer, keyboard, mouse, developmentally appropriate software (previewed by head staff).

LEARNING VALUES: Eye hand coordination, visual discrimination, social skills, language and cognitive development, creative expression, fine motor skills.

OBJECTIVES:

1. Work cooperatively with others (working in pairs at the computer).
2. Take responsibility for one's own work (directing the flow of a program).
3. Develop perseverance (seeing a program or task through to completion).
4. Take pride in one's accomplishments (making a printout of completed work).
5. Identify and sort objects by attributes such as color, shape, and size (using programs that develop classification skills).

6. Learn sequencing and order (using programs that focus on size and patterning).
7. Develop early reading skills (relating word labels to graphics).
8. Understand cause and effect (seeing what happens when keys are pressed and feedback is given during a program).
9. Extend creativity (using programs that encourage free explorations or simple graphics-creation programs).
10. Develop small muscle skills (putting a disk in the disk drive, clicking a computer mouse, using the keyboard).
11. Refine eye and hand coordination (moving the cursor to a desired place on the screen).
12. Improve visual skills (tracking movement on the screen).

OUTDOOR PLAY

MATERIALS: Slide, swings, sand box, playhouse, pirate ship, seesaw, tricycles, climbing structures, balls, sand utensils.

LEARNING VALUES: Large muscle development and coordination, dramatic play, social skills, eye-hand coordination.

SLIDE

1. Children must come down the slide feet first.
2. Make sure that the child just finishing a turn is out of the way before the next child starts down. (Teach the child who is coming down to wait, and the one who has just come down to get up quickly and move away from the slide.)
3. Toys (balls, buckets, trucks, etc.) are not allowed on the slide.
4. Children are to go down the slide one at a time.
5. Children are to use the steps or ladder to get up the slide. They are not to climb up the slide.

SANDBOX

1. Sand is never to be thrown or poured on other children.
2. Water may be added to the sand to help create various consistencies.
3. Sand is to stay in the sand box. It should not be dumped on the grass or poured down a drain.
4. Encourage creativity in the sand area. For example: Suggest that the children make roads, tunnels, castles, etc.

TRICYCLES

1. All tricycles are to go in the same direction on the path. Park bikes on the grass and off of the path.
2. Children are not to "crash" their tricycles into the Preschool building, shed, or other tricycles.

WATER TABLE

1. If children are at the water table indoors, they must wear plastic water shirts or aprons.
2. Children who splash water on other children should be given one warning and then removed from the water table if that behavior continues.
3. Dolls from the dramatic play area are not to be washed without teacher permission. Cloth dolls are never washed by the children.
4. Dishes and pots and pans can be washed with teacher permission.
5. Wooden articles are never to be put in the water table.
6. Children should not drink water from the water table at any time.
7. Encourage the children to talk about the names of different items used in the water table. Discuss which objects sink and float, etc.

CURRICULAR AREAS FOR TODDLERS

TOYS

MATERIALS: Mirrors, dolls, stuffed toys, grasping toys, balls, puzzles, activity toy, push and pull toy, transportation toys, and blocks.

LEARNING VALUE: Cause and effect, movement, eye and hand coordination, independence, and concepts such as shape, size, and color.

PROMOTING PLAY WITH TODDLERS

- Place a few toys out at a time. Allow toddlers to explore toys on their own.
- Encourage physical movement with toys.
- Ask questions regarding the toys to encourage thinking skills.
- Promote social interaction between children.
- Encourage make-believe play.
- Give positive feedback to develop confidence.

CREATIVE ART

MATERIALS: Paint, brushes and other painting tools, variety of paper, markers, crayons, play dough, basic props for play dough.

LEARNING VALUE: Sensory exploration, eye and hand coordination, cause and effect, creative expression, self-esteem, and spatial relations.

FINGER AND WATER PAINTING

- Use brushes with stubby handles or other painting tools (squeeze bottles, rollers, toothbrushes, feathers, leaves, and eyedroppers).
- Use large pieces of paper (about 24 by 36 inches or larger).
- Use a variety of colored and textured paper (poster, tissue, crepe, cardboard, newspaper, wet and butcher paper).
- Use paints, whipped cream, or nontoxic shaving cream. Change textures of paint by adding flour, sand, and Epsom salt, liquid soap).
- Color at the table or on the floor.
- Children must wear paint smocks while painting.
- Avoid telling a child what to paint. Do not finish the child's work to make it better. Encourage children to help clean up as much as possible.
- Have children wash their hands and arms before removing their paint smocks.
- Praise all the children for their paintings.
- Place dry paintings in children's cubbies.

DRAWING

- Use crayons, chalk, or markers. Use a variety of colored and textured paper (poster tissue, Crepe, cardboard, newspaper, wet, and butcher paper).
- Do not tell a child what to draw. Encourage creativity as much as possible. Do not finish a child's work to make it better. Encourage children to help clean up as much as possible.

MOLDING

- Use play dough of many colors.
- Offer basic tools such as wooden mallets, tongue depressors, and potato masher. Play dough play is to remain on a designated table.
- Encourage the children to use their imagination to create with the play dough. Do not tell the child what to make.
- Place play dough in a plastic bag or container when the children have finished playing with it.

PRINTING

- Printing tools are to remain on the designated table.
- Close ink pads when children have finished playing with them.
- Encourage the children to use their imagination to create with the printing tools.
- Offer a variety of printing tools such as rubber stamps, butter molds, sponges, dominoes, corks, golf balls, old puzzle pieces, and colored ink pads.
- Have children print on tissue paper, butcher paper, newsprint, and a variety of colored and textured papers.

STORIES

MATERIALS: cloth, vinyl, or laminated books with large clear, colorful illustrations. Use stories with simple plots about children and animals whose daily lives are similar to their own.

LEARNING VALUE: language development, listening skills, and social interaction.

READING STORIES

- Show the cover and discuss what you see. Encourage children to use the illustrations to describe what is going on.
- Pause in the reading and allow children time to anticipate the next words.
- Relate the story to the children's own lives.
- Follow-up on the reading experience. Connect books to other activities such as dramatic play and songs.

TASTING AND SNACK PREPARATION

MATERIALS: food, utensils that children can use on their own (wooden spoon, plastic bowl, measuring cups, vegetable brushes, potato masher), other necessary utensils, smocks, cleaning supplies.

LEARNING VALUE: Sensory exploration, sequencing tasks, eye-hand coordination, and self-confidence.

PREPARING SNACK AND TASTING ACTIVITIES

- Check children's allergies and food restrictions.
- Children and adults should wash hands before working with food.
- Limit the number of children to 3 or 4. Have all the ingredients and utensils assembled ahead of time. Keep waiting time as brief as possible.
- Use child-sized table and chairs or highchairs. Use utensils that children can use on their own.
- Plan activities that involve spreading, pouring, slicing, whisking, squeezing, and garnishing. For example, using a plastic knife to spread apple butter, stirring ingredients for play dough, dipping bread slices in beaten eggs, scrubbing potatoes, using cookie cutters, making bread, squeezing fruit for juice, arranging foods decoratively on a plate. Ask them questions regarding the preparation process.
- Ask families for food preparation ideas.

SAND AND WATER

MATERIALS: Water table and/or tubs of water, sterilized Fine-grained sand, rice, cornmeal, beans, macaroni, whisks, plastic cookie cutters, slotted spoons, squeeze bottles, ladles, muffin tins, straws, large shells.

LEARNING VALUE: Sensory exploration, calming, cause and effect, fine motor skills, self-confidence.

SAND AND WATER ACTIVITIES

- Choose an indoor space that is easy to clean (e.g., non-carpeted).
- Children must wash hands before and after using the sand and water table. Have children wear smocks.
- Keep group size small.
- Keep cleaning supplies nearby (e.g., paper towels, brooms and mops).
- Discourage children from drinking water or eating sand.
- Point out cause and effect relationships. Encourage children to solve problems. Challenge children to make predictions.
- Support pretend play.

GROSS MOTOR PLAY

- Use a blanket on the grass for young toddlers.
- Have mobile toddler hold onto fence or bench.
- Provide safe things for the children to climb (no higher than 18 inches off the ground).
- Provide wheel toys (e.g., riding toys, and wagons, doll carriages).
- Play follow the leader.
- Have children chase bubbles.
- Create balancing games (e.g., walking on a line).

FINE MOTOR PLAY

- Collect small natural objects (e.g., leaves, pine cones, maple seeds, small sticks).
- Sand play for toddlers.
- Water play for toddlers.
- Add natural items to play dough.
- Pretend play (e.g., use plastic people, animals, and vehicles).

PM CURRICULAR PLANNING

Our P.M. curriculum is an extension of the daily lesson plan implemented by the P.M. Supervisor and staff members from 4:00-5:30 p.m.. Curricular planning is done with developmental milestones as a backdrop to the weekly focus. For example, *Brown Bear, Brown Bear* by Bill Martin, Jr., may be focusing on color recognition as its cognitive milestone.

Children at this time of day may function differently and require interactive activities along with opportunity for quiet, more relaxed activity. Please check the classroom board for a review of the daily activities in order to foster discussion with your child.

Assessment Training & Tools

The UNLV/CSUN Preschool staff receive professional development prior to administering screening/assessment tools at the preschool. Certificates are available for viewing/validation in the admin office. The preschool implements the *Creative Curriculum and Teaching Strategies Gold (TSG)* assessment tool for ongoing individual growth and development and program curriculum planning. The *Ages and Stages Questionnaire (ASQ)* is given to families once enrolled. Additionally, the *Brigance Screening Assessment III* is administered to all preschool children annually. Each child has an *individual portfolio of assessment* and designed instruction reviewed by teacher and family at conferences and available for family viewing at all times. See copy of Preschool Assessment Policy from the administration.

Environmental Clean Air Support:

We appreciate your support to highly discourage idling vehicles near the school or in our parking areas except for extreme heat or cold to maintain the interior temperature of the vehicle. This supports a clean air environment from exhaust fumes for our children, families, and staff.

Note: Vehicle emissions are more concentrated near the ground, where children breathe. Poor air quality can contribute to asthma and other ailments, and children's lungs are more susceptible to damage than adults' lungs.

Please be considerate of this as you drop off and pick up. Thank You!

LETTER OF AGREEMENT

I have received a copy of the UNLV/CSUN Preschool Handbook and I am familiar with the Preschool's philosophy, goals and objectives, operating program, policies and procedures.

I accept and agree to abide by the policies and procedures set forth in the handbook. I understand that failure to do so may result in the dismissal of my child from the Preschool's program.

Parent Signature _____

(Print Name) _____

Child's Name _____

Date _____

Please sign and return to the Preschool Administration office. Thank you!

Nondiscrimination Statement

"In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability."

To file a complaint of discrimination write:

USDA, Director

Office of Civil Rights

1400 Independence Ave

SW Washington, D.C. 20250-9410

Or

Call (800) 795-3272 or (202) 720-6382 (TTY).

USDA is an equal opportunity provider and employer.