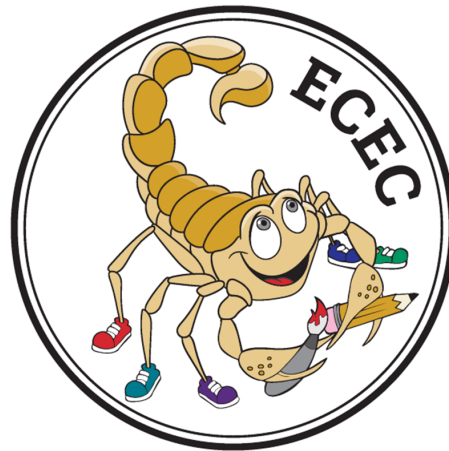




**EARLY CHILDHOOD
EDUCATION CENTER**
NEVADA STATE COLLEGE

Family Handbook

2022-2023



Early Childhood Education Center

Address: 1300 Nevada State Drive, CEB 159, Henderson, NV 89002

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Welcome to Nevada State College, School of Education,

Early Childhood Education Center (ECEC)

Dear Families,

The Early Childhood Education ECEC (ECEC) is committed to serving our families and the community by providing high quality, inclusive early childhood education. We welcome you to our ECEC and look forward to collaborating with you.

This handbook has been created to provide families with information regarding our ECEC's mission, philosophy, policies, and programming options. Please review this handbook with your family members and caregivers to ensure that everyone coming in contact with the ECEC will be aware of important policies and procedures. We believe in a strong connection between the home and the school, as this lays the foundation for safety and connectedness in your child's classroom as they begin to develop relationships and trust with the adults outside of their home, supporting them throughout their educational journey. We value this relationship immensely and take on the role of educating your child with the utmost care, concern, and professionalism. We hope that this handbook will help to improve communication between home and school as well assist families in becoming active in their child's education.



As an additional resource to our families, our website contains information regarding our program and recent ECEC updates. Our website will contain the most recent version of our ECEC handbook. Please visit the ECEC website periodically at www.nsc.edu/ECEC for the most up-to-date information. Please also follow our social media channels on Instagram and Tik Tok (@NSCECEC). We reserve the right to edit or modify this document and our policies as it pertains to upholding the best interest of the children and families we serve as well as Nevada State College.

We have included in this handbook all the required information set forth by the State of Nevada Child Care Licensing Statutes and Regulations, as well as items needed for our upcoming accreditation with the National Association for the Education of Young Children (NAEYC), which we hope to pursue in year two/three of our operation, so we may seek feedback on improvements from our current families and staff. We truly hope that you find the following handbook useful, and should you have any questions concerning any of the items included in this handbook, please feel free to contact any of the four of us listed on the front of this handbook, the ECEC Administrative Team, should you need anything at all. We are truly thankful that you are trusting us to lay the foundation for your child's education and look forward to partnering on this journey together.

For the children,


Tara Williams, M.Ed.

State of Nevada Licensing Information

The first section of our handbook includes general licensing information for the ECEC. We also include rights that you, as the parent or guardian, have in regard to childcare laws set in the State of Nevada.

Nevada State College, School of Education, Early Childhood Education Center (ECEC)

Address: 1300 Nevada State Drive, Henderson, NV 89002

Phone: 702-992-2595

General Hours of Operation: Monday – Friday 7am - 6pm

School Day: 9am - 3pm

Summer Hours 8am - 5pm

License and License Capacity

The ECEC and director are licensed through the Nevada Department of Health and Human Services, Nevada Division of Public and Behavioral Health (DPBH). The ECEC's license is posted in our front lobby area. The ECEC is licensed to serve, for the statutory age category, the following number of children:

Preschool (3-5 years old)	50 children
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Licensing Records of this ECEC

The State of Nevada DPBH maintains a file for all licensed childcare facilities. This file includes compliance reports, licensing inspection reports, and complaint inspection reports, as well as regular inspection evaluation forms from the health, building, and fire departments. These records are available to the public through the DPBH website. We keep records of our licensing inspections in our Family Resource Area in the main office. All families of the ECEC, as well as prospective families, may view it at their leisure.

Inspection Reports and Complaint Investigations

Licensing inspection reports and substantiated complaint investigation reports for the current licensing period are available for review in our main Office area. Additional information regarding ECEC licensing information may be found through the DPBH site at http://dpbh.nv.gov/Reg/ChildCare/dta/Media/Find_Child_Care/

Safety

The Nevada State campus is patrolled by campus police in partnership with the UNLV Police Department and the City of Henderson Police Department. The Glenn and Andi Christenson School of Education Building is smoke-free, drug-free, alcohol-free, and weapon free. Only authorized persons are allowed access to the ECEC, and visitors are accompanied by ECEC staff members, wear visitor's badges, and are not granted access to any child without prior family/parental authorization and the presence of the child's teacher or an ECEC administrator.

State of Nevada Licensing Information

Unlawful Discrimination

Under the Americans with Disabilities Act of 1990, 104 Stat. 327, 42 U.S.C. 12101 et seq., it is unlawful for the ECEC to discriminate in the enrollment of children upon the basis of race, color, religion, sex, national origin, or disability. The ECEC is committed to this policy of non-discrimination as it relates to all aspects of our programs and services. The ECEC does not discriminate against anyone based on familial status, socioeconomic, cultural or linguistic status, race, gender or gender identity, abilities or disabilities, cultural beliefs or religion, and we value and celebrate diversity, differences and inclusion as it is best for all!

Nevada Laws Governing Child Care Facilities

The laws and rules governing the operation of a child care center, which is the technical classification of the ECEC's license, are available for review via the DPBH website at http://dphh.nv.gov/Reg/Childcare/dta/Media/Find_Child_Care/

Weapons on Nevada State's campus and the ECEC

According to NRS 202. 226 and NAC 432A.255 weapons are prohibited in any child care facility, except by a:

- (1) Peace officer;
- (2) School security guard; or
- (3) Person having written permission from the president of a branch or facility of the Nevada System of Higher Education or the principal of the school or the person designated by a child care facility to give permission to carry or possess the weapon.

Parent Rosters

The ECEC maintains a roster of names, telephone numbers, and e-mail addresses of the parents or guardians of all children enrolled at the ECEC and a classroom list for each group of children at the ECEC. The ECEC will provide a copy of the roster upon request to a parent or guardian of a child enrolled in the program. The ECEC will not furnish a roster to any person other than the parent, custodian, or guardian of a child enrolled in the program. Families typically seek out these lists as Room Parents for birthday party invitations and to coordinate off-site play dates.

When a child is enrolled at the ECEC, the parent or guardian will be asked to sign a statement indicating whether or not the parent or guardian wants his or her name included in any rosters prepared by the ECEC. The ECEC will not include on any roster the name, telephone number, or e-mail address of any parent or guardian who requests that his

or her name, telephone number, and/or e-mail address not be included. Please reach out to the Administrative Assistant or Director if you have any questions about the class rosters or to check your indicated status.

Access to ECEC Premises

State of Nevada Licensing Information

Any parent who is the residential parent and legal custodian of a child enrolled at the ECEC, and any custodian or guardian of such child is permitted to have unlimited access to the ECEC premises during its hours of operation for the purposes of contacting their children, evaluating the care provided by the ECEC, evaluating the premises of the ECEC or simply making observations. These visits are not to disrupt the education and care of other children/students.

A parent of a child enrolled at the ECEC who is not the child's residential or custodial parent will also be permitted unlimited access to the ECEC premises for the same purposes and in the same manner as the residential or custodial parent unless the ECEC's Director has been presented with an order from a court system, signed by a judge, limiting access of the non-residential or non-custodial parent. In that event, the access of the non-residential or non-custodial parent to the ECEC premises will be limited as provided in the court order and will continue to be limited in that way until the ECEC's Director is presented with a more recent order stating otherwise.

All persons visiting the ECEC premises must sign in at the front desk in the "Visitors Log", wear a Visitor's Badge, and will be escorted to the location agreed upon by both parties, typically the child's classroom, the Multipurpose Room, Observation Deck, the Research & Collaboration Room or the Playground. Visitors are not to be left unattended and will be accompanied by an ECEC staff member to their destination. Visitors will not be left alone with any child other than their own, as long as the adult is on the child's authorized pick-up list or if prior arrangements have been made between the ECEC and the child's legal guardians or custodial parents.

Reporting Child Abuse and Neglect

As Mandated Reporters, all employees at the ECEC are required by section 432B.220 of the Nevada Revised Statute to report their suspicious of child abuse, neglect, or endangerment to Child Protective Services and/or other appropriate authorities. A staff member trained in the prevention/recognition of child abuse and neglect is always present in the ECEC during the hours of operation. Such reporting is at all times confidential. Any staff member may report *without* sharing the details with the ECEC administration, although we do encourage open dialog, especially if concerns arise. We take these matters very seriously and have the safety of each and every child in mind when reporting a safety concern.

Staff/Child Ratios

The ECEC's staff/child ratios are as described in Appendix A of this Handbook. The ECEC strives at all times to have smaller ratios for better staff and child interactions than required by Nevada child care licensing standards. Staff/child ratios and grouping sizes for the ECEC are minimally 1:8, if not smaller, typically 1:5. There are a maximum of 16 children per classroom with 3 classrooms total. All children shall be supervised and within sight and sound of an adult during all hours of operation.

As stated in *A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria* (NAEYC, 2005), preschool children (3-5 year-olds) will be supervised primarily by sight. Supervision of preschool children by sound is permissible for short periods (i.e. children using restrooms) provided that teachers frequently check on children (NAEYC 3C.4).

ECEC's Collaborations

Lab School

As a School of Education (Some) supported early education center, the ECEC seeks to foster a mutually beneficial relationship with our campus community. As part of Nevada State, our teachers and children have access to a wealth of community resources, such as the Some Speech and Language Pathology (SLP) Clinic, which is physically connected to the location of the ECEC. The NS faculty seeks to enrich the educational laboratory experiences, and they serve as mentors and educational leaders to the ECEC, NS students, and Undergraduate Student Interns (USI). The NS faculty also facilitate supervised observations, research opportunities, and clinical, pre-service, and student teaching experiences as well as other site experiences, in addition to supporting the main goal of providing exceptional, high-quality, early learning experiences for children. The supervised clinical and field experiences support experiential learning in disciplines such as early childhood education, early childhood special education, and speech-language pathology. The ECEC classroom teachers also serve as mentors for Nevada State students, and the children benefit from the creativity and enthusiasm that our volunteers, lab students, Undergraduate Student Interns, and graduate assistants (SLP and School Psychology) bring into the classroom and ECEC as a whole educational community (NAEYC 8.A.04).

Parents & Families

The ECEC strives to provide a high-quality, hands-on, developmentally appropriate educational program for all children and their families. Furthermore, the ECEC seeks to implement a program that is responsive to the changing needs of all families in our society. We believe, along with our families, that children's needs, development, and well-being are of the utmost importance. Parents and guardians are invaluable as a resource in assisting teaching faculty in understanding children's behavior, developmental progress, and family cultures and backgrounds. We provide opportunities for all families, regardless of familial status/family structure or cultural background, to participate in program collaborations. Families serve as volunteers in the classroom and through our Room Parent Program. Volunteers are never alone with the children in the ECEC. Room Parents and regular volunteers are more active and present volunteers in the classrooms once they have been vetted through a child abuse and sex offender background screening via the Abuse Prevention Screening System.

Teaching Teams

The ECEC administration, faculty/teachers, and staff maintain a commitment to social justice and implement culturally responsive and developmentally appropriate practices while remaining sensitive to the diverse needs of our families. Our classrooms are comprised of teaching teams made up of a Lead Teacher, Assistant Teacher, and two Undergraduate Student Interns (typically one in the morning and one in the afternoon). Our teachers and substitutes meet the candidacy requirements set forth by The National Association for the Education of Young Children (NAEYC) standards. (NAEYC 6.A.06) In fact, our teachers are highly qualified and exceed the child care licensing regulations and standards as well as the NAEYC requirements, as many of our Lead Teachers have a master's degree in early childhood education, child development, elementary education or early childhood special education (6.A.05) and our Assistant Teachers are all highly qualified as well, and all have Bachelor's Degrees in early childhood education or an education/child development related field.

All teaching staff receives annual professional development training provided at the ECEC through virtual education and through curriculum development meetings. These training hours are minimally 24 hours per school year but are closer to 80 hours annually. Furthermore, our teaching staff receives annual membership in NAEYC's professional organization, and we encourage teaching participation in annual and regional conferences and seminars to increase their knowledge and skills when working with children and families. Lead Teachers and Assistant Teachers are also

required to maintain annual training requirements as outlined by the State of Nevada licensing entities, which are 24 hours annually, and the specifics are kept on file at the front desk.

ECEC's Collaborations

Nevada State Student Staff Members

The ECEC also employs Undergraduate Student Interns (USI), a.k.a. student workers, to work as support staff in the classroom. Our USI's are college students from Nevada State, and most are enrolled in degree programs related to early childhood/early childhood special education, elementary education, psychology/child development, special education, or other related fields. USIs receive mentorship and supervision from the ECEC teaching staff, and ***all faculty and staff*** undergo an orientation process that includes training in: health, safety, and emergency procedures and Clark County licensing requirements (NAEYC 6.A.04). Additional training includes NAEYC 's Code of Ethical Conduct (NAEYC 6.A.01), Signs & Symptoms of Illness, Recognizing and Reporting Child Abuse and Neglect, Human Growth and Development, Positive Classroom Guidance and Conscious Discipline, Read Right from the Start as well as Pediatric First Aid & CPR. Training for our entire staff is ongoing. We monitor USI's progress over a preliminary 4 month training period. All ECEC administrative, teaching, and support staff must pass a criminal records check, FBI background check, possess a State of Nevada Sheriff's Card, submit fingerprints to the state and FBI and meet additional hiring guidelines set forth by the State of Nevada Child Care Licensing Division (NAEYC 10.E.02).

Administration, Office and Support Staff (NAEYC 10.A)

The ECEC Administrative team is composed of a full-time ECEC Director, full-time Early Childhood Instructional Coordinator and an Administrative Assistant. The administration serves families and staff by creating positive communication channels and organizational systems, maintaining responsible fiscal policies, developing pedagogy, establishing collaborations, and promoting ethical early childhood practices. An effective administration works to create and maintain a positive and joyful school community with high staff morale and low turnover, evaluate programming, conduct annual reporting, uphold licensing and accreditation standards, policies, and procedures and implement new policies when needed.

The ECEC Director and Early Childhood Instructional Coordinator must have at least a Master's Degree in a related early childhood/educational field. All administrators must demonstrate a commitment to professional development and complete annual training. Qualification guidelines set forth by Clark County Child Care Licensing and NAEYC for administrators must be maintained at the ECEC at all times.

The ECEC has administrative support staff that helps support our program's policies and procedures and serve our families. The Administrative Assistant manages and maintains the ECEC's clerical operations, webpage and contributes to our social media channels, assists families and visitors as well as facilitates an efficient and effective system for checking all children in and out of the ECEC daily, and manages the ProCare system and serves as the first point of contact of families within our ECEC.

The Business Manager serves the ECEC offsite on campus. Their primary role is to assist families with paying tuition and fees and assisting with financial oversight such as budgeting and ordering and vendor partnerships.

Additional support staff includes our dining services staff and day porters. The dining services staff are part of on-campus dining facilities, Culinary Art Inc., and work with ECEC administration to develop nutritious and delicious menu items your child will thoroughly enjoy each day. The day porter keeps the sanitization and

cleanliness of the ECEC a top priority. All members of the ECEC team have Sherriff's Cards and FBI background checks to ensure your child's safety.

ECEC Educational Foundations

The next portion of our handbook provides information regarding the ECEC's foundational elements, such as the mission, vision and belief statements, goals, and collaborations. Each of these elements is essential to providing families with high-quality early education and developmental programming.

Who We Are

Nevada State Early Childhood Education ECEC (ECEC) is an inclusive preschool program that serves children 3-5 years old, in mixed-age classrooms. The ECEC is committed to supporting the School of Education as we prepare pre-service teachers to become exceptional educators. The ECEC serves as a collaborative lab school providing high-quality field, clinical, and research experiences for a variety of programs and disciplines that further the field of early childhood/early childhood special education. We provide a holistic environment where our focus is on creating an environment where children can explore, investigate and create to learn about themselves, their peers, and the world around them. We create an instructional foundation that focuses on social-emotional learning and language, literacy, and communication. Our intentional focus on phonological awareness and oral language prepares children to be confident learners and lays the foundation for academic success. We encourage and value children and their voices to be heard!

ECEC Mission Statement

Nevada State Early Childhood Education (ECEC) is committed to establishing a dynamic environment where children have ownership and feel valued. Learning takes place through modeling, investigating, and exploring. By encouraging children to be heard, we show them that what they have to say and how they feel are important and that they matter. In turn, these conversations assist in laying a solid foundation for communication, language, and literacy, social-emotional development, as well as prepare children for their educational journey beyond the preschool years. The ECEC serves as a nurturing place for not only children to learn, but also allows for pre-service teachers to observe and learn what amazing learning opportunities look like in a high-quality early childhood program focused on putting children first. This opportunity allows for dynamic, transformative experiences in teaching, training, and research.

ECEC Vision Statement

The Nevada State Early Childhood Education (ECEC) creates an ecosystem in partnership with families, the School of Education, and the greater community that focuses on developmentally appropriate practices, language, literacy, communication, and social-emotional learning to provide children and pre-service teachers with foundational skills that will prepare them to be successful in school, the community, and beyond.

Belief Statements

- We believe it is our obligation to encourage children's voices.
- We believe in creating a safe school environment by implementing consistent, school-wide, developmentally appropriate expectations for children through differentiated instruction while encouraging each child's potential.

ECEC's Educational Foundations

- We believe in valuing all children and treating them with love and respect while supporting our community to do the same.
- We believe in the joy of learning, and that learning happens through intentional play.
- We believe in an intentional and meaningful partnership with families, including open and ongoing communication to support children.
- We believe in teaching, training, and mentoring pre-service early childhood/early childhood special education teachers. This intentional work enhances the profession and assists in advocating for high-quality early childhood education throughout Nevada and the Nation.

Developmental Domains

At the ECEC, we focus on meeting the holistic needs of children beginning with an emphasis on individual growth and developmental progress. The following section will discuss developmental milestones and will be followed by additional information on the ECEC's curriculum and assessment.

Language Development

Language acquisition is vital to a child's development. Children are encouraged to use their words, voices, nonverbal gestures, and body language to communicate. The ECEC teachers and staff aid in language development by providing children with a language and literacy-rich curriculum. Furthermore, the staff supports expressive language development by talking to each child, using open-ended questions, and listening to what each child has to say. Children are encouraged to use their words to express themselves, their wants and needs, and when making requests as well as to express their different emotions.

Language development is enhanced during large and small group activities such as daily sophisticated story reads and music time, routines such as mealtime, Center Time activities, and free play when communicating with their peers. Children also receive specialized experiences through our literacy curriculum, which fosters the development of phonological awareness, vocabulary, expression, and interpersonal discussions. Classroom guidance and labels throughout the classrooms and the ECEC help familiarize children with the functions of print and word recognition. Language development is also enhanced one-on-one between children and teaching faculty and staff.

Developmental Model

Emotional Development

The ECEC teachers and staff address emotional development by being sensitive and attentive to the feelings expressed by each child to foster an environment where children learn about various feelings and emotions, how to express them in a healthy manner, the importance of empathy and the need for perspective taking. Teachers are responsive to children's needs, and each child is encouraged to express his or her feelings freely. Children are encouraged to use their words to express their feelings to the teachers and staff and to each other. Programming helps foster additional skills in self-regulation and awareness, building self-esteem through the process.

Social Development

The ECEC supports the development of a child's ability to interact effectively with people in their world. Teachers and staff provide children with opportunities to learn about cooperation and conflict resolution techniques. Teachers plan experiences for children to interact with peers in one-on-one, small and large group settings that enable children to learn turn-taking, decision making, cooperation, and negotiation skills. Teachers create daily experiences where children can interact in settings that help foster friendships and social competency. Staff is sensitive to children's play behaviors and needs by helping children learn how to enter play groups and sustain in the play, as well as support children who have difficulties with play and socialization skills.

Cognitive Development

A well-planned, integrated, fun, and engaging curriculum provides children with hands-on experimentation and investigation necessary for cognitive growth and development. Young children need to experience the world through their senses; this type of active problem-solving allows a child to develop cognitive representations of cause and effect relationships. Cognitive experiences enhance and expand decision-making skills, logical thinking skills, sensory discrimination skills, and problem-solving skills. Teachers plan daily activities that help promote curiosity, exploration, and inquiry.

Physical Development

Physical Development is divided into two main categories: large motor and fine motor.

Large motor development promotes a young child's loco-motor, ball, and balance skills (fundamental movement skills), muscular strength, muscular endurance, flexibility (physical fitness) and body awareness, spatial awareness, and directional awareness (perceptual-motor development). Fine motor development focuses on a child's use of the hands and fingers in activities such as puzzles, coloring, lacing, sorting small objects, cutting, and writing. These skills aid in strengthening fingers and coordinating hands for future academic skills such as handwriting. At the ECEC, we focus on creating an

important link between healthy minds and healthy bodies, showing the importance of healthy nutrition, focusing on mental health, and a positive mindset toward overall physical development.

Curriculum & Assessment

Program Curriculum (NAEYC 2A.1 & 2)

A strong, intentional, well-focused curriculum serves as the framework for children's early learning experiences. Children prefer environments where their curiosity about the world can lead to discovery, mastery, and confidence. We want to ensure that activities in the classroom setting are responsive to children's sociocultural backgrounds and linguistic needs. We also want to make sure that our curriculum includes all children of varying abilities and ages and remains consistent with our goals and mission given these objectives. The ECEC has chosen to use a multilayered approach to our curriculum pulling from several research-based programs to meet the varying needs of all of the children in our program.

Social Emotional Learning through Conscious Discipline®

What is Conscious Discipline®?

Conscious Discipline® is a leader in classroom guidance and supporting children and teachers. This curriculum and approach provide a transformational, whole-school solution for social-emotional learning, discipline, and self-regulation. Our teachers integrate social-emotional learning, discipline, and self-regulation so they can focus on relationship building and communication, and life skills. The ECEC assesses our use of Conscious Discipline® through the Brigance® Early Childhood Assessment Tool. Conscious Discipline is an evidence-based, trauma-informed approach to supporting young children. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP) and received high ratings in 8 of 10 categories in a Harvard analysis of the nation's top 25 social-emotional learning programs. We believe that social and emotional learning is essential in early childhood education programs and focus on this work daily with the children.



A Neurodevelopmental Model

The Conscious Discipline Brain State Model

This brain state model becomes a framework for us to understand the internal brain-body states that are most likely to produce certain behaviors in children and in ourselves. With this awareness, we learn to consciously manage our own thoughts and emotions so we can help children learn to do the same in an effective and healthy manner. The goal of this model is not to turn into neuroscientists, but to provide a simplified brain model as a means for increasing our self-awareness so we can respond consciously to the needs of the moment.

Seven Powers for Conscious Adults

The seven powers create a shift in the way adults see conflict so we can maintain composure and consciously respond to difficult situations. Adults' ability to self-regulate is the precursor to teaching children

social-emotional skills. ECEC teachers are trained in understanding these neurodevelopmental principles providing greater self-awareness.

Curriculum & Assessment

Seven Powers for Conscious Adults

1. Power of Perception

BIG IDEA: No one can make you angry without your permission.

GOAL: To teach adults and children to take responsibility for our own upset.

2. Power of Unity

BIG IDEA: We are all in this together.

GOAL: To perceive compassionately, and offer compassion to others and to ourselves.

3. Power of Attention

BIG IDEA: Whatever we focus on, we get more of.

GOAL: To create images of expected behavior in a child's brain.

4. Power of Free Will

BIG IDEA: The only person you can change is you.

GOAL: Learning to connect and guide instead of force and coerce.

5. Power of Acceptance

BIG IDEA: The moment is as it is.

GOAL: To learn to respond to what life offers instead of attempting to make the world go our way.

6. Power of Love

BIG IDEA: Choose to see the best in others.

GOAL: Seeing the best in others keeps us in the higher ECECs of our brain so we can consciously respond instead of unconsciously reacting to life events.

7. Power of Intention

BIG IDEA: Mistakes are opportunities to learn.

GOAL: To teach a new skill rather than punishing others for lacking skills we think they should possess by now.

Creating the School Family

The School Family increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals, and structures.

Willingness to Learn: Without willingness, each interaction becomes a power struggle instead of a learning opportunity. The School Family brings all children and adults to a place of willingness through a sense of belonging.

Curriculum & Assessment

Creating the School Family

Impulse Control: Connection with others is the construct that wires the brain for impulse control. Disconnected children are disruptive and prone to aggressive, shutting down, or bullying behaviors. The School Family uses connection to encourage impulse control while teaching self-regulation skills in context.

Attention: Our attentional system is sensitive to stress and becomes engaged with positive emotions. The School Family reduces stress while creating an atmosphere of caring, encouragement, and meaningful contributions.

Seven Skills of Discipline

The seven skills of discipline presented here transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior. The Seven Skills of Discipline are the only skills we need to transform these everyday discipline issues into teaching moments. These moments are our opportunity to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors. The seven skills are Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent, and Consequences.



Baily, Becky, "Methodology". *Consciousdiscipline.com*. Retrieved from <https://consciousdiscipline.com/methodology/>

CONSCIOUS SKILL <small>(emerging from powers)</small>	LIFE / COMMUNICATION SKILLS	VALUE
Composure	Anger management, delay of gratification	Integrity
Encouragement	Pro-social skills: kindness, caring, helpfulness	Interdependence, optimism, gratitude
Assertiveness	Bully Prevention, healthy boundaries	Respect for self and others
Choices	Impulse control, goal achievement	Persistence
Empathy	Emotional regulation, perspective-taking	Honoring diversity, honesty
Positive Intent	Cooperation, problem-solving	Compassion, generosity
Consequences	Learning from your mistakes	Responsibility

[methodology/](#)

Curriculum & Assessment

What are the social skills we are teaching?

Social Communication

takes turns in play, has several friends, plays cooperatively in large-group games, participates well in group activities

Social Skills

interacts with adults respectfully, responds appropriately to directions from adults, asks for help when needed, eager to comply with class rules and activities, reacts to disappointment and failure in an acceptable manner

Work Habits/Task Engagement

maintains interest and engages in a small group project or activity for at least 12 minutes, reacts appropriately to change, transitions appropriately, demonstrates independence in learning activities and tasks, demonstrates perseverance

Social Awareness

greeted adults and peers appropriately, pushes for autonomy, is truthful when sharing information with others, establishes eye contact when interacting with peers and when addressed by adults

Expression and Understanding of Feelings

shares feelings with an adult, enjoys sharing information about self with an adult, seeks detailed explanations with frequent use of why, describes social behavior using a variety of descriptive words, demonstrates self-confidence, satisfaction and comfort with self, maintains a positive attitude during activities, approaches new tasks with confidence, volunteers to help peers without prompting, begins to show empathy for others, understands the need to share and take turns

Language and Literacy Curriculum

ECEC literacy curriculum is supported through ongoing professional development with the Rollins Center for Professional Development, Cox Campus and Read Right from the Start.

This program merges the scientific principles of reading with the power of social relationships to give each child a strong foundation for language and literacy skill development. Cox Campus Read Right from the Start focuses on the 5 main components of reading, including phonological awareness, phonics, fluency, vocabulary, and comprehension. At the ECEC, we also focus on the following elements of the curriculum:

1. **Phonological Awareness** refers to an individual's awareness of the sound structure, or phonological structure, of a spoken word, including syllables, onsets, rimes, and phonemes.

Word Awareness, Syllable Awareness; Onset-Rime; Phonemic Awareness; Beginning Phonemes; Ending Phonemes, Blending Phonemes, and Segmenting Phonemes are all skills we focus on with our students.

2. **Tier 2 Vocabulary Words** are high-frequency words that occur across contexts. Tier 1 words children typically learn independently. We need to be more intentional with Tier 2 words and be explicit and repetitive about explaining their meaning and use in context on a regular basis. These words are used by mature language users. Knowledge of these words is important for the later enhancement of reading comprehension as it helps children feel comfortable attacking words they might not be familiar with in print, as well as enhancing a child's vocabulary. We incorporate these words weekly and support them through daily conversations and sophisticated storybook reads. Examples of these words are appreciated, recall, patient, assist, annoy, enormous, locate, protect, recall, separate, useful, visible, etc.

Curriculum & Assessment

3. **Use the START Strategy**, which involved using sophisticated storybooks. Stories are read three times, each time with a different purpose.

1st Read: Events

2nd Read: Thoughts and Feelings

2rd Read: Children Retell Story

Language and Literacy Curriculum

START Strategy (relating to sophisticated storybook reads)

STATE - the purpose, modeling how to make inferences by thinking aloud about the main character's thoughts and feelings.

TEACH - Tier 2 vocabulary, words as well as use think-aloud strategies to connect the story's problem and purpose. Teachers incorporate key events that relate to the story problem. Tier 2 vocabulary is taught through using the **PAT** (point, act, touch in the book) strategy.

ASK - a final "why" question and provide possible answers.

RESPOND - by restating what the child said in a more complex sentence, using correct syntax, modeling rich, often Tier 2 vocabulary, and building on children's statements by adding more information.

TIE - the information together by summarizing the main idea, transitioning to the next activity, and how it relates to the story.

Other Literacy Support Strategies:

The ECEC uses additional intentional teaching strategies to support Dual Language Learners (DLL) and individualized literacy needs. For example, we have **PAC Time Daily**, which provides 2 small group instruction per day and 1 whole group lesson. PAC Time is an intentional focus on **Phonological awareness**, **Alphabet Knowledge**, and **Concepts of Print**. Teachers pair storybooks with non-fiction text to expose the children to real-world concepts. This helps the children to build knowledge, increase vocabulary, learn how to use informational texts to find answers to questions, and improve language skills. (Duke & Carlisle, 2011; Wilkinson & Son, 2011)

In conjunction with our literacy program, the ECEC uses **Handwriting without Tears®** to facilitate children's writing skills. This program offers a unique multi-sensory approach to teaching children how to write by introducing letters intentionally in a developmentally appropriate manner and focusing on proper stroke order (top to bottom). We primarily utilize their materials such as magnetic writing boards and wooden shapes to form letters, Mat Man to show that all letters are made of the straight lines, curved

lines, and similar shapes, sandpaper letter cards, mini chalkboards, and sponges as well as golf-sized pencils and crayons to promote proper grasp techniques.

The Creative Curriculum® Preschoolers by Teaching Strategies Inc.©

We believe that The Creative Curriculum® best aligns with the ECEC's approach to early childhood education for three main reasons. First, this curriculum model is research and theoretically based, incorporating principles from pioneers such as Jean Piaget and Lev Vygotsky.

Curriculum & Assessment

We adhere to a theoretical constructivist approach in which classroom environments are designed to foster children's abilities to interact in their social, cultural, and environmental surroundings. Adults create child-centered activities to make learning fun and engaging. Another reason why The Creative Curriculum® best aligns with the ECEC is that this model utilizes a developmental approach consistent with our philosophy, goals, and objectives.

The Creative Curriculum®

The Curriculum focuses on 36 objectives that are organized into nine areas of development and learning:

Social-Emotional

Physical

Language

Cognitive

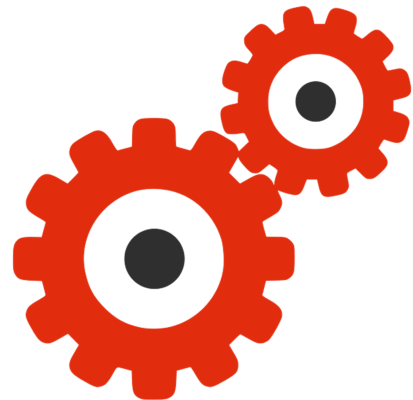
Literacy

Mathematics

Science and Technology

Social Studies

The Arts



The Creative Curriculum® is based on five fundamental principles:

- 1. Positive interactions and relationships with adults provide a critical foundation for successful learning.**
- 2. Social-emotional competence is a significant factor in school success.**
- 3. Constructive, purposeful play supports essential learning.**
- 4. The physical environment affects the type and quality of learning interactions.**
- 5. Teacher-family partnerships promote development and learning.**

(2016, The Creative Curriculum, Volume 1: The Foundation, Dodge, Heroman, Colker, Bickart, Berke and Baker)

The Creative Curriculum® also allows the ECEC to evaluate and monitor goals and standards over time. Implementation of the curriculum is monitored by the ECEC Administration. Teaching teams receive ongoing training and evaluation of strategies used in the classroom. In addition to training, teachers have monthly grade-level teaching team planning sessions and weekly classroom teaching team planning time to prepare for upcoming activities. Lesson plans are stored on a shared drive, reviewed by the ECEC Administration on a regular basis, and archived for reflection and growth opportunities. The ECEC Administration provides teaching staff with a global planning form for each monthly Starter Investigation. Teaching teams use these global templates along with The Creative Curriculum® materials to create unique, developmentally appropriate, and engaging experiences for children.

The Creative Curriculum® at the ECEC best aligns with guidelines from a Joint Position Statement (2003) of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in the State Departments of Education (NAES/SDE).

Curriculum & Assessment

According to the position statement by NAEYC and NAES/SDE, the curriculum is effective when:

1. Children are active and engaged. The Creative Curriculum® is a distinct program specific to Preschoolers. Below is a table that highlights the components of the curriculum and learning areas within the classroom setting.

2. Goals are clear and shared by all. The goals and objectives of The Creative Curriculum® are based in child development. Furthermore, there are 50 objectives that provide the framework for this curriculum organized in the developmental domains of Physical, Cognitive, Language, and Social/Emotional development. These goals and objectives also align well with the standards and criteria set forth by NAEYC and the State of Nevada Pre-K Standards (<https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards>). The goals outline a framework for curriculum planning and child assessment.

3. Curriculum is evidence-based. The theoretical foundation for The Creative Curriculum® incorporates principles from theorists such as Piaget, Vygotsky, Erikson, Gardner, Maslow, and Smilansky. We can see how the curriculum is organized to enhance brain development. Furthermore, this model is appropriate for all children and supports diverse learning needs.

4. Valued content is learned through investigations, play, and focused, intentional teaching. The Creative Curriculum® allows the teacher to use a variety of approaches to learning. Children are provided with planned and appropriate opportunities to investigate topics initiated by teachers or children themselves. Teachers use assessments and classroom observations to help understand what children already know and then create meaningful teachable opportunities to help children learn new concepts and skills. Play serves as a means for children to reinforce and communicate new knowledge.

5. Curriculum builds on prior learning and experiences. The information gained through assessment, classroom observations, and conversations with parents helps teachers understand children's strengths and weaknesses and helps teachers to create individual learning plans. Through meaningful assessments, teachers will know how to create new learning opportunities.

6. Curriculum is comprehensive. The Creative Curriculum® is a comprehensive curriculum. Activities are planned to support growth in all developmental domains and specific content areas. Learning occurs throughout daily activities, and teachers continue to reinforce learning over time. Furthermore, the ECEC conducts ongoing evaluations of the standards and objectives covered through each major topic of study to ensure that objectives and standards are met throughout the course of an academic school year. In

combination with our literacy and social-emotional curricula, the ECEC offers children and families a rich and developmentally comprehensive program.

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7. Professional standards validate the curriculum's subject-matter content. The Creative Curriculum® aligns well with the standards and criteria outlined by the National Association for the Education of Young Children (NAEYC) as well as Nevada Pre-K standards. More information about the alignment of this curriculum with the standards mentioned above can be found at www.TeachingStrategies.com.

8. The curriculum is likely to benefit children. At least four research studies have indicated that The Creative Curriculum® when implemented correctly, benefits children. Information about these research studies can be found at www.TeachingStrategies.com.

ECEC's Assessment Plan

Benefits of Assessment

Assessment and curriculum complement each other to help create effective educational programming. At the NS ECEC, we use our assessment plans to provide teachers with tools to help identify what children have learned through classroom activities and curriculum, as well as what they need to be taught next in their sequence of development. Furthermore, assessment benefits children and families in several important ways:

- Assessment benefits children and families by providing an array of documentation highlighting a child's growth and development. By using a variety of assessment tools, we are able to provide families with a more accurate picture of a child's progress.
- Assessment benefits children by helping teachers to adapt curriculum and adjust teaching strategies to meet individual children's needs and strengths.
- Assessment benefits children and families by helping to identify children who may need additional services or referral for specialized assessments.
- Assessment benefits families and the ECEC by providing a system to evaluate our curriculum. Assessment helps to ensure all children have equal access to effective programming. Through assessment, we can gain information about how the curriculum helps to meet our program goals and areas that need improvement.

Assessment Plan (NAEYC 4A.1-2 and 4B.1-3)

At the ECEC, we utilize both *formative and summative* forms of assessment. (The table on the following pages outlines our comprehensive assessment plan.)

Formative Assessment

Formative assessments include gathering information to show *how* a child learns over time and focuses on the process of learning or reasoning. Formative assessments are informal and conducted on an ongoing basis by classroom teaching teams. Examples of formative assessments include using direct observations and anecdotal evidence, rating scales, checklists, frequency charts, photographs, and collecting work samples. Information gathered through formative means serves as a basis for helping teachers to create meaningful and individualized learning opportunities for children.

Curriculum & Assessment Summary Chart

Assessment Method	Timeline for Conducting Assessment	Communicating Assessment Information with Families
<p>Formative: <i>Anecdotal and Observational Records</i></p>	<p>Teachers collect observational information about children on a <i>daily, weekly, and monthly</i> basis to help improve lesson planning and classroom activities. These assessments allow teachers to create individual goals based on the developmental needs of each child. Cox Campus and Read Right from the Start provide tools for teachers to measure literacy progress.</p>	<p>Emails, Family Communication Logs, and/or Journals provide families with daily and weekly information about children's developmental progress.</p>
<p><i>Checklists, Rating Scales, and Frequency Charts</i></p>	<p>Teachers use checklists, rating scales, and frequency charts to monitor the progress of developing skills. Such assessment methods help to improve teaching strategies and guide activity planning.</p> <p>Each curriculum study requires teachers to use either a checklist, rating scale, or frequency chart at least once monthly.</p>	<p>Copies of checklists, rating scales, and frequency charts are shared with parents during regular conference sessions. Families are encouraged to meet with teachers to discuss their child's progress.</p>
<p><i>Portfolios</i></p>	<p>A portfolio is an organized collection of documentation highlighting a child's individual growth and development. Teachers use photographs and work samples to showcase a child's unique process of development in the following areas: Personal, Social, and Emotional Development, Physical Development (fine and gross motor), Knowledge and Understanding of the World/ Cognitive Development (including Social Studies, Mathematics, Science and Technology), Communication, Language and Literacy .</p> <p>Documentation is collected throughout each year and for the duration of the program.</p>	<p>Portfolios are shared with families during conferences, and children and teachers will select areas to highlight, and set goals and areas for growth together with the parents/guardians. When a child graduates from our program, the family is given the portfolio as a keepsake of their time learning and growing while enrolled in the ECEC.</p>

<p>Summative:</p> <p><i>The Creative Curriculum®</i></p> <p><i>Developmental Continuum Assessment Tool Kit</i></p> <p><i>For Ages 3-5</i></p>	<p>To ensure that each child's developmental goals and objectives are being met, teachers collect data on a quarterly basis using the Creative Curriculum® Developmental Continuum Assessment Tool Kit. This assessment tool also helps the ECEC monitor our program goals and objectives and make programming improvements when needed.</p> <p>The assessment tool kit covers 50 goals for preschoolers. Each goal has a range of objectives that helps teachers pinpoint a child's developmental achievement on the continuum.</p> <p>In order to meet the needs of all our students and families, summative assessments are conducted three times per year and typically shared during Parent/Teacher Conferences a year.</p>	<p>Assessment information is shared with families during our biannual conferences in October and March.</p> <p>Families may also request a teacher conference at any time throughout the year. <u>The ECEC Administration may request a collaborative conference if we have concerns regarding a child's developmental progression.</u></p> <p>Teachers provide families with a summary assessment form during conference sessions.</p> <p>During conferences, families and teachers work together to develop future developmental goals.</p>
<p>Brigance Screens III Self-Help and Social-Emotional Scale</p>	<p>The Brigance is a developmental assessment, a norm-referenced assessment that examines a child's self-help and social-emotional skills. It covers seven areas, including eating, dressing, toileting skills, relationships with adults and peers, motivation, self-confidence, prosocial skills, and behavior.</p>	<p>Conducted twice annually and shared with families during conferences.</p>

Curriculum & Assessment

(NAEYC 4B.1) Formative assessment strategies are the primary source of assessment at the ECEC for three main reasons: 1) Teachers gain a more accurate picture of the whole child's development at various points over time. 2) Teachers are able to gain more specific knowledge about which teaching strategies yield greater outcomes for individual children.

3) Teachers are able to create more effective individual learning plans for all children. Care is given to partner with families helping ensure that assessment measures are relevant to a family's language, culture, and experiences. This partnership with families is essential to gain an accurate picture of a child's growth and development. Information is included in teachers' narrative assessments, which are shared with families twice a year at conferences.

Summative Assessment

In addition to gaining information about the process of children's learning, we at the ECEC also conduct summative assessments. When using summative assessment tools, our teaching teams collect information on what a child has learned or knowledge mastery over a specific period of time. We utilize the Creative Curriculum® Developmental Continuum Assessment Tool Kit for Ages 3-5. The Tool Kit includes 50 goals for preschoolers. Each developmental goal has a corresponding range of objectives to show how skills develop over a continuum. This toolkit allows teachers to evaluate children's developmental levels in a natural setting. We feel that a natural, play-based assessment setting allows teachers to gain a better understanding of a child's true potential. In this environment, teachers can be sensitive to a child's abilities, culture, and home language.

(NAEYC 4E.1-5) To ensure that all children in our program benefit from our full range of assessment measures, teachers also conduct a full battery of academic assessments three times annually. Additionally, The Brigance® Social-Emotional Assessment provides teachers with norm-referenced data on each child's growth. The assessment information is collected and shared with families during our biannual conferences in October and March. Families also receive a summary assessment form during conference sessions that teachers use with families together to develop future goals for their children.

Furthermore, families receive a quarterly newsletter explaining the purposes and procedures of our curriculum and assessment tools. This newsletter provides ongoing information to families and additional ways that families can contribute to the educational program. Families may request a conference at any time during the year. The ECEC believes that conferences are an important component of the home-school partnership. Families contribute valuable information to a child's teacher during conference time.

Teaching teams receive ongoing time to plan their classroom curriculum. They also participate in ongoing professional development (PD) workshops and training throughout the year as well as have time to collaborate with their classroom teaching teams, weekly, and grade level teaching teams, monthly, to collaborate and foster a healthy professional learning community and School Family. Additionally, ongoing training and PD on the use of assessment tools and interpreting results are provided. Planning time allows teachers to use information collected through both formative and summative assessments for the planning of meaningful educational experiences for each child. Both weekly lesson planning forms and assessment records are reviewed by ECEC Administration on a regular basis. (See section on Confidentiality and Evaluation for additional details.)

ECEC's Program Curriculum & Assessment

Screening and Referral Services

It is the policy of the ECEC to work with families to ensure that *any child in need of early intervention is connected to appropriate services*. The ECEC works in close partnership with the School of Education Speech and Language Pathology (SLP) Clinic. The SLP Clinic is housed in the same building as the ECEC, directly behind the center on the first floor. The SLP Clinic is a full-service facility and also serves as a clinical laboratory site used to teach and train both undergraduate and graduate students pursuing SLP degrees and prepare them to work in both medical, residential, and school settings. Regular screenings and assessments are provided to the children in the ECEC under the supervision of licensed, advanced degree-holding SLP faculty members. Results are shared with the child's family upon completion.

The ECEC also works with families to refer any child in need to the Local Education Agency, which is Clark County School District (CCSD), specifically Child Find (702-799-7463), for any child in need of early intervention screening and testing. "Child Find is an evaluative process to address the federal mandate to locate and evaluate children, ages 3-21, who may have a disability and are eligible for services as identified in the Individuals with Disabilities Education Act (IDEA). They assist with assessments for special education eligibility, develop Individualized Education Programs for eligible children, engage with community outreach to identify children who may need services, and they provide connections to community resources for families in need." (www.ssd.ccsd.net, 2021) Should a child become eligible for services, the ECEC will work with the family, and CCSD/Child Find to determine ideal and possible next steps for intervention services if deemed necessary. It is usually in the child's best interest to receive services in the home or in the child's current school (the ECEC), if at all possible, where they are likely to be most comfortable, depending on the specific service(s).

Assessment is effective when...

<p>1. Ethical principles guide assessment practices.</p>	<p>All staff receives ethics training with regards to assessment measures and confidentiality. We believe that assessment completed over time provides a more accurate picture of a child's true abilities and potential. Teachers conduct assessments in natural settings and provide cultural sensitivity.</p>
<p>2. Assessment instruments are used for their intended purposes.</p>	<p>Assessment tools such as the Brigance®, Creative Curriculum® Tool Kit, and Cox Campus Read Right From the Start are used to profile a child's developmental abilities. These instruments are used to help create effective programming and meet individual needs for growth.</p>
<p>3. Assessments are appropriate for ages and other characteristics of children being assessed.</p>	<p>The ECEC utilizes the Creative Curriculum® Tool Kit for Infants and Toddlers as well as ages 3-5. The assessment instruments have already been created for these age distinctions. We have chosen these tool kits as they are developmentally appropriate. The Brigance® is a norm-referenced tool that looks at children's skills compared to peers of the same age.</p>

ECEC's Program Curriculum & Assessment

Rationale for Choosing Our Assessment Plan

Assessment is an essential component of any early childhood program. We would like for all of our families to understand that the ECEC's primary goal is to create an environment where children can flourish and develop. We understand that often the term assessment is used synonymously with the term "testing." The ECEC utilizes assessment as a form of progress check-up.

Many families approve of assessment measures when daily activities remain uninterrupted.

We make every effort to ensure that assessments are conducted naturally in the classroom or playground during normal and familiar play and learning activities. Our goal with regards to assessment is that results are meaningful for families, taking into account a child's culture and home experiences. Keeping all of these factors in mind, we feel that using our assessment tools allows us to meet the needs of families, children, and our program.

Additional rationale for choosing our curriculum programming is that this layered approach best aligns with guidelines from a Joint Position Statement (2003) of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in the State Departments of Education (NAES/SDE). The following chart on the next page outlines the indicators of effective assessment measures expressed by the NAEYC and NAES/SDE.

ECEC Policy of Confidentiality and Evaluation of Assessment Records **(NAEYC 4.E.07)**

Children's formative assessment results are kept by the Lead Teacher and/or the EC Administrative Team and are used by teaching teams for planning curriculum and creating unique learning experiences. Teachers need to have immediate access to these records as formative assessments help guide immediate program and curriculum changes. EC Administration may review or house originals or copies of formative assessment measures to provide guidance and training to teachers in using assessment tools and to verify reliability of how assessments are conducted.

Children's summative assessment results are also kept in several locations. First, parents receive a developmental profile based on assessment results at each conference session (Fall/October and Spring/March). Individual child assessment profiles are maintained with the Lead Teacher and EC Administrative Team. These assessments are conducted three times a school year. Information gained through using the assessment tools provides teachers with insight for future curriculum planning.

ECEC's Program Curriculum & Assessment

Assessment is effective when...(cont.)	
<p>4. Assessment instruments are in compliance with professional criteria for quality.</p>	<p>Formative assessments are not standardized norm-referenced tests therefore, measures of validity and reliability are not appropriate. However, the Brigance® is a norm-referenced test. Training and evaluation measures are in place to help improve rater reliability. Assessment tools are based on the goals and objectives set forth through the curriculum. The curriculum is aligned to professional standards and objectives set forth by both state and national agencies. Assessment tools are evaluated to ensure that they meet professional criteria for quality and are used in the early childhood profession.</p>
<p>5. What is assessed is developmentally and educationally significant.</p>	<p>Both Summative and Formative measures of our assessment plan are focused on gathering data regarding an individual child's abilities. The main focus and purpose of our assessment measures are to gather data on development and skills to improve educational programming.</p>
<p>6. Assessment evidence is used to understand and improve learning.</p>	<p>Through assessment, teachers gain meaningful data regarding a child's progress and learning. This information, in turn, helps teachers to adjust teaching strategies and implement the curriculum in such a way as to meet the needs of all children. Assessment helps to improve pedagogy.</p>

<p>7. Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.</p>	<p>Assessments are completed through the course of daily lessons, activities, and curriculum. Teachers work with families to help work with children learning English as a second language. Effort is made to work with families and ensure that assessment corresponds with a child's experience and culture.</p>
<p>8. Assessments use multiple sources of evidence gathered over time.</p>	<p>As mentioned in earlier sections, the ECEC utilizes both formative and summative assessments. Formative assessments are ongoing while summative assessments are conducted three times per year.</p>
<p>9. Screening is always linked to follow-up.</p>	<p>While screenings are not conducted at the ECEC, any areas of concern are examined further through additional assessment and family conferences. If determined that a child would benefit from additional support systems, every effort is made to connect families to these resources and screenings.</p>
<p>10. Use of individually administered, norm-referenced tests is limited.</p>	<p>The ECEC currently uses the Brigance® which is a norm-referenced test that teachers complete. The Brigance® has a long-standing reputation for helping teachers gather valuable data to help understand children's social and emotional milestones and skills.</p>
<p>11. Staff and families are knowledgeable about assessment.</p>	<p>The ECEC conducts ongoing pre-service and in-service training throughout the year on topics on assessment, special education, and multicultural education to ensure ethical practices are maintained. Families receive assessment information through our handbook, newsletters, and Room Parent Meetings and minutes.</p>

Curriculum & Assessment

Individualized Education Plans (IEPs) and 504 Plans

All Individualized Education Plans (IEPs) and 504 Plans are housed with the EC Administrative Team and the child's Lead Teacher. Periodically review takes place with the child's entire team, as mandated by federal and state laws, and includes representatives from the LEA/CCSD, the ECEC Lead Teacher, an EC Administrative Team member, the child's parents/guardians, and any other specialist that may support the child. These specialists may be a school psychologist, school counselor, OT, PT, SLP, physician, psychologist or psychiatrist, etc., as needed and/or articulated in the IEP or 504 Plan.

ECEC-wide assessment data is entered in our secured, computerized/digital file for annual program evaluation. Children's assessments are collected along with other program measures to evaluate and verify that the ECEC is meeting the needs of children and families. Overall ECEC results are included in our annual programming reports shared with Campus and accrediting or state licensing governing bodies. (See Program Evaluation)

Records in children's files may be reviewed by office administrative staff during routine enrollment and filing procedures, licensing specialists who help to ensure state policies are being upheld, and national accrediting specialists who help to ensure national standards are being met. The ECEC administration,

faculty, and staff all take great care to ensure that records are maintained confidentially and securely. ECEC staff receive training on the ethical importance of maintaining confidentiality annually.

Program Assessment & Evaluation

We feel that annual and ongoing systemic evaluation is critical for demonstrating sound policies and program accountability. Furthermore, program evaluation aids in improving the quality of how the ECEC operates and serves the public. Through multiple sources of evaluation, we are able to see how we are reaching our goals and if needed, develop measures to modify program implementation. Beginning in our second year of operation (2022-2023), we seek to obtain accreditation through the National Association for the Education of Young Children (NAEYC). It is required, and we believe critical, that we seek feedback from families and staff to hear their suggestions and recommendations and continuously make improvements to our program.

Based on our program goals (refer to ECEC's Foundations section), the ECEC also conducts assessments on our program's effectiveness in the areas of Advocacy, Educational Programming, Human Resources, Environments, and Management Policies. The ECEC's families and staff help contribute to our ongoing self-evaluation through annual surveys. In addition to survey data, the ECEC evaluates program implementation in 10 key areas set forth by the National Association for the Education of Young Children (NAEYC). As NAEYC sets the professional standards for early childhood education, our professional responsibility is to work to provide high-quality services in these areas. Results from program evaluation reports are shared with families and stakeholders annually.

Curriculum & Assessment

NAEYC Standards:

- 1) **Relationships:** We at the ECEC believe that positive relationships between all children and adults are important in creating a harmonious environment as well as helping children develop positive social and emotional growth.
- 2) **Curriculum:** A comprehensive and well-integrated curriculum promotes growth in all developmental domains as well as helps prepare children for early school success and readiness. At the ECEC, teachers utilize a comprehensive curricular framework based on early childhood education research.
- 3) **Teaching:** Our teaching staff promotes developmentally, culturally, and linguistically appropriate teaching practices to implement the curriculum. Our teaching staff works as a team to help create environments where all children learn and grow.
- 4) **Assessment:** Teachers at the ECEC for Child Development utilize both formative and summative forms of child assessments. Formative assessments are ongoing, informal strategies to gain further insight into children's learning and development. Summative assessments help measure gains in learning and development over time.
- 5) **Health:** Our program promotes the health, nutrition, and safety of all children as well as protects children and staff from injury or illness. Furthermore, our ECEC helps to foster educational awareness through our curriculum, ECEC policies, and staff practices.

6) **Teachers:** Teaching teams possess the knowledge, qualifications, and professional commitment to helping support children’s diverse needs, interests, learning, and development. Being a campus preschool, the ECEC encourages teachers to seek additional higher education coursework and training to help expand their knowledge and teaching skills.

7) **Family:** The ECEC works collaboratively with our families to ensure that relationships remain sensitive to family needs, culture, and language. We consider our families to be vital in helping to create and maintain a culturally rich environment, thereby providing children with diverse learning experiences.

8) **Community:** The ECEC serves Nevada State College, which is a four-year Minority Serving public institution with a statewide mission, is dedicated to excellence in teaching and learning and committed to the advancement of a diverse and largely under-served student population. Designated a Hispanic Serving (HSI) and Asian American Native American Pacific Islander Institution (AANAPI), NSC is a college where teaching and student support are valued above all else. A majority of our students are first generation, racial/ethnic minorities, parents, and/or returning students, of which 45% are Hispanic, 14% are Asian/Pacific Islander, 9% are Black/African American, 24% are White, and 9% are multiracial. We celebrate the storied backgrounds of our campus community. We operate with a shared commitment to represent and serve the diverse population of Nevada and to encourage the exchange of ideas that respects and honors the lived experiences of our students, staff, and faculty. We foster a culture of inclusive excellence so our members can live authentically, fully engage, and flourish. In order to strengthen the college and progress its mission, the college dedicates itself to intentional and ongoing reflection on meeting the evolving needs of NSC, the surrounding communities, and the State of Nevada.

ECEC’s Program Curriculum & Assessment

9) **Physical Environment:** The ECEC strives to maintain a safe and healthy environment for all children and staff. Our collaborations with NAEYC help to provide resources for physical inspections of our indoor and outdoor facilities as well as ensure that safety measures are in place and updated regularly.

10) **Leadership and Management:** Leadership is a team endeavor at the ECEC for Child Development. Our administration implements policies and procedures to help support a stable environment for all families and staff. Implementation of responsible management of fiscal, personnel, and program policies ensures that all children, staff, and families have high-quality experiences.

Evaluation Plan

Includes NAEYC Standards	Community	Curriculum	Teachers	Health	Leadership & Management
	Relationships	Assessment	Leadership	Physical	
	Family	Teaching		Environments	

Additional areas:	Professional Communities	Mentoring to NS students	Support Staff Volunteers Interns	Safety elements	Technology
How area is currently assessed?	Data collected through surveys, EC Advisory Committee, and other discussion groups.	Classroom quality assessments (CLASS, QRIS, NAEYC criteria & standards), Implementation checklists, Child assessment outcome data.	Staff program evaluation survey, Staff annual reviews, Demographics on staff qualifications Training surveys.	Results from annual health and safety inspections, licensing inspections, physical environment assessment.	Staff program evaluation survey, Quarterly review to Deans of collaborating colleges, Annual budget report outcomes.

ECEC's Program Curriculum & Assessment

ECEC's Options and Eligibility Requirements

Programming Options: Preschool Programming:

The ECEC offers three fully inclusive preschool classrooms during our school year programming. The ECEC focuses on the whole child by providing a safe and nurturing classroom atmosphere and a supportive community for growth and development.

Our teachers offer planned curriculum programming focused on children's needs and interests while also

Ages	Group Size/ Ratio	Hours
<p>The ECEC offers 3 Classrooms for children ages 3-4</p> <p>Children must be 3 years old by Sept. 30 each year.</p>	<p>One Lead Teacher, one Assistant Teacher, and One Undergraduate Student Intern per classroom with 16 children (3:16 or 1:6)</p> <p>NAEYC ratio guidelines are 1:10, Adult/Child</p> <p>Clark County Child Care Licensing ratios are 1:13</p>	<p>During the academic year:</p> <p>Before care is 7 am-9:00 pm, School Day is 9:00 am-3 pm Aftercare is 3 pm-6 pm.</p>

looking for opportunities to engage one-on-one with children while allowing children autonomous opportunities to choose materials and explore in the classroom and the playground. This balanced approach to teaching allows for both the natural progression of learning in a sequenced manner while at the same time providing children open-ended opportunities for social interactions, decision-making through choices, and meaningful teachable moments.

Throughout the year, special events are planned to include families in this important process of learning and community engagement. Please refer to our current academic calendar for this year's events and other opportunities. Teachers welcome family involvement through classroom volunteering. We encourage parents to sign up to be a classroom "Mystery" reader, Room Parent, or volunteer for special events such as Community Dinners, Performances, or our Gingerbread House Event, as your schedule allows.

Teachers communicate with families regularly through a digital Weekly Reflection email as well as through the ProCare app.

Additional Supplemental Programming

In addition to our rich curriculum, the ECEC offers additional supplemental programming, including Music & Movement, Studio Art, and Healthy Bodies & Healthy Minds, throughout each week.

ECEC's Program Curriculum & Assessment

Sample of Classroom Schedule

The following chart provides a sample of our classroom schedule. This sample is intended to provide parents with an example of how their child's day will be spent while at the ECEC. The activities and schedules may be modified depending on the children's needs, special events or opportunities that arise. Visual schedules are provided for the children each day. Individual classroom schedules are posted outside each classroom with additional detail.

Flow of the Day—Schedule	
7-8am	Hand washing at arrival Before Care Morning Activities
8-9:00am	Arrival, Check-in Procedures, Handwashing, Playground Drop Off
9:00-8:45	Clean-up & Restroom; Arrival routines (Child signing in, lunch selections, attendance)
8:45-9:15	Morning Meeting & START/Story Time
9:15-9:55	Morning Literacy Curriculum & Small Group Literacy Activities (PAC Time-Whole Group 10 mins, PAC & TALK Small Group Activities 30 mins)
10:00-10:10	Music & Movement

10:10-11:00	Morning Centers & Snack (Hand Washing)
11:00-11:20	Restroom & Playground/TALK
11:30-12:00	Lunch (Hand Washing) Restroom Break & Clean-up
12:00-1:00	Rest Time
1:00-1:40	Math Whole Group Lesson (10 mins) & Math Small Group Lessons/TALK (30 mins)
1:40-2:10	Afternoon Snack & REAL Time
2:10-2:20	Music & Movement
2:20-3	Clean-up & Daily Reflection Activities/Goodbye Meeting
3	Dismissal & Transition to After Care (3-6pm Additional Schedule Information Available for AC Programming)

Administrative Policies and Procedures

This section provides an explanation of policies and procedures set forth by Campus policymakers and the ECEC's administration. If you have any questions regarding these policies, please feel free to contact the ECEC's Director, Tara Williams, at Tara.Williams@nsc.edu. Please note that policies are subject to change to best meet the needs of our students and the Nevada State community. We will make every effort to inform you of such changes as they occur, and you can also check our website for the most current versions of administrative policies.

Registration and Enrollment

ECEC children must be at least 3 years old by September 30th of the current academic year. A copy of a certified birth certificate and up-to-date immunization record must be provided at the time of registration. Verification of health insurance coverage may be provided as well (optional) for dependent child at the time of registration. If you would like information on state health care programs, please inquire.

Registration Procedures:

Families wishing to enroll a child in our ECEC must first complete an online application within ProCare. Application forms will be reviewed by an ECEC administrative staff. You will receive an email indicating that you may register for Tuition Express and pay the Application Fee (\$30) and the Registration Fee (\$125). Once payment is made, your child's seat is secure for the academic year or for summer camp. Enrollment is dependent on classroom vacancy, and we must maintain the maximum group size limitations such forth by the Nevada State Licensing agencies, NAEYC standards as well as our own limits of 16 children per classroom. Furthermore, enrollment is also dependent on the needs of a child and program suitability. Note: according to Americans with Disabilities Act of 1990, (104 Stat. 327, 42 U.S.C. 12101 et seq.), it is unlawful for the ECEC to discriminate in the enrollment of children based on race, color, religion, sex, or national origin or disability.

The ECEC does provide priority enrollment:

- 1) First priority goes to families with a child currently enrolled in the ECEC. Families must re-enroll every fall semester and for summer camp separately. (Failure to complete re-enrollment paperwork could result in a loss of enrollment.)**
- 2) Second priority will be granted to NS employees and students. As the ECEC is a lab school, we reserve the right to accommodate our campus community.**
- 3) Third priority is granted to families who have previously had a child enrolled in our program, such as siblings.**

Once priority enrollment is completed, the ECEC allows open enrollment for all other families in our community. First-time families who have received notification of an invitation to enroll can complete the registration process through ProCare online via the ECEC's website. Please refer to the current payment procedures provided through our enrollment process for current registration fees and tuition costs. This procedure is important for organized ECEC operations and the safety of your child. Relevant family information for tuition and our security system must be entered into our computer system prior to the enrollment process being completed. Please keep in mind that all court orders addressing parental rights, such as custody and visitation rights, in regard to a child enrolled in the ECEC must be presented to the ECEC Director via email at ecec@nsc.edu or hand-delivered.

Administrative Policies and Procedures

Parent Orientation

Parent Orientation occurs prior to the start of the school year. This is an evening event designed for adults only to review policies and procedures of the ECEC and prepare your family for the upcoming school year.

Connections

Prior to the start of a new school year, families are invited to visit the ECEC and meet individually with their child's teacher. The purpose of this meeting is to allow families an opportunity to meet their child's new teacher, share more information about their child and family and ask any questions you may have. Your family can share important information about your child, and your child's teacher will share more with your family about what to expect on your child's educational journey. Families and Teachers will discuss classroom routines, curriculum and assessment programming, and goals for your child.

The Family Gathering

Family Gathering occurs prior to the start of the school year to help your child become acquainted with the classroom environment, peers, and teachers where he/she will be assigned. Similar to a school play date which helps establish a positive relationship with your child and school. Also, we have found that the Family Gathering can be helpful in allowing your child to feel comfortable making a transition to a new classroom environment. All family members are welcome to attend. This is a great time to meet other parents and sign-up for volunteer opportunities like being a Mystery Reader or helping to set up one of our community-building events such as Family Dinner Nights or our Winter Gingerbread House Event.

Health Information and Enrollment Policies For All Families

Child's Medical Statement

Please review the following policies closely. Clark County Child Care Licensing requires that within thirty days after the date of admission, and annually thereafter, a licensed physician must examine each child enrolled at the ECEC (NAC 432A.370). We ask for this examination to take place and the form to be completed at least two weeks prior to the school year beginning. This will ensure that we are prepared for your child's arrival and attendance at the ECEC. It will also ensure that teachers are aware of important aspects of your child's well-being, such as allergies and medical issues that may determine levels of participation or require accommodations. In your enrollment packet, you will find the Child's Medical Statement Form. A physician must complete this form and certify that your child:

- 1) Has had the immunizations required by the Southern Nevada Health Department.
- 2) Is free from apparent communicable diseases, including Tuberculosis (TB).
- 3) Is in suitable condition for enrollment in a preschool/early childhood education program.
- 4) Any special needs, allergy, or dietary considerations need to be identified with a written plan for care, and treatment must be on file to ensure safety. Additional written plan specifications must be developed with a parent, signed, and dated. Care plans are updated annually or as needed.

Administrative Policies and Procedures

Health Information and Enrollment Policies For All Families

Child's Medical Statement cont.

As the parent or legal guardian of your child, this form must be completed and set back to the ECEC, where it will be kept on file and treated as confidential information.

In compliance with government regulation and for the safety of all children, no child will be allowed to attend the ECEC without an annually updated immunization record and the Medical Statement form on file. An exception can be made if the family has a written exemption notice completed by a licensed physician on file. A religious or medical exemption will be accepted for immunizations as well (NRS 432A.240/250).

No child will be allowed to attend the ECEC without a current Child's Medical Statement signed by a physician.

Child Enrollment and Health Information Form

In addition to the Child's Medical Statement, the ECEC must also have a current Child Enrollment and Health Information Form on file via the ProCare online registration process. Parents or legal guardians must complete, digitally sign, and return this form to the ECEC before their child can be enrolled and attend. Once again, these policies align with Clark County Child Care Licensing and are for the safety and protection of all children. Please note the ECEC must adhere to these policies.

Please Note: The ECEC will NOT transport children for emergencies. When completing this form all families must grant emergency transportation authorization. This permission allows the ECEC to call the EMS to transport your

child to a hospital in an emergency situation. The ECEC will not enroll a child whose parents choose not to grant emergency transportation authorization. An ECEC faculty or administrative staff member will always accompany a child if a parent or guardian is not present.

There are several items that families enrolling children must provide on the Enrollment and Health form. You must include:

- 1) The name, address, and phone number of a specific physician and a specific dentist to contact in case of a medical or dental emergency.
- 2) Parents must also provide the phone numbers where they and at least two other authorized persons may be reached during the time the child is in attendance at the ECEC in the event of a medical, dental, or other emergencies, or in the event the child is ill and must be sent home.
- 3) Please make sure to update this critical contact information as changes occur. We need to be aware of changes to phone numbers as soon as possible (particularly cell phone numbers). We want to keep your child safe and secure at all times and inaccurate contact information poses a safety hazard.

Administrative Policies and Procedures

The Child Enrollment and Health Information Form also requires immunization information. Once again, we must have an up-to-date immunization record for your child to enroll and begin attending school. Immunization waivers for religious or medical exemption will be accepted. If the ECEC is notified of a child with a dangerous contagious disease, all families will be notified in accordance with Nevada state laws, and children without up-to-date immunizations for this disease will be required to remain outside of the school environment, and the local health officer will be notified per NRS 432A.270.

Permission to place your name on the Family Roster is also included in the online ProCare Registration. Whenever there are changes to a child's health and safety information, families need to provide the ECEC with the updated information as soon as possible. We will make sure that updates are shared with your child's teacher and are recorded in your child's file to keep our records current. The ECEC also reviews children's files every semester to ensure that our files are current and informs parents when updated information is needed.

Fee Information

Tuition Fees

The enrollment agreement and fee/tuition schedule are included in each online registration process. Tuition fees are subject to approval by the leadership at Nevada State and are subject to change. New fee schedule changes usually take effect at the beginning of the fall academic year, and families will be given advanced notice of such changes.

Payment of Fees

Tuition Fees are billed weekly in advance and are due in full by the end of the week, via ProCare's Tuition Express. Payments may be made in advance, beginning at registration. Account balances can be accessed via ProCare touch pads at the ECEC Front Desk as well. Tuition Express can be accessed via

the ProCare app or ProCare website. www.myprocare.com. Late fees will be imposed as per schedule. A \$25 returned payment fee or non-sufficient funds fee (NSF) will be charged for any payments that are returned or unpaid by the due date. For any questions about your balance, ledger in ProCare, or tuition in general, please contact the ECEC/SLP Business Manager at 702-992-2532.

If your child does not attend Early Childhood Education ECEC (ECEC), tuition fees will continue to be charged. You will receive email notifications when your account is in arrears. Once an account is two (2) weeks in arrears, the child will be administratively withdrawn, and the seat will be given to another child on the waitlist. The account will then be sent to collections through the Nevada State Business Office.

All fees must be paid by credit or debit card online via ProCare/Tuition Express.

Application & Registration Fees

A one-time nonrefundable application fee of \$125 is due at the time of enrollment. An annual, nonrefundable registration fee of \$30 is assessed when registering a child at the ECEC. Supplemental programming such as summer camp will have its own separate fee structure as it is a separate program.

Administrative Policies and Procedures

Late Pick-Up Fee

Please make note that our ECEC closes promptly at 6 pm. Children are to be picked up no later than the designated closing hour of 6 pm on a particular day. Parents/guardians of a child left after this time will be charged a late pick-up fee of \$1 per minute. For the purposes of determining late fees, the time will be judged according to the time clocks located at the ECEC Front Desk ProCare touch pads.

If a child has not been picked up within a half-hour after closing time and if attempts to reach the parents and/or the emergency phone numbers have failed, the ECEC staff will contact the Nevada State Campus Police or Child Protective Services (CPS) to support the child's safety. A parent/guardian's late arrival may be anxiety-producing and very upsetting for a young child. It is imperative that your child be picked up by the closing time in order to support the child's social and emotional well-being.

Fees During Periods of Absence

The ECEC will charge the regular weekly tuition rate even if your child is absent from the ECEC. This is true even if your child is absent due to illness or vacation. Tuition is not charged during the two-week period of December 19-January 3 during traditional school years. The 2022 School Year is only comprised of the spring semester, so this policy will not apply.

Withdrawal Statement

Notification of withdrawal must be on a WITHDRAWAL FORM. Verbal notification to withdraw your child is not sufficient. Fees will continue to be charged for 30 days from the date of receipt of the formal withdrawal form. All tuition obligations must be paid in full by the end of the 30-day period. At that time,

the account will be turned over to collections through the Nevada State College Business Office. Any questions about these fees can be addressed to the ECEC/SLP Business Manager.

Administrative Policies and Procedures

Parental/Guardian Non-compliance with ECEC Expectations

As stated at the beginning of this handbook, the ECEC provides all families with information about programs and services as well as appropriate referrals to support services for health, mental health, educational and behavioral assessments and/or evaluations throughout community partnerships such as with Clark County School District (CCSD) and Child Find. ECEC faculty and staff work together with families utilizing a team approach to identify and support children's needs for a safe school environment by implementing consistent, school-wide, developmentally appropriate expectations for students through differentiated instruction while encouraging each child's individual learning needs. At times, support may include evaluating the learning environment and adjusting children's classroom placement or schedule.

Through various assessments and observational data shared with families during conferences and family meetings, the hope of the ECEC is to connect children and families with specialized services and appropriate resources to help meet the unique needs of every child. Non-compliance of a family to work together in partnership with ECEC administration, staff, and referral agencies to evaluate a child's development and behavior for the purposes of creating an effective learning and social-emotional environment for the child can, as a last resort, *lead to separation from our program.*

The expectation at the ECEC is that families will work with our early childhood professionals as part of the School Family and together advocate for the rights of children to receive the support and resources entitled to them.

Additionally, in keeping with the school's mission and vision of creating a safe learning environment for all children, this statement of non-compliance will be extended to a family of a child posing a threat to self, the well-being of other children, and/or is abusive to the staff and or administration. Furthermore, we

extend this to the parents, guardian, or family member who exhibits the same threatening or abusive behaviors.

The administration may request a meeting(s) with the child's parent/guardian to discuss strategies to best support a child in our program, as well as share assessment and observational data with families. Parents or legal guardians must make themselves available for these meetings and participate in the planning process in order to continue their child's attendance. Families are also welcome to request a meeting with the Administration to discuss developmental progress and needed resources.

Administrative Policies and Procedures

ECEC Holiday Celebration/Party Policy

The ECEC serves a culturally diverse ethnic and religious population. We view holidays as an important time to share cultural stories and traditions. We recognize holidays as an important time for children to learn to value and respect cultural diversity.

In continuing to serve as an educational institution, we want to encourage and support the uniqueness of each child and family at our ECEC. Keeping these factors in mind, the ECEC welcomes families to share their cultural traditions with your child's classroom so that teachers may utilize this information in developing respectful curriculum. Families are welcome to set up a time to visit your child's classroom to share their cultural traditions. Contact your child's teacher to make any arrangements so they can plan appropriately. Thank you in advance for sharing your culture and traditions with the ECEC School Family!

As our focus at the ECEC is the educational and developmental wellbeing of children, we focus on the educational opportunity that each holiday affords as well as activities related to seasonal changes and bringing together the classroom community. Specific holiday parties are noted on our annual academic calendar. We ask for your understanding and cooperation as we work together to support all families.

Birthday Celebrations

The ECEC recognizes birthdays as special events for children. If you would like to celebrate at the ECEC, we will happily provide a mini birthday Bundt cake for your child, you and each peer in their classroom for your child's birthday, provided by our dining services. Please coordinate with your child's teacher at least one week in advance. Your child may select from the following options: chocolate cake & frosting, vanilla cake & frosting, banana cake & frosting or carrot cake & cream cheese frosting. The ECEC has specific

guidelines regarding the storage of food items and we need to consider that some children have allergies related to food. This allows us to do just that and keep everyone safe while celebrating. Open-flamed candles on birthday items are prohibited, as are matches, lighters, etc. We thank you for your support as we celebrate birthdays in the ECEC.

Birthday invitations may only be disseminated in the classroom if ALL children are invited. Digital invites are best. Please do not send gifts to school to be exchanged with another child. This can easily hurt other children's feelings or become lost, stolen, or broken. Please exchange gifts for children outside of the ECEC facility.

Administrative Policies and Procedures

Parking Procedure

Please park in the ECEC designated parking spaces or any other parking space that is available. It is imperative that you hold your child's hand when exiting the car and entering the building for their safety.

Pick-Up/Drop-Off Procedures

- Please sign your child out physically on the classroom clipboard as well as in ProCare utilizing the QR code, biometric reader, or your numeric pin number at the Front Desk after you have picked them up from their classroom.
- Dismissal is at 3 pm
- Please call if you are delayed and will be late picking up your child so we can communicate this to your child's teacher and your child. Teachers cannot read emails during the day as they are busy with the children. If a child is not picked up by 2:40 pm, they will be escorted to After Care in the ECEC Multipurpose Room. After Care fees of \$15 per day will apply and are available until 6 pm.
- Before leaving, check your child's cubbies for information, artwork, notes from teachers, etc. A child will not be released to an individual who, in the opinion of the ECEC faculty/administration/staff, is impaired by alcohol or other substance and is not able to operate a vehicle safely.
- A child who is left more than thirty minutes past closing and whose parents/guardians/authorized pick-up escorts cannot be reached will require an ECEC staff member to call Nevada State Campus Police or Child Protective Services (CPS)

Policies Relating to Classroom Procedures:

Items Your Child Needs in the Classroom

Families will need to bring the following items to the ECEC: **(Clearly mark your child's name on all items brought to the ECEC)**

1. A change of clothes to be stored in your child's cubby bin. This should include a top, a bottom, underwear, socks, and shoes. No plastic bags are allowed as they are deemed a choking hazard by Child Care Licensing.
2. A laundered napping mat that is initially provided by the ECEC (All children will be able to select their own napping mat at the Family Gathering or Connections). The napping mat is your child's to keep once they leave our program.
3. A refillable water bottle labeled with your child's name
4. **Optional Item:** Backpack for carrying your child's artwork. Please be mindful of your child's size if you are going to purchase a backpack as they are still small and traditional backpacks are quite large for their little bodies.)

Please make sure that your child is dressed in appropriate, comfortable, and easily laundered clothing. Play is dirty! The classroom curriculum involves active indoor and outdoor play and items such as paint, clay, glitter, or glue. The children are taken outside to play daily with certain exceptions (listed under the topic of Outdoor Play)

Administrative Policies and Procedures

While supporting the Home/School connection, it is essential to set each child and family up for success every day. This section of the handbook addresses

children's personal belongings.

All non-medication, personal care items need to remain at home (i.e., flushable wipes, lotions, etc. unless accompanied by a physician's prescription or previous arrangements have been made with the administration to ensure items are safely out of the reach/access of all children. These items might be lip balm, or personal sunblock if opting out of the school's provided items. Once appropriate protocols have been established, such items from home must be stored in a place inaccessible to the children, such as the teacher's kitchenette area. Items must be clearly labeled.

Each child should keep items such as toys, electronics, games, pacifiers, bottles, food, candy, etc., at home unless specifically stated elsewhere, for the safety of themselves and their peers.

All food, including snacks and lunch, are provided by the ECEC, in addition to birthday treats. Food from outside of the ECEC is prohibited unless written permission is given from an ECEC administrator, to

protect all children in the facility. If your child has medical or dietary needs, please meet with the Director prior to the first day of school to discuss your child's dietary support needs in detail.

Administrative Policies and Procedures Policies Relating to Classroom Procedures

Serving of Meals and Snacks

The ECEC adheres to the guidelines set forth by the USDA (The United States Department of Agriculture) and Clark County Child Care Licensing/State of Nevada regulations as outlined under NAC 432A.380 and NRS 432A. 007.

(a) For 10 hours or less in 1 day, must be offered at least one meal and two snacks or two meals and one snack, and

(b) For more than 10 hours in 1 day, must be offered at least two meals and two snacks or one meal and three snacks.

4. A nutritious snack must be offered to all children in the midmorning and the midafternoon. Each child must be offered food at intervals that are at least 2 hours apart and, unless the child is asleep during that time, are not more than 3 hours apart.

9. Members of the staff of the facility must encourage the children to eat a variety of food and model and observe table manners.

10. Drinking water must be freely available to all children at all times.

11. Food must not be used as a basis for discipline or reward. Children should be encouraged, but must not be forced, to eat.

Lunch

The ECEC will serve lunch to all children who are in attendance during the entire lunch period between 11:45-12:45p.m. Lunch must constitute one-third of a child's recommended daily dietary allowances and include food from all the five basic food groups. Children will be able to select from the main entrée, a cheese sandwich or a turkey sandwich. All lunches include fruit, a salad with or without ranch dressing, milk, starch, and a vegetable regardless of the main entrée/sandwich selection.

Snacks

The ECEC will serve a nutritious snack to any child who is in attendance at the time snack is served. Snacks are served mid-morning, mid-afternoon, during Before Care, and During After Care, daily.

Menu

The current menu for the month is available on the ECEC webpage, www.nsc.edu/ECEC. Additional menus are posted at the ECEC Front Desk in the Family Information area and also on the family communication boards outside each classroom. The menu is changed monthly.

Safety, Health, and Guidance Policies and Procedures

Supervision of Children

All children will be supervised at all times while they are in our care. No child will ever be unsupervised. As stated in A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria (NAEYC 2005), preschool children will be supervised primarily by sight. Supervision of preschool children by sound is permissible for short periods (i.e., children using restrooms) provided that teachers frequently check on children (NAEYC 3C.4).

Arrival and Departure of Children

Our ECEC is a SECURED site. This means that you MUST have an active ProCare pin code, biometric scan, QR code, or visitor pass to have access to the ECEC. Please make sure to check your child in and out via ProCare and your child's classroom clipboard at each arrival and departure pick-up. We have installed this feature for your child's increased safety and your added convenience.

Arrival Policy

The ECEC is open from 7 am to 6 pm daily, however, the hours of 7 am to 9:00 am will continue to be arrival times for the children. Children arriving between the hours of 7-8:20 am will participate in Before Care for an additional fee of \$10 per day, or \$30 per week, pre-registered.

All children need to arrive by 9:00 a.m. every morning. Important information about the Flow of the Day is shared with the class during Morning Meetings, and this time of day is crucial for building safety and connectedness, which contributes to your child's social and emotional development and overall wellbeing. Late arrivals disrupt the learning process of other children as well as your own.

The class teachers are asked to notify the ECEC office by 9 am and report all absent children for our records.

If a child has an appointment or is receiving any other services and will be late, the parent/guardian is responsible for calling ahead and informing the ECEC by 9 am on the same day or earlier for an excused late arrival for the day.

If a child is absent from the ECEC because she/he is sick or has a communicable disease, the parent/guardians need to inform the ECEC and state what the child has. This information may be shared with others in order to inform families and protect all the children and staff. Please note that your child's personal information will not be shared with other families as this is protected by HIPPA.

Safety, Health, and Guidance Policies and Procedures

Release to Authorized Persons Only

Children will ONLY be released to authorized individuals as designated by the custodial/residential parent or guardian. The names of persons authorized by the custodial/residential parent or guardian to pick up a child are kept in our ECEC office and in our computer system and securely guarded.

Clark County Child Care Licensing requires each parent to designate in writing the names, phone numbers, and relationships of two additional people authorized to pick up the child in the event of an emergency. This is four authorized people total. If the ECEC staff members do not recognize an adult asking to pick up a child, the adult will be asked to identify himself or herself and the name of the child to be picked up. Adults will be required to present a proper form of photo identification. If the person asking to pick up a child does not have proper identification, they will not be allowed to pick up the child. This procedure is designed to protect the safety of all children in the ECEC, and if there is any doubt regarding the validity of the person picking up the ECEC, will not release your child, and you will be contacted immediately.

Any changes in the list of persons authorized to pick up a child must be communicated to the ECEC staff in writing immediately. In addition, all court orders addressing parental/legal rights, such as custody and visitation rights, in regard to a child enrolled in the ECEC must be presented to the ECEC Director. A copy will be kept on file at the ECEC.

ECEC Main Doors are kept locked at all times.

All parents/guardians will receive a unique numeric pin number to access the building.

Please note that you MUST remember your pin in order to have access to the ECEC front door. An ECEC staff member will be available during business hours to assist anyone outside the front door.

The ECEC also has cameras in and around the building that are recording around the clock in order to secure the building better. There is a television screen in the ECEC lobby that shows sections of what the cameras are recording.

Safety, Health, and Guidance Policies and Procedures

To assure that the ECEC maintains quality safety and accountability for all children, we have several procedures related to the arrival and departure of children:

Classroom doors are unlocked during drop-off and pick-up times. At all other times, an NS/ECEC ID badge is required to access any part of the ECEC. You must double swipe to enter our classrooms. Parents/guardians will be escorted and/or granted access upon arrival.

Arrival:

- 1) Each parent or approved designee shall clock in and clock out his or her child at arrival or departure using the ProCare system. Parents or guardians will be issued a digital pin number for each person designated to drop off or pick up their child. You may also use a QR code or biometric scan.
- 2) You must also make sure to sign in and sign out your child using the classroom clipboard located in your child's classroom. Parents and guardians or approved designees **must sign your child in and out using both first and last names. For increased security, classroom doors lock at 8:35 am daily.**
- 3) Escort your child to and from the classroom each day and notify the teacher of your child's presence. Please note that your child's teacher must see you and your child. Children must wash their hands immediately upon entering the classroom. **Access to the ECEC is not allowed via the playground at any time for any reason. Exiting via the playground gates is also not permitted for any reason for all children's safety. Please respect this very important policy.**

Departure:

- 1) Once your child has been pick-up from his or her classroom, your child must remain with a parent, guardian, or designee at all times until departing from the ECEC premises.
- 2) At departure, a parent, guardian, or designee must clock your child out using the ProCare system.
- 3) Lastly, sign your child out on the classroom clipboard. If you need assistance with this procedure, please ask the ECEC Administrative Assistant at the front desk. **For increased security, classroom doors will remain locked until 3 pm daily. Access to the ECEC is not allowed via the playground at any time for any reason. Exiting via the playground gates is also not permitted for any reason for all children's safety. Please respect this very important policy.**

If you happen to be picking– up or dropping off during the time of a safety drill, including fire, earthquake, or Lockdown drills, all families must participate in the drill along with the children and staff.

Safety, Health, and Guidance Policies and Procedures

Observers and Visitors

All Nevada State students who are participating or observing in any classroom or Observation Deck will sign in using the College Student Sign-In Book and ProCare at the Front Desk. Students must clock in and out using this system and wear the appropriate identification badge at all times while in the building. All other visitors, including parents coming to eat lunch with their child or to volunteer must make their presence known to the person at the front desk, sign the Visitor's Log located at that desk, and wear a Visitor Badge while in the building.

ECEC Telephone

A telephone is located at the front desk for use by the ECEC to facilitate communication between the ECEC and parents of children enrolled in the ECEC, and to provide emergency support when necessary. Nevada State Security numbers are posted throughout the ECEC and in each classroom to support safety.

Fire, Earthquake & Lockdown Emergency Procedures

Fire & earthquake drills will be held at monthly during the year with the cooperation of the Henderson Fire Department and NS Campus Safety. Lockdown drills are held regularly as well, but minimally, quarterly. All of these procedures are explained to the children prior to the drill taking place in an age and developmentally appropriate manner.

Incident weather

Fire emergency and weather alert plans are posted in each classroom and are in our emergency folders. These plans explain the actions to be taken and the responsibilities of the staff in case of fire emergency, weather alerts, or evacuation procedures. These plans contain diagrams showing the proper evacuation routes.

Holidays and Other Emergency Closings or Delays

The ECEC is Closed in accordance to the annual ECEC academic calendar. Please refer to the calendar on our website. The ECEC's authorized child/staff ratios are dependent upon undergraduate student interns and when Nevada State is closed due to emergency issues, college student staff do not report to the ECEC. Thus, in the event Nevada State is closed due to emergency conditions, the ECEC is closed also. Announcements of such closings will be made to families via the ProCare app and via email.

Safety, Health, and Guidance Policies and Procedures

Evacuation

In the event that the ECEC must be evacuated, children will be escorted to a safe part of the Nevada State campus, such as the Dawson Building.

Use of Aerosol Sprays/ Chemicals

Aerosol sprays/chemicals may be used within the ECEC to sanitize, freshen the air, or control pests/insects. Every attempt is made to secure a non-toxic version of these treatments as well as to disburse these when children are NOT present. Ingredient lists are available at the ECEC front desk in the NAEYC Program Portfolio for review. Some of these fragrances may be in children's personal lotions.

Safety Training and Curriculum

Teachers review annual training and updates in policies and procedures for health and safety. Our ECEC staff receives training in First Aid, CPR, Child Abuse & Neglect, and Communicable Disease Prevention. Furthermore, the ECEC has an additional manual on evacuation and lockdown procedures located in the office and posted in each classroom. The ECEC's safety and health procedures are overseen by the Nevada State Campus Police in conjunction with UNLV and the Henderson Police Departments. Teachers review updated training from Campus personnel when policy changes in safety occur. Staffing teams are encouraged to incorporate issues regarding health and safety topics into the ECEC's curriculum.

Reporting Child Abuse or Child Neglect

ECEC staff members are trained in the recognition and prevention of child abuse and child neglect. Staff members are mandated by Nevada law to report any suspicions they may have that a child has been abused or neglected to the local Child Protective Services.

On-Campus Field Trips

Currently, all field trips are walking field trips as the ECEC does not provide transportation for field trips. Permission for on-campus activities such as walks is granted by signing a standard permission form at the time of enrollment/registration. A standard permission form must be renewed annually.

In addition, the ECEC shall comply with the requirements of OAC 5101:2-12-18 for field trips. Proper ODJFS documentation forms for supervision will accompany classrooms in addition to the ECEC's own forms.

Safety, Health, and Guidance Policies and Procedures

Management of Communicable Diseases and Other Illnesses

To reduce the spread of illness to other children and staff members, we ask that you review the following health and safety procedures. As licensing law requires that the ECEC maintain a minimum child/staff ratio at all times, the ECEC is also not equipped to care for children who are ill.

We appreciate the cooperation of parents in keeping their children at home when those children exhibit any of the symptoms listed in the following chart below. We appreciate your promptness in making arrangements to pick up your child when called by the ECEC if your child is identified as exhibiting symptoms. Again, it is crucial that you keep us informed of current phone numbers and where you or at least two other authorized adults can be contacted at all times for this purpose. **Please call the ECEC office to notify us when your child will be absent at 702-992-2595.**

Communicable Disease Chart

The Southern Nevada Health District Communicable Disease Chart for Schools and Child Care Centers provides an overview of the management of suspected illnesses. This chart is posted at the Front Desk and outside the classrooms. ECEC staff receive regular in-service training in the signs and symptoms of illness and in proper hand washing and disinfecting procedures. Parents will be notified via the ProCare app and via email when a case of a communicable disease is reported. According to State of Nevada regulations, communicable diseases must be reported to appropriate local licensing divisions and the Southern Nevada Health District.

When your child is unable to come to school: Health Symptoms

Diarrhea (two or more abnormally loose stools in a 24-hour period).	Difficult or rapid breathing.
Severe coughing (causing the child to turn red or blue in the face or to make a whooping sound), sneezing, or runny nose.	Yellowish skin or eyes.
Conjunctivitis (inflammation of the mucous membrane of the eyes) or teary, inflamed eyes, aka "Pink Eye".	Temperature of 100.4 degrees Fahrenheit taken by the axillary method when in combination with other signs (s) of illness.
Untreated infected skin patch(s)), unusual spots, or rashes.	Unusually dark urine and/or gray or white stool.
Stiff neck with an elevated temperature.	Glandular swelling.
Sore throat or difficulty in swallowing.	Unusual fatigue and/or irritability.
Evidence of head lice, scabies or other parasitic infestation.	Vomiting more than one time and when accompanied by any other sign or symptom of illness.

Safety, Health, and Guidance Policies and Procedures

Symptoms

If your child exhibits any of the following signs or symptoms, he or she will be isolated from the other children in the Care Center, and you will be notified to come and pick up your child promptly.

An ECEC member with current valid training in the management of communicable diseases will observe each child daily at the ECEC for health symptoms.

A child isolated due to suspected communicable disease will be cared for away from other children. The ill child will be within the sight and sound of an adult at all times. The child will be provided with a bed and will be monitored constantly until the parent, guardian, or another authorized person arrives to take the child home.

Parents/guardians of an ill child will be notified immediately and will be expected to arrive promptly to take the child home. The ECEC recognizes the difficulty that this may present to families' schedules, but the departure is necessary for the health and safety of both the ill child and the other children and staff at the ECEC. We cannot reiterate the importance enough that you provide the ECEC with the names and phone numbers of at least two additional people whom you authorize to pick up the child in these circumstances, should the ECEC be unable to contact you personally.

Procedure for Readmitting Child

A child who was sent home because of illness will be readmitted to the ECEC when the child is free of communicable disease symptoms or with the written permission of a physician. The ECEC will follow the communicable disease chart as a guide, and the ECEC reserves the right to require a statement from the physician before readmitting the child. If your child had a fever without the use of medication, they will be readmitted after they have been fever free for 24 hours.

ECEC Staff Illnesses

ECEC staff members who exhibit the symptoms listed on the previous chart are also sent home and are not allowed to return until free of symptoms for 24 hours.

Safety, Health, and Guidance Policies and Procedures

Administration of Medications, Vitamins, or Special Diets

Medication is defined as any substance or preparation containing active chemical ingredients for the purpose of prevention or treatment of a wound, injury, infection, infirmity, or disease.

The ECEC staff will not administer medications, vitamins, food supplements, fluoride supplements, or topical ointments, creams, or lotions, whether prescription or non-prescription, unless:

- 1)** Instructions to administer such items are provided in writing on a form provided by the ECEC and completed by the parent. Proper forms must be completed on file.
- 2)** Specific instructions and recommendations for the administration of medications, etc., are submitted in writing by a licensed physician on a form supplied by the ECEC. Also, an original label must be attached to the original container from the pharmacy, and the label must contain, at a minimum, the child's name, a current date (within the last six months), an exact dosage to be given, the specific time of administration and the number of dosages to be given daily, and the route of administration. The purpose of the medication must also be included.
- 3)** The parent/guardian will need to fill out a "Child Medical/Physical Care Plan" form if a child needs an inhaler or other similar medication. The parent, doctor, or nurse may need to train our staff on proper usage. The ECEC will not administer any expired medication.

Medications will be kept in the Care Center or with the child's teacher (if emergency medication such as an inhaler or Epi-pen. In a safe, locked location where children cannot reach them. Any medication requiring refrigeration will be refrigerated immediately upon arrival at the ECEC and also in the Care Center and will be stored so as not to contaminate food items. We have a medication-only refrigerator in the Care Center for just this function.

The ECEC will complete a form each time an administration of medicine is given to a child pursuant to this section. The designated staff member to administer medication will be the Head Teacher or the Assistant Teacher. In their absence, the supervisory staff person in the child's classroom or ECEC Administrator will administer the medication. These forms, along with the parent and physician forms, will be kept on file at the ECEC for at least one year following the last administration. The ECEC reserves the right to refuse to administer certain medications.

All children will eat food prepared at the ECEC except for those children requiring modified diets, (as described previously under the Serving of Meals and Snacks.) A modified diet is defined as any diet eliminating the use of one or more of the four food groups or altering the amount of food required to be served to meet one-third of the recommended daily allowance.

The ECEC adheres to the guidelines for the administration as outlined in NAC 432A.376 for the administration of medication and over-the-counter (OTC) medications.

Any allergies should be communicated during the registration process as well as shared with your child's classroom teacher. The ECEC administration will provide a complete allergy list to each teacher for the children in their classrooms as updated each semester.

Safety, Health, and Guidance Policies and Procedures



Administration of Medications

As part of the enrollment process, families were presented with the following steps regarding the administration of medication. Whereas the State of Nevada, pursuant to NAC 432A.376, authorizes licensed ECECs to administer medications to their students under controlled conditions and that this authorization is in the best interest of the operation of the ECEC, the following medication policy for the NS ECEC is approved:

- 1. ORDER TO ADMINISTER PRESCRIPTION/OVER THE COUNTER (OTC) MEDICATION** can be downloaded prior to seeing your medical doctor for a sick child.
- 2.** This form must be filled out completely and signed by the attending physician and parent when bringing a medication (prescription or OTC medication) to the ECEC to be administered to a child. This form must have a beginning and end date and the exact time to administer.
- 3.** No medication will be accepted without this signed form.
- 4.** The medications administered by the ECEC must have a prescription label provided by a registered pharmacist and contain the child's name and dosage of medication.

5. The medication shall be stored in locked cabinets inaccessible to students or children. Upon the discontinuance of the use of prescribed medication, NSC ECEC shall destroy or return to the child's parent all unused medication.

6. The Director of the NSC ECEC or their designee shall be charged with administering the medications pursuant to the orders written by the physician.

7. The NSC ECEC shall keep all logs and records required under NAC 432A.376; and, all

8. Copies of the medication records shall be stored in both the NSC ECEC Care Center as well as in the child's file to whom the medication was administered.

Safety, Health, and Guidance Policies and Procedures



Administration of Medications

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 accessible in the classrooms (including children's cubbies, backpacks, etc.)

Additionally, lotions and lip balms must have 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

1. Have a completed IHP on file and signed by the parent.
2. Must be authorized by physician/ healthcare provider
3. Have a completed PERMISSION TO ADMINISTER MEDICATION with exact dosage and time to administer

4. State duration of administration of medication, the purpose of the medication,

PRESCRIPTION MEDICATIONS MUST

1. Have a completed Permission to Administer Form by Attending Physician. The exact name of the medication, dosage/frequency, and begin date and end date must be complete.
2. Have a pharmacy label on the drug with the name of the child and dosing instructions.
3. Have a completed PERMISSION TO ADMINISTER MEDICATION by parent/guardian with the exact name of the medication, duration, dosage, and time completed.
4. Be picked up daily per state licensing
5. The ECEC and its employees accept no liability for the administration of any prescribed medication. By your signature, you are authorizing the Nevada State ECEC staff to administer to your child. You hold the Board of Regents and the Nevada System of Higher Education (NSHE) on behalf of the Nevada State ECEC harmless if any adverse reactions occur pursuant to your request to administer medication to your child.

Safety, Health, and Guidance Policies and Procedures

Allergies

It is very important that families inform the ECEC staff of any allergies their child may have and to familiarize the staff with any specific symptoms of allergic reaction your child may experience.

ECEC Policy on Mildly ill Children

A “mildly ill child” is defined as one of the following:

A child who is experiencing minor common cold symptoms or who does not feel well enough to participate in activities, but who is not exhibiting any of the symptoms listed previously.

As already mentioned, the ECEC is not equipped to care for children who are not well enough to participate in the activities along with the other children. For this reason, the ECEC must ask that children who do not feel well enough to participate in the ECEC activities, including outdoor play, be kept at home.

Safety, Health, and Guidance Policies and Procedures

Guidance Policies and Procedures

We strive to ensure that *children* will learn to *engage in positive social relationships with peers and adults*, which includes self-regulated behavior and respect for the rights and feelings of themselves and others through the guidance of consistent and nurturing teachers. Each child has the right to be respected for his or her individual characteristics as well as to contribute as a member of a team and the ECEC School Family. In furtherance of this goal, the ECEC has instituted the following Guidance Policies. Adherence to the guidance policies and procedures and those further listed in the NAC 432A.400 will be required by all ECEC staff.

Supporting Guidelines

To support the ECEC's goals, our teaching teams and support staff assigned to supervise a child or group of children operate under the following guidelines. Teachers will intervene quickly when needed to ensure the safety of all children and staff. Please refer back to our curriculum for additional information regarding Conscious Discipline® as a foundational element of the ECEC's programming.

Routine

The teachers and staff strive to maintain a clear and consistent routine for the daily classroom schedule. Children function best when they clearly understand what happens during their day. A visual and written schedule is provided for each classroom for the children as well as adults.

Interaction Style

The teachers and staff strive to maintain a positive and calm interaction style with the children.

A positive and calm role model for behavior sets a clear example for young children. Staff will use developmentally appropriate techniques suitable to a child's age and the circumstances.

Appropriate Language & Positive Reinforcement

The teachers and staff strive to place emphasis on reinforcing positive behavior and involving the child in creating ideas to solve problems in a cooperative manner. The teachers and staff strive to serve as role models for the use of appropriate language with young children and with other adults. Cooperation is emphasized when interacting in the classroom. "Turn-taking" is highlighted and modeled as a way of demonstrating social competence. Furthermore, teachers will set developmentally appropriate and clear limits and expectations.

Positive Attitude & Role Modeling

The teachers and staff strive to reinforce appropriate behavior and focus on positive alternatives and choices in the classroom. For example, the teacher will say to the children, "Walking in halls and classrooms like this prevents us from disturbing our friends and helps us make safe choices! (teacher models desired behavior, so children know what it looks like, sounds like, and feels like while stating this), instead of telling the children "Don't run in the halls or the classroom." The teachers and staff strive to act as adult role models, providing the children a clear example of positive and appropriate behavior.

Redirection: The teachers and staff use the technique of redirecting the child's attention as a primary method of supporting positive behavior.

Safety, Health, and Guidance Policies and Procedures

Behavioral Expectation

The teachers and staff strive daily to maintain certain basic behavioral expectations and set clear and attainable limits for the children. Several behavioral expectations include Safety first. Cooperation with others. Physical aggression is not an acceptable means of solving problems or communicating. Children are encouraged to use their words to ask for what they need or want. Children are encouraged to make responsible choices during the school day and are modeled on how to attain these expectations. Teachers will help children develop stress-relieving techniques such as deep, belly breathing, self-regulation, self-control, self-esteem, and social competence through

Acknowledgment of Child's Feelings

The teachers and staff recognize the importance of acknowledging the child's feelings during conflict resolution situations while at the same time continuing to provide clear and reasonable expectations for behavior. For example, a teacher might say to a child, "It's okay to feel angry, but I cannot allow you to hit or hurt people. We want to keep the school safe for everyone." The teacher would model and explain to this child how to properly express anger as well as how to decompress and calm their bodies down for their own benefit.

Self-Help Skills

The teachers and staff will encourage the development and use of self-help skills to assist children in practicing behaviors.

Whole Group Lessons/Classroom Meetings

The teachers and staff will provide whole group lessons to focus on teaching these behaviors, expectations, and skills so children can be successful. These opportunities provide children with the opportunity to practice listening skills, build peer-to-peer relationships and communication skills, and adjust to shared attention by adults.

Time to Yourself

Time to yourself may be used as an opportunity to calm a child and foster a positive time for the child to ready himself or herself to rejoin other classroom activities. This is typically done in the Safe Place which is located in each classroom and children decide to go there to calm down, they are never sent there by a teacher. In addition, a teacher would likely accompany a child in the beginning of the year until a child is comfortable with what to do when there.

While harsh verbal or physical measures are never used for punitive purposes, the ECEC staff will, when necessary to support the child's safety or the safety of other children, place limits on the child or briefly separate a child from his or her peers. Staff will talk with a child about what behaviors are appropriate and review the reason for the separation. Teachers will encourage children to solve their own problems and control their own behavior, with guidance, when necessary.

Safety, Health, and Guidance Policies and Procedures

Behaviors PROHIBITED by ECEC Staff (in accordance with NAC 432A.400)

All ECEC employees and staff are prohibited to

1. A licensee of a facility shall enhance a child's behavior through positive guidance, redirection of the child's behavior, and the setting of clear-cut limits on behavior.
2. A member, employee, or other person associated with a facility shall not, for any reason:
 - (a) Inflict physical punishment, in any manner or form, upon any child;
 - (b) Verbally abuse or threaten a child;
 - (c) Make derogatory remarks about the child or the child's family;
 - (d) Threaten a child with the loss of the love of any person;
 - (e) Threaten a child with punishment by a deity;
 - (f) Subject a child to any form of punishment which pertains to food or rest or restricts the use of a toilet or other bathroom fixture;
 - (g) Withhold or use physical activity as a form of punishment;
 - (h) Confine a child as a form of punishment by any means, including, without limitation, in a car seat, high chair, infant carrier or jump seat; or

(i) Subject a child to any form of punishment by other children.

Appendix A

(Adult/Child Ratios According to Nevada State Licensing and other regulatory guidelines)

Age Category of Children	Maximum Number of Children Per Child Care Staff Member	Group Size	NS ECEC Ratio	Our ECEC Group Size
Pre-school Children Three—Four years old	12:1	24	8:1	1:6

Appendix B TUITION RATES

What is the tuition rate for the ECEC and can any child attend?

The ECEC is an inclusive program and is available to all 3 and 4-year-old children. If your child has documented disabilities or developmental delays and you would like to discuss their education and care in greater detail, feel free to contact the Director or Coordinator.

The ECEC is available to all Nevada State (NS) students, faculty, staff, and community members. The tuition rate for

NS students is \$250 per week,

NS Faculty/Staff \$275 per week

Community members \$300 per week

for the Academic School Year, running from August-May.

The Summer Camp program runs during June and July and is \$250 per week for every student. We try to allocate 1/3 of the spaces for NS Students, 1/3 for NS Faculty and Staff, and 1/3 for community members to promote diversity and equity.

The ECEC does not discriminate against anyone based on familial status, socioeconomic, cultural or linguistic status, race, gender or gender identity, cultural beliefs, or religion and we value and celebrate diversity, differences and inclusion.

Appendix C REQUIRED LIST OF FORMS

New Student Required Forms Checklist

- Immunization Record
- Birth Certificate
- Health Statement (signed by a physician)
- Consent for Medical Treatment
- Medical History Form
- Child Care Record Form

