

PHILOSOPHY

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

We believe that each child's development is guided by a cooperative team of professionals through observation, interaction, and well-planned learning activities.

Through promotion of a curriculum that provides age-appropriate and individually appropriate activities, equipment and material, children have many opportunities to be actively engaged in the learning process. Our curriculum promotes the development of the whole child physically, socially, emotionally, and intellectually through a balanced daily schedule of individual and small group activity-based learning experiences.

We recognize the importance of working closely with families and acknowledge family involvement as an essential and vital component of the total learning process. Families are encouraged to participate in all activities within the program.

GOALS AND OBJECTIVES

The goals/objectives of the UNLV/CSUN Preschool are to:

- I. Provide a care and education program which will promote the physical, social, emotional, and intellectual growth of every child by:
 - a. Enhancing gross motor skills
 - b. Promoting fine motor skills
 - c. Fostering the use of all senses during learning
 - d. Expanding problem solving and logical thinking skills
 - e. Modeling communication/language skills in a developmentally appropriate manner
 - f. Promoting beginning reading and writing skills in a developmentally appropriate manner
 - g. Offering concepts and information that will lead to a broader understanding of the world

- h. Fostering a sense of self-esteem, positive self-identity, independence, trust and confidence.
- i. Modeling cooperative pro-social behavior

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

- a. Creating space for defined interest areas, i.e., Blocks, Dramatic Play, Manipulatives, Process-oriented Art, Sensory, Library, Music and Science.
- b. Displaying materials at the child's level
- c. Providing a balanced daily schedule
- d. Creating and maintaining an outdoor learning environment which promotes skill development in all learning areas

III. Provide families opportunities to learn more about the development of their children and early childhood education, as well as, to enhance parenting skills through participation in preschool activities and workshops. To provide a link between home and school. Our program will seek to:

- a. Establish a home/ school relationship with families
- b. Promote ongoing written and verbal communication
- c. Provide family conference opportunities
- d. Involve families in classroom activities, program events and family meetings

IV. Provide opportunities for observation of children by students enrolled in child development, education, philosophy, nursing and other UNLV classes. Our focus is:

- a. To develop an observation schedule with students
- b. To clarify observation purpose and objectives
- c. To maintain communication with students and their instructors
- d. To review written guidelines for practicum students and

observers

V. Provide research for faculty, staff and graduate students interested in the development, social interactions, and characteristics of young children. We will:

- a. Establish a working relationship with those involved in research
- b. Review the purpose of research
- c. Communicate with families regarding research done on-site
- d. Gain information from studies conducted to enhance program quality

VI. Nurture staff through training, open communication and a commitment to professionalism. We expect to:

- a. Provide regular staff meetings
- b. Conduct monthly training based on staff needs
- c. Inform staff of community-based workshops, conferences and classes related to early childhood education
- d. Create a shared vision through ongoing team building and motivational activities

PROGRAM DESCRIPTION

The UNLV/CSUN Preschool is a developmental early childhood program which provides a safe and nurturing environment for infants and young children 6 weeks through 5 years of age. Enrollment will not be accepted for children 5 years of age on or before September 30th (kindergarten age). The program promotes the physical, social, emotional, and intellectual growth and language development of young children while responding to the needs of their families.

Our main focus is on the children enrolled in the Preschool. Therefore, the program is “child-centered”. Each child is seen as an individual who takes an active role in his/her own learning by selecting activities from a variety of

interest areas. Teachers provide the time and opportunity for children to engage in the environment by exploring actively the equipment and learning materials. By allowing the children to plan and carry out their own activities, they become imaginative, self-directed learners and problem solvers.

The staff encourages the development of a healthy self-concept by providing an accepting environment in which children are encouraged to explore and make decisions, learn through spontaneous creative play, in ways appropriate to each child's age and individual developmental needs (with appropriate adaptations and accommodations, as needed).

There is a block of time scheduled each morning and afternoon for facilitating the preschool curriculum. During this time children are grouped according to developmental, as well as, chronological age. We encourage families to bring children for that entire block of time, either in the morning or afternoon. There are significant advantages to be gained from the balanced daily schedule provided by our curriculum. Learning is augmented when the children are present for the sequence and progression of the planned activities. There are increased opportunities for positive adult/child interactions and child/child interactions, thereby, facilitating social relationships. A balance of active and quiet time, small and large group activities, as well as, individual, one to one time, promotes development and skill building in all interest areas. This schedule provides a consistent daily routine for all children in our program.

A cooperative team of general education teachers, special education teachers, student assistants and program specialists work together to effectively assess, plan, implement and evaluate individual, as well as, program goals.

Preschool teachers utilize student portfolios to document the ongoing progress of each child's development. A student portfolio is a collection of student work that illustrates the student's interests, skills, and growth over time. The portfolios may contain family information, informal and formal assessment, an IEP, work samples, communications, anecdotal information, and an "I Am Growing" section that reflects the social and physical development of the child.

The UNLV Preschool program responds to the need of families by providing a safe and healthy environment for children while families pursue

their own learning and vocations. Our program offers opportunities for families to learn about the development of their children through ongoing family-teacher interactions, family participation in the classroom, family workshops, lending materials, and community resource information. Special events for families provide social interaction for adults, children, and their siblings.

CALENDAR

The Preschool is open in accordance with the UNLV Academic Calendar for fall and spring semesters. Families will not be charged for academic recesses and bi-weekly fees will be adjusted accordingly. Friday of finals week, the preschool will close at noon.

The following days will be observed:

September Labor Day
November Nevada Day
November Veteran's Day/Thanksgiving Recess
December Winter Break
January Martin Luther King, Jr. Day
February President's Day
March/April Spring Break
May Memorial Day
July Independence Day

DAILY SCHEDULE (Preschoolers)

(Please check with each classroom for individual schedule variations)

7:30-8:30am- **Arrival Time:** Program opens and children enjoy free choice activities with teacher guidance.

8:30-9:30am- **Outdoor Time:** Children may choose to play on the equipment, ride tricycles, create in the sand area, or interact with others in specific outdoor center organized by teachers. These centers may include a sensory table, painting, blowing bubbles, etc.

9:30-9:45am- **Large Group Time:** Teachers read stories, finger plays, lead music and movement. Children plan where they want to begin their morning, and then transition to centers.

9:45-11:15am- **Learning Centers:** The children work in the area they selected during circle/planning time. The teacher encourages children to complete their selected activities. Once the selected task is finished, the child cleans up, and may then choose another learning center.

During learning center time, the teacher is facilitating the child's development in a variety of areas. S/he does so by guiding the child to complete each selected task, to observe, explore, problem solve, create, communicate and discover. There is a balance of teacher-directed and child-directed activities.

The learning centers that the children select from may include Blocks, Art, Dramatic Play, Sensory Exploration Manipulatives, Music and Movement, Writing, Library, Math/Science, Computer, and Snack.

11:15-11:30am- **Closing Large Group:** This group time brings closure to the morning learning centers.

Teachers share stories, finger plays, music and movement. Children are encouraged to talk about their experiences during morning learning centers.

11:30-12:00pm- **Outdoor Time:** Same as above

12:00-12:30pm- **Lunch:** Children bring lunch from home and sit together with adults to enjoy their meal.

12:30-1:00pm- **Rest Time:** Resting children either sleep or lie quietly with a book. Children who are enrolled for more than 5 hours a day must be provided an opportunity to rest; length of resting times vary, depending upon age group.

(Non-resting children play quietly in learning centers or in the Multi-Purpose Room.)

1:00-1:30pm- Outdoor Activities: Butterflies & Rainbows

1:30-2:00pm- Outdoor Activities: Ladybugs

2:00-2:30pm- Outdoor Activities: Hearts

1:30-3:30pm- **Learning Centers:** Same as above (times vary according to age group)

3:30-4:00pm- **Outdoor Time:** Same as above (times vary according to age group)

4:00-7:00pm- **PM Program:** (Monday-Thursday)

4:00-5:30pm- **PM Program:** (Friday)

5:30pm- **Closing:** (Friday)

7:00pm- **Closing:** (Monday-Thursday)

DAILY SCHEDULE (Toddlers)

Please check with each classroom for individual schedule variations.

Accommodations will be made for children who require food or rest during non-scheduled times.

7:30-9:00am- **Arrival Time:** Program opens and children enjoy free choice activities with teacher guidance.

9:00-9:30am- **Outdoor Time:** Children may choose to play on the equipment, ride tricycles, create in the sand area, or interact with others in specific outdoor centers organized by teachers. These centers may include a sensory table, painting, blowing bubbles, etc.

9:30-9:40am- **Large Group Time:** Teachers read stories, finger plays, lead music and movement. Children are assisted with their plan for the morning, and then transition to centers.

9:40-10:10am- **Learning Centers:** The children work in the area they selected during circle/planning time. The teacher encourages children to complete their selected activities. Once the selected task is finished, the child cleans up and may choose another learning center.

During learning center time, the teacher is facilitating the child's development in a variety of areas. S/he does so by guiding the child to complete each selected task, to observe, explore, problem solve, create, communicate and discover. There is a balance of teacher-directed and child-directed activities.

The learning centers that the children select from may include Blocks, Art, Dramatic Play, Sensory Exploration Manipulatives, Music and Movement, Library, Science Exploration and Computer.

Structured toileting routines occur throughout this time period.

10:10-10:30am- **Group Snack**

10:30-11:30am- **Learning Centers:** same as above

11:30-12:00pm- **Outdoor Time:** same as above

12:00-12:30pm- **Lunch**

12:30-2:30pm- **Toileting/ Rest Time**

2:30-3:10pm- **Learning Centers:** same as above

3:10-3:30pm- **Snack**

3:30-4:00pm- **Closing large group (goodbyes)**

4:00-7:00 pm- **PM Program:** (Monday-Thursday)

4:00-5:30pm- **PM Program:** (Friday)

5:30pm- **Closing:** (Friday)

7:00pm- **Closing:** (Monday-Thursday)

DAILY REPORT PROCEDURES

A daily report will be prepared by staff and given to families for infants and toddlers. This report will contain information on the child's feeding, and sleeping status. Toileting data is logged daily and available to families at all times.

PROFESSIONAL AND CLASSIFIED STAFF

All professional and classified staff employed with UNLV receives a Staff Handbook for Faculty and Professional Staff or a State of Nevada Employee Handbook. Please refer to these documents for all information regarding employment, appointments, compensation, performance, attendance, leave and benefits.

STUDENT ASSISTANT ORIENTATION

The purpose of the Student Assistant Orientation is to:

- develop a sense of pride in employment responsibilities
- provide opportunities to meet fellow staff
- familiarize oneself with the classroom environment
- participate in training necessary for accreditation/licensing

The Student Assistant Orientation will include:

-explanation of program operations, the general reporting structure and the philosophy, goals and objectives of the Preschool.

-staff introductions

-the student assistant's specific duties and responsibilities, including information to help the student understand the relationship between his/her job and other activities. A question and answer period will be provided at the close of the orientation.

-discussion of supervisor expectations of the student's work performance, including standards.

-student assistant instruction on where to find work assignments, messages and where to secure personal belongings.

-a review of their specific work schedules. Attendance expectations will also be clearly communicated.

-a review with the student assistant of any policy/ procedural changes, that may affect his/her employment.

-a tour of classroom environments.

PAYROLL PERIOD

Student assistants are paid semi-monthly. Payroll checks are sent to on-campus departments on the 10th and 25th of each month. If the 10th or 25th falls on a weekend or holiday, payroll checks will be available on the Friday before the weekend or the last working day before the holiday.

Wages paid to student employees through the College Work-Study Program and Regular Student Employment is subject to federal and state taxes and must be reported. Questions on exemptions or withholding of taxes may be directed to the Payroll Office (895-3825).

Each student employee receives a Wage and Tax Statement, Form W-2, at the end of the tax year. If the form has not been received by January

31, the student should contact the Payroll Office.

UNLV/CSUN Preschool Pay Day Schedule
Spring 2007

Pay Day	Pay Period
1/10/07	12/8/06 - 12/21/06
1/25/07	12/22/06 - 01/09/07
2/9/07	01/10/07 - 01/24/07
2/23/07	01/25/07 - 02/08/07
3/9/07	02/09/07 - 02/22/07
3/23/07	02/23/07 - 3/08/07
4/10/07	03/09/07 - 03/22/07
4/25/07	03/23/07 - 4/09/07
5/10/07	04/10/07 - 4/24/07
5/25/07	04/25/07 - 05/09/07
6/8/07	05/10/07 - 05/24/07
6/25/07	05/25/07 - 06/07/07

GENERAL EMPLOYMENT POLICIES

Staff Development

On or before your first day of work, you must bring the following documents:

1. Driver's license (or Passport)
2. Social security card (or certified copy of birth certificate)
3. Sheriff's card (child care)
4. Health card (child care)
5. TB test certificate
6. Consent & Release Form

Within the first 90 days of employment you must present the Assistant Director/Administration with the following documents (cards/certificates):

1. Recognition of Signs and Symptoms of Illness (2 credit hours)
2. CPR (3 credit hours)
3. Recognition and reporting requirements related to Child Abuse & Neglect (3 credit hours)

4. Intermediate First Aid/Health & Safety in the Classroom (2 credit hours)

Each licensing year (November 1st through October 31st) you must maintain 15 training credit hours (3 must be in the development of children and 3 in child care) as a requirement of this state. Items **one** through **four** above may be counted as 9 of the 15 required annual training hours upon hire, then every 36 month thereafter.

Absences

Student assistants must notify the supervisor no later than the beginning of the scheduled work period when he/she is unable to work. In the case of an extended absence, the anticipated duration should be reported to the supervisor as soon as possible. The supervisor is responsible for authorizing all absences. It is the assistant's responsibility to get a substitute for any anticipated absence by completing a Shift Coverage Form. Repeated absences will be discussed with a supervisor for possible schedule changes.

Breaks

An assistant working a consecutive four hour work period is entitled to a 15 minute break with pay. Assistants working a full eight-hour day are entitled to two 15 minute breaks with pay and no less than 30 minute lunch break without pay. Paid breaks may not be taken at the beginning or end of the work period and are not cumulative. These breaks may only be taken during a time period when they will not place an undue burden on the department.

Concurrent Employment

It is suggested that Work-Study or Regular Student Employees not work at two or more jobs concurrently. However, if a work-study student should be employed concurrently, it is imperative that each employment area be aware of the other and that hours are monitored closely. The balance of hours remaining to work reflects the total number of hours the student has remaining, rather than the number of hours the student has remaining for each specific department.

Employee Benefits

Every student employee is covered during his/her working hours by Worker's Compensation against work related injury/illness. The coverage provides an incapacitated student employee the means of support and medical care when unable to work because of a job-related disability. An employee must report immediately any job-related accident or illness to his/her supervisor and to the Student Health Center. Additional information regarding Worker's Compensation is available from the University Personnel Office.

All registered students with valid student identification can be treated in the Student Health Center, free of charge.

A student employee is NOT eligible to receive other employment benefits such as overtime pay, shift differential, paid holidays, vacation leave, sick leave, retirement benefits, unemployment insurance, or permanent status.

Fulltime professional and classified employees of the UNLV/CSUN Preschool qualify for a 50% discount on preschool tuition for one family member. Rates are determined by their faculty and staff status. This discount does not apply to the registration fee, overtime hours or scheduled change fees.

Employee/Employer Conflicts

Both the employee and employer share the responsibility of addressing problems which may occur during the course of the student assistant's employment. There should be realistic expectations of both the employer as supervisor and the student as employee.

The following guidelines have proven successful in dealing with employee/employer conflicts.

1. Address problems as they arise, not after they accumulate. Deal with minor concerns before they become major problems.
2. Review duties, job responsibilities and expectations openly and often.
3. Avoid personalizing redirection suggestions. Discussions regarding performance should always occur in private.

Evaluation of Work Performance

Routine, periodic appraisals should be made of the student assistant's performance. These should be conducted on both an informal and formal basis. The assistant is informed, in advance, of the evaluation procedure and involved in the evaluation process by completing a self-evaluation. The evaluation process is a means to identify the student's employment strengths and areas for development, establish appropriate goals, and review performance expectations. It is suggested that all new employees be evaluated at the end of three months and at least annually, thereafter. More frequent evaluations may be made at the employer's discretion. A signed copy of the evaluation form is given to the student and the original placed in the student's internal personnel file.

Overtime

A student may work a maximum of 20 hours per week. It is strongly advised that students not work over 7.5 hours in a day.

Terminations

If the student is a work-study employee, employment must be terminated when the student's total award is earned (and an increase in award is not possible). The department may decide to transfer the employee to regular student status (1501), or in the case of off-campus work-study employees, the employer may choose to place the student employee on their internal payroll.

A student's employment may be terminated at any time. Item P on the reverse side of the UNLV Employment Document, states "Hourly employees are temporarily appointed, therefore, termination of employment may be given at any time." When hiring a new student employee, the following statement should be included under the remarks statement: "Contract contingent upon item P on the reverse side of this document".

A student's employment may be terminated by the student employee.

At the time of termination, a completed Employment Document terminating the student must be submitted to Student Employment Services for

processing. In the case of off-campus employment, the supervisor must notify Student Employment Services. The employer is responsible for ensuring that the student has completed his/her time sheet, including signature, for the hours worked during the pay period.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYMENT

The University of Nevada, Las Vegas is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, or veteran status.

In all its procedures, the Student Employment Services upholds the principle of equal treatment and opportunity for all persons. In the event you need or seek assistance with issues of discrimination, please contact the Diversity Initiatives Office, FDH 560, 895-1597.

GENERAL STAFF REQUIREMENTS

- Current Sheriff's Card for Child Care including FBI background check.
- Current Health Card for Child Care.
- Written evidence of a negative report of a tuberculosis test or chest x-ray taken prior to employment.
- Certification in CPR/First Aid
- Written evidence of training on Identifying Child Abuse/Neglect
- Good physical and mental health.
- Written evidence of an initial course in Symptoms of Illness
- Must have no pending criminal action or felony conviction of child abuse or neglect, or any crime involving physical harm to a person, or felony regarding any controlled substance.
- Must complete a minimum of 15 hours of training per year in child-care related subjects approved by the Bureau of Services for Child Care.
- Must complete Universal Precautions training session within the six weeks of employment start date.
- Support and participate in the preschool mission statement of service, research and training.

GENERAL STAFF ATTRIBUTES

- Accept and enjoy children. Interact with them without recourse to physical punishment or psychological abuse. Demonstrate tolerance for noise and activity.
- Understand the importance of providing young children with encouragement and a wide variety of experiences.
- Communicate with regard at all times to children and their families.
- Celebrate differences in life styles, ethnic origin and ability.
- Demonstrate qualities of warmth, openness, flexibility, sense of humor and willingness while working.
- Be receptive of new ideas and constructive evaluation, help and direction.
- Plan and carry out learning activities with children and use effective transition tools to minimize waiting.
- Model language that is friendly, positive, courteous and developmentally appropriate. Ask open-ended questions that arouse creative communication.
- Foster cooperation, developmentally appropriate independence and social behavior.
- Demonstrate an interest in training opportunities and professional growth.
- Demonstrate an interest in and participate in ongoing research.

General Staff Rules:

- Confidentiality must be maintained at all times.
- Provide a safe, comfortable, and relaxed environment for the children and attend to their well being.
- Demonstrate knowledge of Universal Precautions procedures.
- Have knowledge of identifying and reporting procedures related to child abuse and neglect.
- Report all damaged furniture, toys, etc. and be certain they are removed.
- Practice unified, consistent methods of guiding children's behavior.
- Mistreatment, either emotional or physical will not be allowed and will result in immediate termination of employment.
- Have knowledge of emergency and safety procedures.
- Model high standards of cleanliness.
- Maintain centers in an orderly fashion at all times.
- Personal business may not be conducted during duty hours other than emergencies. Cell phones must be kept off and put away.

- Physical or emotional problems of children must be reported to director for discussion with families.
- Staff may eat and drink in classroom only during children's lunch time or at snack table. Please be seated at all times.
- No smoking.

JOB DESCRIPTION DIRECTOR OF THE UNLV/CSUN PRESCHOOL

The Director is responsible for operating the Preschool facility for children in a manner that contributes to their growth and development.

ADMINISTRATIVE

- Maintain a physical environment that conforms to governmental, NAEYC and university standards of safety and cleanliness, and that is conducive to optimal growth and development of the children who attend the Preschool (Refer to Regulations and Standards for Child Care Facilities and NAEYC.)
- Operate the program in conformity with governmental standards and NAEYC for the physical safety and well being of the children and adults who use the facility (Refer to Regulations and Standards for Child Care Facilities and NAEYC).
- Create and maintain the budget.
- Supervise the implementation of the federally funded Special Milk Program.
- Supervise the computing and collecting of tuition, calculation of time sheets, making deposits, dispersal of paychecks to employees in absence of Administrative Aide.
- Report and maintain positive relationship with CSUN.
- Look to and plan for the future of the UNLV/CSUN Preschool.

- Support and participate in the preschool mission statement of service, research and training.

SUPERVISORY

1. Supervise the development and execution of the ongoing preschool program of group activities that contribute to the care, growth, and development of the children who attend the facility.
2. Supervise the evaluation of all personnel assigned to the preschool.
3. Plan and conduct regular and called meetings of the preschool staff.
4. Supervise the requisitioning and inventory of supplies and equipment for the Preschool.
5. Supervise the record keeping for the preschool that is required by governmental agencies and university policy such as:
 - A. Records of children
 - B. Health and safety inspections
 - C. Personnel evaluations
 - D. Requisitions and inventories
6. Supervise Clark County School District/UNLV Preschool Program.
7. Promote an inclusive environment for all children and their families.

REQUIREMENTS FOR THE DIRECTOR

Minimum M.A. degree or equivalent in early childhood or elementary education or related area and two years experience in a Preschool or primary school program.

1. Ability to supervise staff of varying educational and experiential backgrounds.

2. Administrative ability.
3. Sensitivity to the individual and group needs of children.
4. Sufficient maturity and good judgment to function in crisis situations.
5. Evidence of emotional maturity and stability.

HEAD TEACHER

Qualifications:

Baccalaureate degree in Early Childhood/Child Development and at least three years of full time teaching experience with young children and/or a graduate degree in ECE/CD; or

Have a combination of education and experience which, in the judgment of the director and the screening committee is equivalent to the above; or adequate to fulfill the requirements of the responsibilities to be assumed.

Hold or be continually working toward teaching certification from the State of Nevada, Department of Education.

Requirements:

See general staff requirements.

Job Summary:

Daily

Oversee and participate in caring for the children's well-being and safety.

Direct learning and circle activities for assigned group of children.

Use effective transition times to minimize waiting.

Provide activities which stimulate the development of age appropriate skills, including communication, reading, writing and math readiness, art experience, cognitive and fine and gross motor development.

Provide encouragement and positive reinforcement for children.

Provide appropriate behavior management techniques when

necessary.

Report to director any persistent problems with children or staff requiring intervention; arrange conference with director, parent and/or staff member.

Supervise classroom, playroom and playground.

Director good health practices (hand washing, toileting) and demonstrate Universal Precautions throughout the day.

Supervise free play time.

Administer first aid as needed.

Make written record of accidents/incidents.

Inform parents of news, field trips, or special occurrences, interacting as needed.

Communicate and work effectively with director and other staff members.

Answer the telephone, take messages and provide information about the preschool.

Assist in assigning duties to classroom aides.

Assist practicum students by involving them appropriately with children.

Maintain tidiness of the preschool.

Supports and participates in the inclusion of children with special needs.

Assist children at lunch, as needed.

Maintain positive rapport and working relationship with families.

Supports and participates in research.

Maintain current portfolios for each child.

Weekly

Plan and organize daily lessons (two weeks in advance for director's review).

Plan and organize learning centers in collaboration with staff (one week in advance for director's review).

Assist director in planning agenda for, and facilitating weekly staff meeting. Elicit staff input for agenda and discussions.

Check out and accept responsibility for library materials.

Create and maintain written record of child's development, progress, activities or areas of special concern through development of portfolios.

Evaluate the need for and initiate family conferences.

Plan duties for assistant break schedules.

Post information for families.

Use letterpress, laminator and projector.

Shop for supplies as needed for planned activities.

Launder sheets, blankets and other washable materials, as needed.

Maintain inventory of supplies needed. This includes instructive, snack and first aid supplies. Restock supplies after delivery.

Participate in weekly head staff meetings.

Monthly

Provide in servicing for staff in areas of specific expertise.

Collaborate with director, families, and staff in selecting topics for monthly family meetings.

Attend and assist in facilitating family meetings.

Maintain bulletin boards according to themes, and display current samples of children's work.

Conduct fire drills and record procedures.

Plan and organize on campus field trips.

Plan for special events.

Attend monthly all staff meetings.

Semester

Collaborate with director and staff in planning daily schedules, learning center themes, behavioral goals and benchmarks, program improvements.

Collaborate with director and staff in planning staff development.

Assist in grouping the children according to age, maturity and ability.

Assist in pre-registration of preschool children including daily schedules, reviewing health evaluations and immunization records.

Evaluate each child's progress.

Prepare progress reports for each child.

Prepare individual children's schedules and records.

Thoroughly clean and organize entire preschool.

Yearly

Collaborate with director and staff in organizing and implementing graduation event.

Complete a minimum of 15 hours per year of training in a child care related program approved by the Bureau of Services for Child Care.

Update CPR training/first aid certificate.
Maintain current health card, sheriff's card and FBI check.

Ongoing

Assume primary responsibility of the center with the staff development specialist in the absence of the director and assistant director/administration.

Obtain knowledge of all office procedures, registration requirements and procedures, fee schedules, and space availability.

Obtain knowledge of director's responsibilities in order to assume these responsibilities if need arises.

Develop and implement curriculum and program in accordance with the philosophy and policies of the preschool.

Foster team spirit of cooperation and commitment to a common purpose by listening and attending to staff needs, consulting with director when appropriate.

Seek resources and new ideas to enhance curriculum and program.

Make recommendations regarding classes, workshops or seminars for furthering staff development.

Model attitudes, behaviors, techniques which contribute to the overall harmonious operation of the program.

Promote positive public relations in all contacts within and outside the center.

Make referrals of children or families to appropriate supportive services as needed.

Support and participate in the preschool mission statement of service, research and training.

Assist director with family events, meetings, and staff development

ASSISTANT DIRECTOR, ADMINISTRATION

Requirements:

See general staff requirements.

Summary Description:

The responsibilities of the assistant director, administration may include, but are not limited to, management of student files, current rosters, sign in/out

sheets, attendance sheets, manage waiting lists, maintain class size; student account files and bi-weekly billing, track accounts for late payment and bill for late payments; staff employment files, staff leave files and bi-weekly payroll submission, distribute payroll checks, maintain computer files for each intermittent employee, input work hours, work with Student Employment Services and Payroll Office; semester and summer registration process, prepare paperwork and staff for registration; maintain paperwork regarding budget for operating expenses; authorized signature for operating line items; prepare and submit paperwork for Special Milk Program through Grants and Contracts; prepare any necessary paperwork and compute reimbursement for any financial assistance needed by families of the program; prepare travel forms as needed; maintain leave records for all professional and classified employees, submit regular reports to Human Resources; maintain overall management of preschool front office and promote positive public relations in all contacts within and outside the center.

Description of Duties and Procedures:

Preschool Children: Maintain files for each child that must include current and completed Record Form, Information Form, Health Evaluation Statement, Shot Record, Emergency Card, and Registration Form.

Maintain 3 ring binders for each classroom that contains information on each child regarding permission slips, record forms/authorized escorts and information forms. Maintain 3 ring binders for each classroom that contains every child enrolled in the preschool, according to classrooms that lists authorized escorts and/or any other information relating to pick up of children.

Prepare current classroom rosters for head staff and office use.

Preschool Children/ Billing: Compute and bill bi-weekly for each child along with any overtime charges or credits. Track any charges for late or non-payment of fees. Post bi-weekly tuition payments for each of six classrooms. Post fee schedules and all pertinent information for families regarding payment of fees. Prepare any assistance forms and information needed for taxes. Post payments to computer ledgers.

Staff Files: Maintain current staff/employment files which contain proof of

health card, sheriff's card, employment documents, I-9 information.

Staff Payroll/Time Cards: Maintain time cards and hours worked for each student employee, input hours in computer files for each employee; prepare bi-weekly summary of totals for both hours and dollars. Prepare bi-weekly payroll sheets. Prepare time sheets for classified intermittent employees. Distribute payroll checks.

Budgetary Issues: Prepare university forms necessary to make payments to vendors, reimbursements to appropriate parties, maintain budget files. Report to director and head staff, when appropriate.

Prepare payment vouchers for milk program and prepare and submit monthly federal forms to Grants and Contracts for reimbursement under a Special Milk Program.

Leave Records: Maintain leave records for all employees.

Supports and participates in the preschool mission statement of service, research and training.

ADMINISTRATIVE AIDE

Qualifications:

Graduation from high school; or

Six months as a Clerical Trainee in Nevada State service; or
Equivalent combination of education and experience in which the applicant demonstrates that he/she has gained the entry level knowledge, skills, and abilities required. Must be at least 18 years of age. Skill in the use of office equipment including but not limited to calculator, typewriter, computer, multi-line telephone system, letterpress, laminator.

Requirements:

See general staff requirements.

Summary Description:

The administrative aide in the preschool serves as receptionist, prepares papers for employment; has knowledge of university forms; manages the work flow from teachers; makes money deposits; logs/stores medications; keeps inventory and orders supplies for the preschool; distributes payroll checks; assists with registration; AM opening person, verifies AM teaching assistant roster; telephone, Xerox, mail, and other duties as assigned. Promotes positive relations in all contacts within and outside the center.

Description of Duties and Procedures:

Front Office: Greet all visitors and be knowledgeable in all phases of the preschool, answer telephone questions regarding the preschool in a pleasant and professional manner.

Employment documents: Prepare employment documents, receive all necessary documents such as sheriff's card, health card, social security card, driver's license and forward the packet to the appropriate next level. Work with staff development specialist in maintaining a current classroom assistant roster.

University forms: Prepare university forms for work requests, etc. for the preschool.

Deposits: Write receipts for all tuition checks. Prepare deposits slips and make deposits daily to the Cashiers Office.

Medications: Administer medicine and maintain medication log for preschool children.

Office Workflow: Manage work flow from head staff: computer prepared signs, photographs, preschool newsletter, etc. as needed.

Registration: Assists in all areas of the registration process.

Opening Person: Unlocks all classrooms, checks for any voice mail messages, verifies AM teaching assistant roster.

Inventory Control: Maintain supply orders, ordering both office and classroom items as necessary.

Supervisory: Delegates tasks to part-time student worker as needed.

Supports and participates in the preschool mission statement of service, research and training.

STAFF DEVELOPMENT SPECIALIST

Qualifications

High School Graduate and two years experience working with young children in a preschool setting.

Requirements: See general staff requirements.

Description of Duties and Procedures:

Supervise PM Program: Oversee PM program and staffing assignments.

Supervise and train teaching assistants: Act as direct supervisor of all student assistants; prepare semester calendar of activities; organize in service programs.

Schedule Student Worker Assignments: Schedule assistant worker assignments to cover all hours of the preschool in all classrooms. Adjust accordingly if there are absences.

Evaluate Teaching Assistant Performance: Prepare semester evaluation both in writing and in person.

Substitute Teacher: Be able to teach in each of the classrooms in the absence of head teacher.

Supports and participates in the preschool mission statement of service, research and training

CHILD CARE WORKER I

Qualifications: Graduation from high school and one year of experience working with young children in a preschool setting. Must be at least 18 years of age.

CHILD CARE WORKER II

Qualifications: 1) One year of experience as a Child Care Worker I; or 2) graduation from high school and two years experience working with young children in a preschool setting.

Requirements: See general staff requirements.

Child Care Worker I and II/ Job Summary

A child care worker must demonstrate a liking for children by relating to them with courtesy, respect, acceptance, and patience. The child care worker must have the ability to listen and respond appropriately to individual children as well as serve as a model in language and behavior. He/she must be able to work cooperatively with families. The child care worker must support and participate in the program's mission statement of research, service and training.

The job of a child care worker involves creating a safe environment in which the children are encouraged to interact, express their feelings, and explore and question their environment. The child care worker must implement the program's philosophy by planning and executing developmentally appropriate activities and centers which nurture and enhance the growth of each child's self-esteem, emotional, social and physical development, problem solving skills, cognitive and language development, reading, writing and math readiness skills. Responsibilities include but are not limited to the duties described below:

Supports and participates in the preschool mission statement of service, research and training.

Description of Duties:

Daily

Care for children's well being and safety.

Direct group circle time activities that may include storytelling, fingerplays, puppetry, and music & movement.

Provide activities which stimulate the development of age appropriate skills, including communication, reading, writing & math readiness, art experience, cognitive, and fine & gross motor development.

Provide encouragement and positive reinforcement for children.

Provide appropriate discipline techniques when necessary.

Supervise outdoor play including some teacher directed activities.

Encourage gross motor development (three-four times daily).

Direct good health practices (handwashing, toileting) and demonstrate Universal Precautions throughout the day.

Assist children at lunch, as needed.

Supervise free play time.

Administer first aid as needed.

Make written record of accident/incidents.

Inform parents of news, field trips, or special occurrences, interacting as needed.

Communicate and work effectively with director and other staff members.

Answer telephone, take messages, and provide information.

Assist practicum students by involving them appropriately with children.

Maintain tidiness of the preschool.

Weekly

Plan and organize daily lessons on a weekly basis.

Plan and organize daily circle times on a weekly basis.

Plan and implement learning centers for children's use.

Seek new ideas from updated resources.

Check out and accept responsibility for library materials.

Create and maintain written record of child's development, progress, activities or areas of special concern through development of portfolios.

Evaluate the need for and initiate parent conferences.

Participate in integration of special needs children.

Participate in weekly staff meetings.

Post information for parents.

Use letterpress, laminator and projector.

Monthly

Assist in choosing and implementing monthly themes.
Maintain bulletin boards according to themes and holidays. Display children's work.
Attend parent meetings (open house).
Plan and organize field trips.
Plan for celebrations and special events.
Attend all staff meetings.

Semester

Evaluate each child's progress.
Prepare progress reports for each child.
Prepare individual children's schedules and records.
Thoroughly clean and organize entire preschool.

Yearly

Complete a minimum of 15 hours per year of training in a child-care related program approved by the Bureau of Services for Child Care.
Update CPR training/first aid certificates.
Maintain current health card, sheriff's card and FBI check.

P.M. SUPERVISOR

Qualifications: Must be 18 years of age and be a full time student at UNLV, and have at least one year of formal experience working with young children.

Description of Duties:

In addition to the assistant's duties:

- Assist in maintaining student worker schedule
- Assist in maintaining children attendance
- Serves as liaison to student workers
- Responsible to monitor room set up/clean up
- Facilitate in each classroom as needed, assisting student assistants
- Assist with updating student assistant qualifications/information

- Attend weekly p.m.staff meeting
- Supervise child care one evening each month during scheduled family meetings
- Maintain communication with families
- Maintain safe, healthy, orderly environment
- Supervise clean up of playground at the end of the day
- Lock all classrooms and main entry prior to leaving
- Other duties as assigned by staff development specialist
- Support and participate in the preschool mission statement of service, research and training.

PLAYGROUND FACILITATOR

Qualifications: Graduation from high school and two years experience working with children in a preschool setting.

Requirements: See general staff requirements.

Description of Duties:

- Facilitate playground activities and supervise teaching assistants.
- Follow the current philosophy of the program including the health and safety of the children.
- Plan activities, lesson plans, and maintain playground information board.
- Set up and clean up playground.
- Keep inventory of outdoor materials, order necessary equipment.
- Attend head staff meetings and meet with OT, PT, Adapted PE services for activities suggestions.

TEACHING ASSISTANTS

Qualifications: Must be at least 18 years of age, and be a full time student

at UNLV. One year of experience, either formal or informal, working with young children.

Requirements: See general staff requirements.

Description of Duties:

Daily

Assist teachers and children in creating a calm atmosphere for playing and learning.

Participate in carrying out teacher planned activities.

Assist in cleaning of tables and art materials.

Assist with snack preparation and cleanup.

Set up lunches, if needed.

Supervise children during hand washing and toileting.

Set up cots and mats for naptime.

Bleach cots and mats after each use.

Supervise children resting during rest time.

Supervise outdoor play.

Supervise free-play time and centers.

Report any inappropriate or unusual behavior to teacher or director.

Monitor and report any child who does not appear well.

Help keep the preschool tidy.

Participate in or direct large group time.

Respond to the needs of the children.

Weekly

Perform cleaning duties as assigned by head staff.

Monthly

Assist with fire drills.

Attendance at family meetings and open house is encouraged.

Participate in special events.

Work one family meeting each semester.

Attend all staff meetings.

Quarterly

Chemical Drills/Shelter in Place

Yearly

Update CPR training, first aid certificate.

Maintain current health card, sheriff's card, and FBI check.

Maintain 15 hours of training in early childhood development.

Complete courses in Symptoms of Illness and Identifying Child Abuse and Neglect.

Note: Confidentiality must be maintained at all times. No discussion of children in our program is allowed with anyone other than preschool personnel.

PRACTICUM STUDENTS AND OBSERVERS

Preparation:

Please sign in and out in the Lending Library for each visit. A name tag will be provided. Read and become familiar with the teacher's lesson plan for that day.

Participation:

Model an activity by participating with enthusiasm and enjoyment. Sit with the children during large group time and participate in the activity.

Follow the teacher's lead. Don't redirect or distract the children's attention.

Assist children with: paint shirts, shoe-tying, toileting, hand washing, and cleaning up a specific area as needed, encourage independence.

Assist Preschool staff with: snacks, lunches, distributing materials, etc. as needed.

Free play:

Observe and interact with individuals or groups of children without being

directive or intrusive. Ask open ended questions to facilitate language.
For example: "What would happen if . . . ?" Give positive reinforcement to the children and attempt to ignore negative attention seeking behaviors. Allow children to work out their own differences unless they are endangering one another.

Transition activities: At the discretion of the teacher, assist the teacher in carrying out transition activities. These help alleviate possible behavior problems.

Observations: Please refer to head staff member.

Confidentiality:

Practicum students and observers are expected to exercise professionalism when discussing the observations made in the Preschool. Names may not be used during classroom discussion or in written activities. Concern regarding the behavior of a child, family member, or staff member that may warrant intervention should be discussed with the director.

STAFF TELEPHONE PROCEDURES

Outgoing calls- press 8, except for 911.

Be pleasant, polite, and professional. Your voice on the telephone is the caller's first impression of the preschool. Greet, "Good morning or good afternoon, Hearts room, this is ----- speaking."

Leave complete message for requested person; include date, time, name and telephone number of caller.

Keep conversation brief. Request address and zip code in order to mail brochure in reference to preschool facility.

Provide only accurate information; if uncertain, take phone number for administrative personnel to return the call.

Use of intercom- press hold to retain caller
press I/C then:
press 01 Catherine (ext 51322)

02 Judy (ext 53255)
03 Kitty (ext 53243)
04 Gygi (ext 53887)
05 Student Worker
06 Clayton
07 Student Worker
09 Lending Library
10 Lending Library
43 Lounge
44 Conference
45 Rotation Room
32 Multipurpose Room
11 Sweet Peas
39 Tadpoles
30 Grasshoppers
29 Stars
27 Caterpillars
28 Hearts
22 Ladybugs
21 Butterflies
24 Bumble Bees
23 Rainbows
46 Observe Lt
47 Observe Rt
31 Observe M (Lisa R.)
16 Amanda
17 Bea
14 Niki
34 Eileen
20 Summer
38 Yuki
25 Mardene
37 Nevada Early Intervention (Ms. Jen G)
18 Speech Therapist (Ms. Tara)
49 Nurse (Ms. Patty)
19 Playground (Ms. Robbi)
36 P.M. (Shin)
41 P.M. (Ben / Monica)
12 Melissa
42 Pua

35 Related Services (OT, PT)
33 Shawn
08 Yamila

OPENING PROCEDURES

Staff person arrives at 7:15 am.
Unlock Preschool doors.
Sign in on Procure Touch Pad.
Post daily sign in/out sheets: Grasshoppers, Stars, Hearts, Ladybugs, Butterflies, Rainbows
Remove chairs from top of table.
Receive and sign for milk delivery as needed.
Prepare Bleach/ Water solution.
Greet children and families as they arrive.
Encourage them to place lunches in refrigerator, coats on hooks, backpacks in cubbies.
Create a calm, warm, welcoming atmosphere (soft children's music).
Encourage children to select an activity or toy.
Comfort children who demonstrate difficulty separating or adjusting.
When two or more staff is present, take children to playground for outdoor play as directed by head teacher.

CLOSING PROCEDURES

While two staff members are still on duty, take children to playground for last outdoor play period.
Have children assist with clean up of all loose toys, trikes, wagons Etc., in the storage room
Supervise children as they put blocks, manipulatives, puzzles, books, etc., away in the preschool classrooms and housekeeping area.
Wash all dishes, paintbrushes, etc. Leave sinks empty and clean.
Wipe tables and chairs clean with bleach and water solution (1:10 ratio).
Place chairs on top of tables.
Turn off computer and make sure diskettes are put away.
Dried art projects should be placed in appropriate cubbies.
Check housekeeping area. Place clothing and items in appropriate boxes or cup boards

Check refrigerators- make sure doors are shut tightly.
Shut supply room door and make sure it is locked.
Call parents at 7:00 (Mon-Thurs) or 5:30 (Friday) if any child remains. If unable to reach, call P.M. supervisor and then call campus police.
Campus police will take custody of the child. Note overtime on student sign in/out sheet.
Sign out on Procure Touch Pad.
Lock all preschool doors including garage doors when leaving.

EMERGENCY PROCEDURES - INJURY

Emergency Telephone Numbers are by each phone

First Aid Kit Cabinet above children's sink in each classroom. Ice packs in freezer.

Cuts and Scrapes -Put on rubber gloves (see Universal Precautions)

- Wash wound with ward water and soap
- Apply antiseptic (check for allergies)
- Apply band aid
- Discard gloves into plastic bag
- Tie bag and deposit in plastic lined trash can
- Write an ouch report to communicate incident to family member

Head Injuries -If bleeding, put on rubber gloves

- Check head for open wounds
- Apply pressure immediately
- Check for swelling
- Apply ice pack
- Check for dilation of pupils
- Notify family member and director immediately
- Write an ouch report

Accidents Requiring Medical Assistance

- Remain with injured child
- Have a staff member dial 911 (do not dial 8 first) and come back to confirm telephone call.
- Use CPR technique, if needed, until help arrives

-Use mouth piece for mouth to mouth resuscitation

Accident/Incident -Must be written for any accident/injury
Report (ouch reports) -Family member must be notified Immediately for
head injuries, open wounds, or bites

-Write on report whether or not the family member chose to come in
response to the call.

-Staff member must sign written report

-File a copy of the report in child's portfolio

-Notify director of all incidents or accidents.

EMERGENCY PROCEDURES - FIRE

Emergency Telephone Numbers are by each phone

Fire Extinguishers Are hung throughout the facility including each
classroom

Fire Alarm System Throughout the facility near exit doors

Evacuation Plan Exit to playground; proceed to
fence away from building.

Exit through back door; proceed
to lawn away from building.

(see evacuation plan posted by
exits).

Fire Drills/ Monthly Children exit LBC grounds in an
orderly manner

-First staff member takes out daily
sign in sheets from sign-in area
and emergency backpack

-Last staff member turns out lights,
closes doors after checking
classroom for children and adults

-Children proceed to fence furthest
from building

-Staff takes roll call from daily sign
in sheets

-Staff completes fire drill report form

FIRE DRILL PROCEDURES

A Fire Safety Officer will sound the fire alarm for a drill (FOR AN ACTUAL EMERGENCY A PRE ASSIGNED STAFF MEMBER WILL SOUND THE FIRE ALARM (IF NOT ALREADY INITIATED) AND THEN CALL 911 TO REPORT THE FIRE – in either case the following procedures will be implemented immediately:

Infant Fire Drill Procedures

1. Adults must stop what they are doing and immediately place infants in an evacuation crib (two evacuation cribs per classroom – four infants each evacuation crib), then proceed outside. Infants in the tadpole room exit the building through the south door to the curb (alternate route north facing door). Infants in the sweet pea classroom exit through east facing door (alternate route north facing door) heading towards the south side of the administration building - remaining on sidewalk. Both infant classrooms are to remain on sidewalk and walk to grass area to the left of William G. Bennett Professional Development Center. Next, adults immediately take attendance from the family sign-in/out sheet. Infants and staff may not return to the building until all children are accounted for and permission has been given to reenter the building.
2. The first adult out the door must take the sign in/out sheets and the emergency backpack with them.
3. The last person out the door checks the classroom(s) to make sure that all children and adults are out of the building. Lights should be turned off and the last adult to exit the classroom should close all doors.
4. Please list the number of teachers, teacher assistants, volunteers, infants, date, and time (and length of time, e.g. 1 min. 40 sec. – this is the length of time it takes for the last person to exit building door) on the fire drill report sheet and place in Wendy's mailbox. Thank you.

Toddler Fire Drill Procedures:

1. Children and adults must stop what they are doing and proceed directly outside onto the playground exiting the playgroup through the north gate to the curb area closest to Paradise Elementary School. Adults and children should remain on sidewalk/grass Area in front of the playground fence near the kindergarten play equipment.
2. Attendance should be taken from the sign in/out sheets immediately. Children may not return to building until all children are accounted for and permission has been granted to reenter the building.
Alternate routes: 1st alternate route interior playground south facing gate – go through all three gates and

follow infant procedures to grassy area to the left of the Professional Development Center. 2nd alternate route south gate follow infant procedures as above.

3. The first adult out the door must take the sign in/out sheets and the emergency backpack with them.
4. The last person out the door checks the classroom(s) to make sure that all children and adults are out of the building. Lights should be turned off and the last adult to exit the classroom should close all doors.
5. Please list the number of teachers, teacher assistants, volunteers, infants, date, and time (and length of time, e.g. 1 min. 40 sec. – this is the length of time it takes for the last person to exit building door) on the fire drill report sheet and turn it in to Judy. Thank you.

Preschool Fire Drill Procedures:

1. Children and adults must stop what they are doing and proceed directly outside onto the preschool playground exiting through the west playground gate. Once outside the gate children and staff should proceed to grass area to the left of the William G. Bennett Professional Development Center. Alternate route – proceed on sidewalk to administration building – exit through two south facing gates (remaining on sidewalk) to grassy area to the left of the Profession Development Center.
2. Attendance should be taken from the sign in/out sheets. Children may not return to building until all children are accounted for and permission has been granted to reenter the building.
3. The first adult out the door must take the sign in/out sheets and the emergency backpack with them.
4. The last person out the door checks the classroom(s) to make sure that all children and adults are out of the building. Lights should be turned off and the last adult to exit the classroom should close all doors.
5. Please list the number of teachers, teacher assistants, volunteers, children, date, and time (and length of time, e.g. 1 min. 40 sec. – this is the length of time it takes for the last person to exit building door) on the fire drill report sheet and turn it in to Judy. Thank you.

DRILL TIME STARTS WHEN ALARM IS RECEIVED. DRILL TIME ENDS WHEN LAST OCCUPANT IS THIRTY (30') FEET FROM BUILDINGS.

WHEN ALL CLEAR IS GIVEN BY THE UNLV FIRE SAFETY OFFICER, PRESCHOOL STAFF AND CHILDREN MAY RETURN

TO THE PRESCHOOL. IF ACTUAL EMERGENCY, THE FIRE DEPARTMENT MUST GIVE ALL CLEAR TO REOCCUPY THE BUILDINGS.

Per David Hollenbeck, Campus Public Safety
1/23/91 x3668

CHEMICAL ACCIDENT PROCEDURES

DURING A CHEMICAL OR RADIOACTIVE MATERIALS ACCIDENT:

If the Director of Public Safety or his/her designee determines that leaving the building is safe and warranted, follow steps 1-4.

1. The Director of Public Safety or his/her designee will determine location of chemical release. The location will be determined contingent upon chemical release and wind conditions.
2. If necessary the Director of Public Safety or his/her designee will inform the preschool to proceed to a different evacuation area to avoid fumes. Move cross wind.
3. The director of public safety or his/her designee will arrange transportation to a safe location if danger still persists.
4. Students and teachers will not return to school until the proper authorities have declared the area safe.
5. Facilities maintenance will turn off heating, cooling, and ventilation systems.
6. Students will move to the inside wall of their classroom and attendance will be taken.
7. Teachers will seal all classroom doors with plastic and duct tape starting with the outer doors. Materials will be kept in an office locked cabinet.
8. Teachers give out wet paper towels to breathe through if an unusual odor

is present.

9. Remain sheltered until instructed otherwise by the Director, Fire Department, or other appropriate agency.

FLOODING

DURING FLOODING:

1. In the event of flooding due to heavy rain children will remain in the classrooms. The Director of Public Safety or his/her designee will determine evacuation location if flooding may cause unsafe conditions.
2. If necessary the Director of Public Safety or his/her designee will inform the preschool to proceed to a different evacuation location to avoid unsafe conditions.

EARTHQUAKE PROCEDURES

DURING AN EARTHQUAKE:

1. Stay in the building- shelter in place. **DO NOT EVACUATE.**
2. Take shelter under tables or desks in doorways and similar places.
3. Keep away from overhead fixtures, windows, filing cabinets, and bookcases.
4. Assist any people with disabilities in the area and find a safe place for them.
5. If you are outside, stay outside. Move to an open area away from buildings, trees, power lines, and roadways.

AFTER AN EARTHQUAKE:

1. Check for injuries; give or seek first aid.
2. Check for safety hazards: fire, electrical, gas leaks, water supplies, etc.
3. **DO NOT USE** an open flame.
4. **DO NOT USE** telephones and roadways unless necessary. Keep them

- open for emergency use.
5. Be prepared for aftershocks.
 6. Cooperate, keep informed, remain calm and help clean up.

IF EVACUATION IS ORDERED:

1. **DO NOT USE ELEVATORS.**
2. Beware of falling debris or electrical wires as you exit.

CPR/FIRST AID CERTIFICATION:

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

UNIVERSAL PRECAUTIONS

Universal blood and body fluid precautions are designed to make use of protective equipment and clothing. The precautions should be used when handling any infectious materials or waste materials. They are as follows:

- (a) **LATEX GLOVES** are to be worn for touching blood, body fluids, mucous membranes or non-intact skin of all individuals, any other infectious material or waste material, for handling items or surfaces soiled with blood or body fluids or other infectious material or waste material, and for performing veni- puncture and other vascular gasses procedures. For situations involving human health care, gloves should be changed after contact with each individual.
- (b) **WASHING** of hands and other skin surfaces should be immediate and thorough if contaminated with blood, body fluids, or other infectious materials or waste materials. Hands are to be washed immediately after gloves are removed. Turn off faucet with a paper towel.
- (c) **SPILLS** of blood, body fluids, or other infectious materials or waste materials should be promptly cleaned in the following manner while wearing gloves and any other appropriate protective clothing. Visible material should first be removed with disposable towels. The area should then be cleaned with a 1:10 solution of household bleach, or

other recommended disinfectant solution specific for the infectious material. Disposable material should be discarded in plastic bags and disposed of according to infectious waste disposal procedures. Wash hands immediately after removing gloves.

(d) MOUTH TO MOUTH RESUSCITATION should be performed using mouthpieces, resuscitation bags or other ventilation devices. This type of equipment should be available for use in areas in which the need for resuscitation is predictable.

As per Department of Environmental Health and Safety/UNLV.

MEDICATIONS

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

1. The medications administered by the preschool must be plainly labeled and contain the name of the child to whom it is to be administered as well as instructions from a physician regarding administration and dosages to be given
2. Over the counter medications must be accompanied by a note from a physician on physician letterhead prescribing the product. The note will be good for 30 days
3. The medication shall be stored in locked cabinets inaccessible to students or children. Upon the discontinuance of use of a prescribed medication, the UNLV/CSUN preschool shall destroy or return to the child's family all unused medication
4. The Director of the UNLV/CSUN Preschool or their designee shall be charged with administering the medications pursuant to the orders written by the physician
5. A medication request form must be filled out by the parent or guardian of the child prior to the preschool administering any medication to any child under their supervision. This written request shall be renewed on a weekly basis

6. The UNLV/CSUN Preschool shall keep all logs and records required under NAC432.376
7. Copies of medication records shall be stored in both the UNLV/CSUN Preschool Office, as well as, in the child's file whom the medication was administered.
8. Prescription medications must have a pharmacy label on the prescription item and must be dropped off and picked up daily.

The UNLV/CSUN Preschool and its employees accept no liability for administration of the above prescribed medication. By my signature, I am authorizing the UNLV/CSUN Preschool to administer the above to my child. I hold the Board of Regents of the University and Community College System of Nevada on behalf of the UNLV/CSUN Preschool harmless if any adverse reactions occur pursuant to my request above.

UNLV/CSUN preschool is not a sick child care program. Sick children may not return to school until they have been on an antibiotic for at least 24/48 hours (as per doctor's note) and the family must have a doctor's note stating that the child is well enough to return to school. This policy explanation is meant to clarify for all families in our program the strategy for use of medication at school. It is intended to promote the safety and well being of all children and staff within our program.

CHILD ABUSE OR ENDANGERMENT POLICY

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

Reports of abuse or neglect as per Bureau of Licensing:

1. A report must be made to an agency which provides protective services or to a law enforcement agency immediately, but in no event later than 24 hours after there is reason to believe that a child has been abused or neglected.
2. Reports must be made by persons who, in their professional or

- occupational capacities, know or have reason to believe that a child has been abused or neglected.
3. A report may be made by any other person.
 4. Any person required to report under this section who has reasonable cause to believe that a child has died as a result of abuse or neglect shall report his belief to the appropriate medical examiner or coroner, who shall investigate the report and submit to an agency which provides protective services his written findings.
 5. Method of making report:
 - The name, address, age and sex of the child.
 - The name and address of the child's parents or other person responsible for his care.
 - The nature and extent of the abuse or neglect of the child.
 - Any evidence of previously known or suspected abuse or neglect of the child or the child's siblings.
 - The name, address and relationship, if known, of the person who is alleged to have abused or neglected the child.
 - Any other information known to the person making the report that the agency which provides protective services considers necessary.
 6. Penalty for failure to make report: any person who knowingly and willfully violates this policy is guilty of a misdemeanor.
 7. Confidentiality of report and records of reports and investigations: report made pursuant to this policy, as well as all records concerning these reports and investigations are confidential.

REPORTING PROCEDURES

If you observe another staff member treating a child inappropriately/abusively:

- Report to head staff/staff development specialist

- Report to director

Procedures to be followed should a staff member be accused of inappropriate or abusive behavior by a family:

- A forum would be provided by the preschool director so that all parties could discuss concerns and responses in a confidential manner so that resolution or necessary reporting may occur.

MEAL PROCEDURES FOR INFANTS/TODDLERS

Develop a feeding plan for each child with the Family. The plan is to include:

1. Instructions for feeding.
2. Any special dietary restrictions or allergies.
3. A schedule of times for feeding.
4. Whether the child will be fed breast milk, formula or solid foods.
5. When to begin feeding solid foods.
6. Likes and dislikes of certain foods.

Discuss topics such as nursing, weaning, and introducing new foods with families.

Provide comfortable place where mothers can nurse their infants/toddlers without interruptions.

Offer suggestions of safe and nutritious foods to bring to school.

Respect and follow family's special food request as closely as possible for health, cultural, or personal preference reasons.

Record how much the child eats on the daily report and give this information to the family.

Avoid serving foods that may cause choking such as hot dogs, peanuts, raw carrots, raisins, popcorn, whole grapes, blueberries, whole olives, corn, uncooked peas, nuts, peanut butter, jelly beans, and hard candy.

Be aware of any allergies that children may have and make sure the list of specific allergies of students is posted for staff use.

Create a calm and pleasant atmosphere by transitioning from a quiet activity, such as reading a book to meal time.

Have everything you need at the table before start of the meal (food, napkins, utensils, paper towels, bibs).

Model manners such as saying, "please" and "thank you".

Encourage and assist each child to feed himself (e.g., holding a bottle, drinking from a cup, finger feeding, or using a spoon).

A child who is fed with a bottle but does not hold his own bottle must be held by a caretaker while being fed with a bottle. (Bottle must not be propped). A child who holds his own bottle must be directly observed by the caretaker.

Offer each child drinking water at times other than during regular feedings.

Encourage toddlers to try new foods but don't force the to eat something they really do not want.

Encourage relaxed and friendly conversation about familiar things (taste and smell of the foods).

Encourage toddlers to stay at the table until everyone is done. If the child can not stay, encourage him to do a quiet activity until everyone has finished eating.

Encourage children to participate in whatever ways are appropriate for their level of development.

Feed a child commercially prepared baby food directly from the jar in which it was packaged or from a separate dish. If the staff feeds the child from the jar, the staff shall discard the jar after it is used.

Discard any food that is left in a dish after a meal.

Store each bottle and container of food in accordance with the instructions from the manufacturer.

Label each bottle and container of food with the name of the child and the date the food was prepared by the facility or family member.

Immediately refrigerate food after meals.

Return unused food to families daily.

Wash any chair or table used during a snack or meal with detergent and disinfectant.

SNACK TIME PROCEDURES:

Hand washing by children and adults precedes snack time; one staff member supervises a transition activity while another supervises hand washing.

Snacks are planned in advance by office personnel and the teacher responsible for each group. Any changes to the snack menu must be noted by the teacher and made available to families.

The snack and its preparation are frequently part of the lesson plan and a learning activity.

By rotating selection, children are assigned to assist with snack preparation by placing napkins, cups, and food at each place.

Notice regarding children with specific food allergies is posted on the staff bulletin board near snack area and on each refrigerator. Alternate food or beverage must be provided.

Sponges are readily available for spills. Children are encouraged to wipe their spills.

Children dispose of their own items and wipe their places at the tables before leaving for another activity. Older children may set table for next child.

LUNCH PROCEDURE

Children are on the playground prior to lunch.

Head staff remain inside to set up lunches.

Lunches are placed on appropriate tables after tables are cleaned with bleach solution.

Toddlers/Hearts lunches are opened, thermos caps loosened, and food is unwrapped.

Hand washing by children/staff precedes lunch time; one staff member supervises a transition activity while another supervises hand washing.

Staff members eat with children unless scheduled to be on break. This is an excellent time to model table manners and to discuss different foods and nutrition.

Children are encouraged but not forced to eat; uneaten food should be placed in lunch boxes so families can monitor the child's appetite and food preferences.

When finished eating lunch, all lunch boxes should be returned to the refrigerator.

Children clean the tables with wet sponges before leaving the preschool, engaging in an activity, or resting.

One assigned staff member cleans tables with bleach solution while other staff members helps children transition to rest time.

DINNER PROCEDURE:

Children who are enrolled under Plan C (4:00-7:00pm) will have a dinner time (5:30pm). Basic procedures will follow Lunch Procedure.

REST PROCEDURE:

Children who remain at the Center for more than 5 hours must rest as required by the Bureau of State Licensing.

Set up cots and/or mats in designated area.

Check posted list for children who rest each day.

Encourage children to toilet before resting.

Children may select books to read during rest time.

Cots and mats must not block the walk way and must be at least 2 feet apart.

Distribute blankets/stuffed toys as appropriate. Children may rest with pillows, blankets and/or stuffed toys brought from home only.

Soft, relaxing music may be played during rest time.

Children who do not sleep must rest quietly.

Staff supervise rest time maintaining a calm, quiet atmosphere.

REST/SLEEP PROCEDURES FOR INFANTS/TODDLERS

A child who is 18 months or younger sleeps in an appropriate crib/cot.

Ensure that each child takes a nap, as needed.

Ensure that the bedding that each child uses is used only for that particular child.

Check each napping child at least every 15 minutes.

After a child awakens from a nap, take the child out of the crib and engage him in an activity within 15 minutes.

Replace bedding each time a child soils it or when the sleeping device is to be used by another child.

TOILETING

- Young children should be taken to the toilet at regular intervals during the day. When children are active and involved, it is natural for them to forget unless reminded.
- If a child wets or soils his/her clothing, they should be changed immediately without fuss or comment. The child should not be reprimanded or scolded. Show them you understand that accidents do happen and that you are not angry or upset.
- We expect accidents with young children when they are first exposed to new experiences or are excited or upset. That is why we request a change of clothing for all children.
- The children should be encouraged to unbutton and pull down their pants. They may require help zipping and buttoning. This is why we ask families to dress the children in simple clothing that can be removed by the child without difficulty.
- Children should be reminded to wipe. Many children need help in learning to tear off just enough paper. They should also be reminded to flush.
- Children should always wash hands after toileting and use one squirt of antibacterial soap.
- If a child resists going to the toilet at school, ask him to accompany you and other children while they use the facilities to help reduce the anxiety of a new situation. For older children, respect needs for privacy.
- Try to have a positive, matter-of-fact attitude toward toileting.

Elimination is a very natural experience for young children, the same as eating, sleeping, or washing. There are no unwholesome attitudes toward it until s/he learns them from adults or older children.

DIAPER CHANGING PROCEDURES

1. Staff follows a daily diaper change schedule for those children who are using diapers.
2. Type of elimination (bowel movement or urination) is recorded and communicated to parents by the daily parent report.
3. The diapering surface must be cleaned and disinfected after each use.
4. Soiled clothing must be stored in an individual plastic bag and returned to family daily.
5. Staff shall not leave a child unattended in the changing area.

CLEANING PROCEDURES

All staff members participate in keeping the preschool clean and tidy.

Daily

Wipe table, chairs with soap and water and then bleach solution (10:1).

Vacuum carpeted floor daily or more often if necessary.

Spray cots and mats with water and bleach solution.

Wash dishes and paint brushes. Leave sinks empty and clean at the closing.

Include children in organizing play materials in the dramatic play area at the end of the day.

Mop bathroom spills as needed.

Ask children to put their paper towels in wastebasket.

Clean sinks as needed.

All bedding, cots, and cribs must be washed if soiled.

Clean and disinfect diapering area after each use.

Keep classroom clean and organized.

Keep supply cabinets and supply room clean, orderly, and adequately stocked.

Weekly

Straighten and wipe down toy shelves and cubbies.
Wash clothing from housekeeping.
Wipe out refrigerator and discard old food items.
Clean all materials (daily if applicable).

Semester

Thoroughly clean and organize entire preschool.
Organize storage rooms.

PLAYGROUND PROCEDURES

The following positions on the playground must be staffed by an employee of the preschool at all outdoor times of to ensure a safe environment for the children.

Participate in carrying out planned playground activities.

Damaged play equipment must be reported to the playground supervisor immediately.

Practice unified, consistent Preschool methods of handling children's behavior (in staff handbook).

Have knowledge of emergency and safety procedures (ouch reports, carding unfamiliar parents/individuals).

Monitor and report any child who does not appear well.

Respond to the needs of the children.

Insure children use swings appropriately.

Children must sit on the tricycles and park when not in use.

Children must go down the slides feet first when path is clear.

One child on the spinning bowl at a time (children may not spin each

other).

Children must follow the arrows on the bike path to avoid accidents.

Sand must remain in the designated areas and be used appropriately.

Storage doors must remain locked at all times except when taking out or putting away toys (children are not allowed in the storage areas at any time).

Sweep sand from playground as needed to avoid falling.

Adult supervision is critical. Adults must position themselves to view all areas of the playground.

Avoid adult conversation which prohibits careful supervision.

Refer to safety reminders.

Outdoor bathrooms must remain open and they must be monitored by an adult at all times.

Last, but not least, always notify the playground supervisor upon leaving and returning to the playground.

PLAYGROUND RESPONSIBILITIES

Main Entry Gate:

GREET ALL PARENTS AND CHILDREN ENTERING THE PLAYGROUND

report any unusual behavior to the responsible teacher
monitor children and the drinking fountain (no water is to leave the drinking fountain for use on the playground by any child); (the only water that may be used is the water from the water table)

Gate Area:

Monitor all activity near emergency/no-exit gates. Children must not be

within three feet of these gates.

Preschool Playground Area:

Monitor activity on swings and spinning bowl
monitor all areas on preschool playground
monitor all play equipment and sand area
sweep sand from all walkways/concrete

Toddler Playground Area:

monitor activity on swings
sweep sand from all walkways/concrete
monitor all play equipment and sand area
supervise all planned playground activities for that playground time

Infant Playground Area:

sweep sand from all walkways/concrete
monitor play equipment
supervise all planned playground activities for that playground time

****A staff playground assignment schedule will be hung on the student assistant board and on the playground.**

PLAYGROUND SET-UP AND CLEAN-UP PROCEDURES

7:30 a.m. Set-up Procedures

take out bikes, sand toys, large Legos, and basketball hoop
make sure all sand is out of the drinking fountain
fill water table with water and water toys (the table should be sand-free)
set out blanket with books on it, obstacle course, etc.

10:30 a.m. Set-up Procedures

change water in the water table every day
make sure all sand is out of the drinking fountain
set out blanket with books
set out any equipment/materials required for planned activities
return bikes to parked position

sweep sand off of all sidewalks

2:00 p.m. Set-up Procedures

make sure all sand is out of the drinking fountain
set out blanket with books
set out any equipment/materials required for planned activities
return bikes to parked position
sweep sand off of all sidewalks

Clean-up Procedures (6:30pm Mon-Thur/5:00pm Fri)

put bikes and all sand toys in the storage units
check playground for any toys

Closing Procedures (7:00pm Mon-Thur/5:30pm Fri)

pick up any trash on playground
empty and bleach the water table
sweep off playground equipment and cement
place yellow copies of ouch reports in teacher mailboxes

DISCIPLINE POLICY

The Preschool believes in taking a positive approach to discipline. We set the stage in order to guide the children. Rules and limits are consistently enforced. Through adult guidance and association with his/her playmates, the child is being prepared for self-control/self-discipline. We want the child to become aware of his/her own worth while learning to respect the rights of others.

The approaches to positive guidance include:

Separate children who are being disruptive in a manner that allows the activity to continue without interference.

Model the desired behavior: attentiveness, respect, friendliness, cooperation, willingness to share, acceptance, manners.

Ignore inappropriate behavior as much as possible.

Encourage desired behavior by praising specific accomplishments.

Be consistent in methods of managing behavior, staff must discuss, agree, and adopt uniform methods.

Speak once. If a child does not follow verbal direction, ask them if they need your help, if the child still does not comply, then tell them that you are going to help them. At which point, you may have to guide the child in complying with a request. For example, if a child is standing on a chair you would ask them to stand on the floor or sit on the chair. If the child does not follow your verbal directions you would ask them if they need your help. If the child does not respond to you then you would tell them that you are going to help them stand on the floor.

Generally the only discipline used is removal from a desired activity. Redirection is usually effective.

Physical punishment or psychological abuse will not be tolerated and will result in immediate termination of employment.

Careful planning to avoid long waiting periods between activities will eliminate many potential behavior problems.

LIMITATIONS AND DISCIPLINE

1. Be positive! Eliminate the words "no", "don't", "stop it", "can't", "quit", "bad", etc. from your vocabulary.
2. Tell children what they can do, not what they can't do.

INSTEAD OF

SAY

"Don't sit on the table."

"Please use the chair for sitting".

"Don't hit the puzzle with hammer."

"You may hit the pegs with the hammer."

"Quit hitting David."

"It hurts David when you

hit him. Tell him if he is doing something you don't like."

"Don't throw the clay."

throw the beanbags inside

"You may play with the clay on the table. You may or we will find you a ball to throw when we go outside."

"Be quiet."

"We use inside voices when we are inside. You may yell when we go outside."

3. Ignore inappropriate behavior as much as possible unless a child is hurting himself, another child, toys, or equipment. Pay attention to and praise children when they are behaving appropriately. Example: You have asked the children to put away the toys; after reminding "Mark" several times, he still isn't helping. Praise the children who are helping with clean-up and be sure to praise "Mark" if he puts even one toy away. (After a while, he will want to earn your praise by helping.)
4. When a child is being redirected with a time-out always tell him/her how and when the time-out will end.
5. Try to help the child who is being redirected understand that you like him/her, but you don't like their actions or behaviors.
6. When possible, let one adult handle a situation to the finish. Do not "gang up" on a child. If you want the teacher's assistance, always feel free to ask.
7. Once a child has been redirected, allow for a guilt free fresh start.
8. Never hit or spank a child! Avoid putting your hands on the children or dragging them to force them to comply. There may be times that an angry or overly aggressive child needs to be restrained but attempt to do it in a calm fashion.

9. Do not feel responsible for redirecting your own child while they are at school. Allow the adults who are supervising the area to guide them if necessary. (Try to treat him/her as you would any other child).
10. When you become irritated and upset, the children usually get worse, not better. If you find yourself getting angry, count to 10 (silently) or leave the area temporarily.
11. Try to anticipate problems rather than waiting for them to happen. Often just moving close to a possible problem situation will calm the children.
12. The few "hard and fast" rules that we have for the safety of the children and the equipment apply to all children at all times and are to be consistently enforced.
13. When you see children behaving inappropriately, tell them what they are doing wrong, explain the consequences if they continue, and then follow through if the behavior continues.

Example: "Mark" is throwing sand. Tell him, "The sand needs to stay on the ground. If you continue to throw the sand, I will need you to find something else to play with." If he continues to throw sand, follow through and help him/her to find another activity.

14. Generally, the only redirection used in the preschool is removal from an activity or distraction for children in the toddler classroom. Continued noncompliance may require placing a child temporarily on a chair or bench, but this is usually not necessary.
15. Help a child find an outlet for his hostility or anger. "You feel like hitting something, you may hit the pegs with the hammer." "Tell Dana that you are angry with her."
16. If a child sulks after some difficulty or after being disciplined, ignore it. You may suggest a new activity, but not in a manner of pacifying the child. If he refuses to join the activity, ignore and do not reinforce it with further attention.
17. Look for genuine opportunity for fun with, or appreciation of, a child

you have had to discipline. It helps him to like himself again and to believe that you still like him.

TIME OUT

Time-out is a consequence to be used only after:

1. A child is physically aggressive (hits, kicks, bites) towards another child or adult, then the child may be put in time-out for 1 minute for each year of age or until the child is calmed and the adult and child can discuss the inappropriate behavior. A preschool employee is not to keep a child in time-out for an extended amount of time (more than 5 minutes). Head staff must be informed immediately if not already involved.
2. Children under age three are offered distraction or redirection rather than time out.

ME & MY SHADOW

Young children in a preschool setting are learning to be social. Oftentimes, during this process of growth toddlers and preschoolers display anti-social behaviors such as biting, hitting, pinching, and scratching. In our program, one form of intervention utilized to extinguish these behaviors is called "Shadowing". This very focused management technique involves constant adult monitoring of the child who is displaying the behavior during all aspects of that child's day at school. The purpose of shadowing is two-fold:

FIRST: To break up the pattern of behavior

SECOND: To replace the behavior with the skills necessary for the child to be more pro-social.

A quality shadowing intervention **MUST** be **COMBINED** with observation of the behavior's antecedents (situations that lead to or provoke the behavior). As adults, we may remember times someone has "pushed our buttons." Children also experience this feeling, but may not have the skills, whether they be social or verbal, to say 'DON'T DO THAT TO ME!' OR "I WANT THAT!" Some common antecedents are close proximity

to others (in their space), lack of speech, challenges at home, environmental setup, and lack of social skills such as turn taking, asking for attention, entry into play, etc. All behaviors in a preschool setting must be looked at from a proactive approach. To simply stop the behavior is not serving the child or the program. We must find out what caused it and replace it with skills necessary for the child to experience successful interactions.

Once you are clear about potential antecedents, you are ready to begin shadowing. REMEMBER: Know your responsibility! Ask your head teacher whether you are required to do anything else other than shadow. This can be challenging because, as you know, situations arise that may pull you away from that child you are being asked to shadow,. However, know this - if a behavior is serious enough to require a child be shadowed, it usually means if you look away, it's going to happen!! . So, ask, and be clear so that you can focus in without guilt. "Shadowing," if done correctly, is not an easy job. It requires that you -

- NEVER take your eyes off the situation
- Are observing antecedents
- Proactively stop the behavior before it occurs, and
- Replace the behavior with necessary words or skills.

These tasks require intense observation, interaction, and problem solving. You are not simply a referee! Monitor all body movements and become aware of any body language the child offers just prior to the behavior. Some children shake or become more rigid just prior to a bite occurring. Tears may begin or elevated voices are used just prior to hitting or kicking. These "clues" may occur just seconds prior to the behavior, so you must be alert to them in order to be proactive.

One of the most common misconceptions regarding shadowing is positioning. Adults who constantly position themselves in front of or follow the child will interrupt play and cause further frustration. It will also send message to peers that this child can't be trusted. Most of what is necessary in terms of monitoring can be done from a distance. Again, remember the clues are typically PROXIMITY, MOTIVATION & MOVEMENT.

PROXIMITY - Watch for any children or adults entering the child's space

(ask yourself, "how far would it take that child to get a bite, hit or pinch completed). The moment that space is interrupted the behavior will occur. You need to be there!

MOTIVATION - Here's where knowing the antecedents or observing for them is critical. You can NOT fix this behavior if you don't understand the motivation. Example: Two toddlers are playing in the same center. Friend #1 squeals with delight over the toy s/he just picked up. Friend #2 walks over to him/her and stands about 12 inches away (proximity) and reaches out for the toy. Friend #1 pulls the toy back and Friend #2 reaches for it again. Friend #1 leans over (movement) and bites the hand of Friend #2. What were the antecedents in this situation? Most certainly for ALL toddlers PROXIMITY is one. They have yet to learn about respecting other's space. In addition, in this particular instance, Friend #1 NEVER USED LANGUAGE to say, "it's mine" or "stop," before using biting as a strategy.

Oftentimes, in a shadowing situation, we only think about "fixing" Friend #1. In most cases, proactively, we can alleviate some motivating factors to the behavior. Friend #2 getting too close and reaching out before asking (TWICE) are certainly issues that can be redirected or worked on prior to the bite occurring. Knowing what to watch for is the key to stopping the movement toward the behavior.

MOVEMENT - Make sure you are watching for certain movements indicative of the behavior in order to break up or stop the behavior. Once the movement begins you must be quick and KNOW what you can do to stop the behavior. As a child who bites begins to move his head, you have only a few seconds to stop him. Simply reach in front (assuming you're standing behind the child as discussed earlier) putting your palm on the child's forehead and bring his head back. Do NOT reach in front of his mouth or you will be his victim! Let's go back to the previous example. If it gets to the point where Friend #2 has not been redirected regarding proximity and reaching for Friend #1's toy without asking (oops!), and Friend #1 begins to bite, you would physically assist by bringing his head back up with your hand stating WITHOUT ANY EMOTION "no biting, tell your friend to stop." Then offer Friend #2 the redirection (in retrospect) "Friend #2, It's not OK to take Friend #1's toy; here is one for you" (there should be two) if not say "You need to ask for a turn by saying 'Friend#1, I'm next, OK?!'" With older children obviously the redirection can be more involved. Toddlers are usually crying by this time and want BRIEF, EMOTION FREE redirection

OR better yet, distraction. Any emotion shown will only perpetuate the behavior.

Breaking up the behavior is only (believe it or not) step one. Replacing the behavior by correcting situations, (such as environments that are too cramped and force proximity, and have too few of the most popular items, or a 'shadow' that follows too close) is necessary in order to truly get to the final step - Offering the child new skills. This step is critical to insuring that the antecedents to the behavior will be handled more appropriately by the child. Someone tries to grab their toy, they say "stop!" A child gets too close, they say "Back up" - a child wants what another child has and knows to look around for another, instead of grabbing. These are all pro-social skills children must be taught. They do not come naturally.

REMEMBER: A positive shadowing experience should allow for the child to feel independent (not tied to a leash), to be monitored for what causes the behaviors (antecedents), and **FINALLY** to be taught new skills for future success.

ADULT-CHILD INTERACTIONS

1. Use verbal and physical signs of affection often, but always ask a child before you reach out to hug them! Let the children know that you like them.
2. Remain aware of the expected behavior at various ages at all times. We do not expect 2 year olds to act like 4 year olds.
3. Try to remain in the background as much as possible. Do not become the center or director of the children's activities. You are there primarily to supervise and facilitate interactions.
4. Do not discuss a child with other staff members in the child's presence.
5. Get down to the children's level when you talk to them. Either squat, kneel, or sit on a low chair at their eye level.
6. Do not shout or yell to children across the room. Approach a child, making sure you have their attention, and then give directions or make

suggestions.

7. Treat children as you like to be treated. Ask them to do things rather than tell them. Use "please" and "thank you". Children learn by imitation.
8. Try not to play favorites. Treat all children the same even though it is natural to feel more positively toward some children more than others. On the other hand, if your own child is in your area, try not to be harder on your child or expect more from them than from the other children.
9. Before you ask children to change what they are doing, give them advance notice.
10. Use the words "let's" and "we" often. They give a sense of togetherness.
11. Remain calm if children are hurt or injured. If you get upset and emotional, the children will do so also.
12. Relax. Be cheerful. Smile. Cultivate a sense of humor. Laugh with and enjoy the children. Avoid teasing, it's confusing to young children.

CHILDREN'S RELATIONSHIPS WITH OTHER CHILDREN

1. Children are not allowed to hit, bite, or scratch other children under any circumstances.
2. Encourage children to share but avoid forcing them. It sometimes works better to give the child a choice by saying, "Which car would you like to play with? Give him the one he may play with." Turn taking is far more effective with young children. Ex.: "When you're finished with the car remember Bob wants it next."
3. Encourage timid children to stick up for themselves. A teacher does not always have to step in to protect them.
4. Never initiate competition between children. Don't ever point out how much better another child can do an activity.

5. When more than one child wants to play with a toy such as a tricycle, and the child does not want to give it up after a reasonable time, tell the first child that after a few more minutes he will have to let the other child have a turn.
6. Interpreting one child's actions to another child is sometimes needed. "Jim is trying to help you. He did not mean to knock down your blocks."
7. Avoid rushing in to help a child. Allow the children as much time as possible to solve their own problems with other children or with materials. However, if you see a child become frustrated or upset, volunteer to help him/her.
8. Children are encouraged to stand up for their own rights. It is legitimate for a child to hold on to a toy that another child unjustly tries to take away or to ward off an offender by pushing him away. Encourage children to use words to replace these actions.
9. Children who are wronged against are encouraged to use verbal rather than physical force, such as, "Tell Tim you are using the shovel and ask him to wait until you are through."
10. Always listen to both sides of a controversy before dispensing justice. You may have only seen half of the situation, and the child who looks like the victim may have actually caused the problem.
11. Try to discourage children from excluding other children from play activities by suggesting some way the child can be included. "Maybe Paul can be the grandpa", "There is room for four in the boat", or "How about letting Amy be the cook."
12. Try to discourage the dependence of one child on another special friend by suggesting activities with different children whenever possible

CHILDREN'S RELATIONSHIPS WITH EQUIPMENT

1. There may not be throwing of equipment or materials (except balls and bean bags).

2. Do not force children to play or participate in activities during non-directed play time. If a child wants to sit quietly and watch, respect that need. Above all, do not try to entertain children by doing things for them.
3. Do not always insist that children finish an activity before going on to another. Children's attention spans are often very short. Allow them to stop and put away materials at any time (with assistance if necessary).
4. Do not ask children to help you put toys away. Make it clear that it is the child's responsibility to put toys away after they have used them but that you will help them. Ex.: "Do you want to do it yourself or would you like some help?"

VIDEOTAPES

The use of videotapes is limited to developmentally appropriate programming for preschoolers. Videotapes are only used on a special occasion (e.g. weather) with prior approval from the director. Prior to their use, videotapes

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

Videotapes are not shown to toddlers.

CURRICULAR AREAS

CREATIVE ART

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

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

EASEL PAINTING

1. Children may wear paint shirts while painting.
2. The child's name should be written after they're finished painting; ask the child where they would like to write their name or ask if you need to write it for them.
3. Put paint brushes in the respective paint pans so paint colors are not mixed.
4. Show the children how to wipe the excess paint off of their brush before painting.
5. Have children wash their hands and arms before removing their paint shirts.
6. Allow the children to paint as many pictures as they wish, unless other children are waiting.
7. Place dry paintings in children's cubbies.
8. **Don't ask, "What is it?"** If it looks like a child has been trying to draw an object you may say, "Tell me about your picture." Do not press the child if they don't answer immediately.
9. Praise all the children for their paintings, even if it is a dab or two of paint. We want the children to feel good about painting and are not concerned about the final product.

FINGER PAINTING

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

CLAY

1. Clay is to remain on the table and at the designated clay table.
2. Place clay in a plastic bag or bowl when the children have finished playing with it.
3. Encourage the children to use their imagination to create with the clay.

COLORING, CUTTING, PASTING, COLLAGE

1. Help a child to learn to paste and glue by giving general instructions for its use.
2. Print the child's name on the front of all papers. Ask the child where they would like it written or if they would like to write it as they become Butterflies and Rainbows.
3. Encourage the child to put away crayons, scissors, and scraps, etc., when finished.
4. **Do not draw objects** for the children. They can never draw as well as an adult and it may discourage their attempts.
5. **Do not try to confine children's coloring** (except to the paper). Most of them are unable to color within the lines.
6. **Encourage creativity.** Don't suggest definite activities or ways to

- complete pictures.
7. Scissors are to be used only to cut paper or other art supplies.
 8. If the child is unable to cut with scissors, use "helping scissors" with the child rather than cutting the objects yourself.
 9. Art materials are to be kept in their designated areas.

BLOCKS

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

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

1. Children may need to be shown how to keep the blocks stable while they build with them.
2. Blocks should be built no higher than children's eye level.
3. Blocks, boards, cars, animals, etc., are never to be thrown.
4. Discourage children from knocking the large blocks down deliberately since they may hit other children. Small unit blocks may be knocked down.
5. Small blocks and animals may be moved throughout the block area in trucks but should always be returned to shelves.
6. Stimulate creative and dramatic play by providing accessory materials for building projects (animals, cars, trucks, people, etc.)
7. Encourage building of familiar objects such as boats, trains, garages, etc., in order to stimulate creative play.
8. Encourage children to dismantle their own buildings carefully from the

top down. They sometimes need help in beginning to stack them correctly, but first let them problem solve on their own. Most children will willingly bring the blocks to an adult stacking them and this is usually the most effective method of putting blocks away.

9. Blocks should be put away when they are not in use.
10. The block area requires close supervision and should never be unsupervised while children are playing.
11. Talk with the children about their block structures. Choose statements that describe what the child has done, ask open-ended questions that encourage children to talk about their work. For example: "You found out that two of these blocks make one long block." or "All the blocks in your road are the same size." or "Your building is as tall as this shelf." or "What would happen if ...?"

COOKING AND SNACK PREPARATION

MATERIALS: Standard kitchen pots, pans, and utensils.

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

1. Children and adults should always wash hands before working with food.
2. Children working with food require close supervision and at least one adult must remain with the children at all times.
3. Although it is always easier for the adults to "do the job themselves", these activities are most beneficial when the children do as much as possible themselves.
4. Adults supervising the use of knives or peelers should not try to supervise more than one child at a time using these sharp utensils.
5. Talk about the food as it is being prepared (texture, color, smell, taste, where it came from, what it will look like when it's finished cooking,

- etc.).
6. Children should be reminded to turn their heads when coughing or sneezing.
 7. Allow the children to follow through with the entire cooking procedure whenever possible.
 8. Involve the children in all clean up activities.

MATH AND SCIENCE

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

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

1. Let children explore creative, non-destructive ways of working with materials.
2. Encourage children to return materials to the shelves before getting out new materials.
3. Provide only as much assistance to children as necessary (explain or demonstrate how to do things and then allow children to complete tasks by themselves.)
4. Encourage children to select materials appropriate to their level. If a child selects a puzzle which is too difficult, suggest another puzzle without saying it is too hard). Example: "Maybe this one would be better (or more fun)."
5. Encourage children to keep manipulative materials in the table area.
6. Talk to children about color, shape, size, number, etc., of the materials

they are using. Speak in complete sentences and encourage children to respond in complete sentences. For example, "How many blue circles are there?" or "What will you do with all the blocks?". If a child does not respond immediately to a question, he may not know the answer. If this happens, answer the question yourself. For example, "You have five blue circles." or "you could build a boat with these blocks."

7. Praise the children when they are successful, but avoid indicating failure. Avoid saying things as "that's not right", "that's wrong", etc. Instead say things that are more positive, such as, "Let's try it another way."
8. Praise children for attempting as well as completing tasks. For example, "You really worked hard to put that puzzle together."
9. Encourage sharing of materials only when there is enough for more than one child. For example, "Show David which blocks he can play with." or "Show Mary how to use the scale."

DRAMATIC PLAY

MATERIALS: Furniture, dolls, male/female dress up clothes, play food, dishes, cash register, play store, buggy, etc

Add prop boxes to expand dramatic play and imitate other settings and roles.

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

1. Encourage children to return kitchen materials to the proper place as much as possible rather than throwing everything in the refrigerator and cupboards.
2. From time to time try to interest the children in helping you arrange everything where it belongs.
3. Dress up clothes can be used at any time. It is normal for boys to want to dress in women's clothes and this should not be discouraged.

4. Discourage children from putting play food in their mouths.
Demonstrate how to pretend to eat by holding the food in front of, but not in, the mouth.
5. Encourage both boys and girls to play in the housekeeping area by suggesting that boys be daddy, uncle, grandpa, brother, or even female family figures if they want.
6. Show the children how to open the cash register by holding the drawer so the money is not thrown out.
7. If a group playing in the housekeeping area rejects a newcomer, suggest , "Mary is a guest for dinner" or "Here comes grandpa to visit the children" or some other way to integrate the rejected child.
8. Treat the differences between the boy and girl dolls as casually as possible but do not be afraid to point out the differences in appropriate situations.
9. Keep the puzzles, small blocks, beads, crayons, etc. out of the housekeeping area.

COMPUTERS

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

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

OBJECTIVES:

1. Work cooperatively with others (working in pairs at the computer).
2. Take responsibility for one's own work (directing the flow of a program).

3. Develop perseverance (seeing a program or task through to completion).
4. Take pride in one's accomplishments (making a printout of completed work).
5. Identify and sort objects by attributes such as color, shape, and size (using programs that develop classification skills).
6. Learn sequencing and order (using programs that focus on size and patterning).
7. Develop early reading skills (relating word labels to graphics).
8. Understand cause and effect (seeing what happens when keys are pressed and feedback is given during a program).
9. Extend creativity (using programs that encourage free explorations or simple graphics-creation programs).
10. Develop small muscle skills (putting a disk in the disk drive, clicking a computer mouse, using the keyboard).
11. Refine eye and hand coordination (moving the cursor to a desired place on the screen).
12. Improve visual skills (tracking movement on the screen).

OUTDOOR PLAY

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

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

SLIDE

1. Children must come down the slide feet first.

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

SANDBOX

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

CLIMBING BARS

1. The first time a child tries to climb to the top of the bars, stand next to him to assist if needed.
2. Remind children to use both hands when climbing.

TRICYCLES

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

3. Children must sit while riding.
4. Only one child is allowed on a tricycle at a time.

WATER TABLE

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

CURRICULAR AREAS FOR TODDLERS

TOYS

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

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

PROMOTING PLAY WITH TODDLERS

Place a few toys out at a time.

Allow toddlers to explore toys independently.

Encourage physical movement with toys.

Ask questions regarding the toys to encourage thinking skills.

Promote social interaction between children.

Encourage make-believe play.

Give positive feedback to develop confidence.

CREATIVE ART

MATERIALS: Toddlers: paint, brushes and other painting tools, variety of paper, markers, crayons, play dough, basic props for dough, rubber stamps.

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

FINGER AND WATERPAINTING

Toddlers: Use brushes with stubby handles or other painting tools (squeeze bottles, rollers, toothbrushes, feathers, leaves, eyedroppers).

Use large pieces of paper (about 24 to 36 inches or larger).

Use a variety of colored and textured paper (poster, tissue, crepe, cardboard, newspaper, and butcher paper).

Use paints, whipped cream, or nontoxic shaving cream.

Change textures of paint by adding flour, sand, Epsom salt, and liquid soap).

Color at the table or on the floor.

Child may wear paint smocks while painting.

Avoid telling a child what to paint.

Do not finish the child's work to make it better.

Encourage children to help clean up as much as possible.

Have children wash their hands and arms before removing their paint smocks.

Praise all the children for their paintings.

Place dry paintings in children's cubbies.

DRAWING

Toddlers: Use crayons, chalk, or markers.

Use a variety of colored and textured paper (poster, tissue, crepe, cardboard, newspaper, and butcher paper).

Do not tell a child what to draw.

Encourage creativity as much as possible.

Do not finish a child's work to make it better.

Encourage children to help clean up as much as possible.

MOLDING

Toddlers: Use play dough of many colors.

Offer basic tools such as wooden mallets, tongue depressors, and potato masher.

Play dough is to remain on the designated table.

Place play dough in container when the children have finished playing with it.

Encourage the children to use their imagination to create with the Play dough.

Do not tell the child what to make.

PRINTING

Toddlers: Printing tools are to remain on the designated table.

Close ink pads when children have finished playing with them.

Encourage the children to use their imagination to create with the printing tools.

Offer a variety of printing tools such as butter molds, sponges, dominoes, corks, golf balls, old puzzle pieces, and colored ink pads.

Have children print on tissue paper, butcher paper, newsprint, and a variety of colored and textured papers.

STORIES

MATERIALS: cloth, vinyl, or laminated books with large, clear, colorful

illustrations.

Toddlers: Use stories with simple plots about children and animals whose daily lives are similar to their own.

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

READING STORIES

Toddlers: Show the cover and discuss what you see.

Encourage children to use the illustrations to describe what is going on.

Pause in the reading and allow children time to anticipate the next words.

Relate the story to the children's own lives.

Follow-up on the reading experience.

Connect books to other activities such as dramatic play and songs.

TASTING AND SNACK PREPARATION

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

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

PREPARING SNACK AND TASTING ACTIVITIES

Check children's allergies and food restrictions.

Children and adults should wash hands before working with food.

Limit the number of children to 3 or 4

Have all the ingredients and utensils assembled ahead of time.

Keep waiting time as brief as possible.

Use child-sized table and chairs or highchairs.

Use utensils that children can use on their own.

Toddlers: Plan activities that involve spreading, pouring, slicing, whisking, squeezing, and garnishing. For example: using a plastic knife to spread apple butter, stirring ingredients for play

dough, scrubbing potatoes, using cookie cutters, squeezing fruit for juice, arranging foods decoratively on a plate.

Ask them questions regarding the preparation process.

Ask parents for food preparation ideas.

SAND AND WATER

MATERIALS: Toddlers: trays and tubs of water, sterilized fine grained sand, rice, cornmeal, beans, macaroni, whisks, plastic cookie cutters, slotted spoons, squeeze bottles, ladles, muffin tins, straws, large shells. Monitor carefully for choking and objects being placed in ears, mouth or nose.

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

SAND AND WATER ACTIVITIES

Choose an indoor space that is easy to clean (e.g., not carpeted).

Have children wear smocks.

Keep group size small.

Keep cleaning supplies near by (e.g., paper towels, brooms and mops).

Discourage children from drinking water or eating sand.

Toddlers: Point out cause and effect relationships

Encourage children to solve problems

Challenge children to make predictions

Support pretend play

MUSIC AND MOVEMENT

MATERIALS: Tapes of children's music, tape player, drums, xylophones, bells, clackers, rattles, shakers, tambourines, maracas, cymbals, wood blocks, pots and pans with wooden spoons.

LEARNING VALUE: Listening and speaking skills, motor skills, creativity, self-confidence, and aesthetic

appreciation.

LISTENING, SINGING, DANCING

Toddlers: Encourage enjoyment of songs.
Help them discriminate among different sounds.
Encourage toddlers to sing familiar songs.
Focus attention on how their bodies move.
Stimulate toddler's imagination.

OUTDOOR PLAY

MATERIALS: Safe outdoor space.

LEARNING VALUE: Sensory exploration, gross motor play, eye-hand coordination, and social skills.

Sensory Exploration

Make visible and audible effects from the wind (e.g. banners parachutes, and wind chimes).
Call children's attention to smells (e.g., grass, dried leaves, and rain).
Grow food for snacks.
Point out and collect different textures (e.g., rough bark on a tree, prickly pine cones, and smooth hard rock).
Have a picnic.
Use a magnifying glass outside.

Gross Motor Play

Use a blanket on the grass for young toddlers.
Provide safe things for the children to climb (no higher than 18 inches off the ground).
Provide wheel toys (e.g., riding toys, and wagons, doll carriages).
Play Follow the Leader.
Have children chase bubbles.

Create balancing games (e.g., walking on a line).

Fine Motor Play

Collect small natural objects (e.g., leaves, pine cones, maple seeds, small sticks).

Sand play (for toddlers).

Water play (for toddlers).

Add natural items to dough.

Pretend play (e.g., use plastic people, animals, and vehicles).

PM CURRICULAR description

Our P.M. Program is that block of preschool time from 4-7 p.m. Monday through Thursday, and from 4-5:30 p.m. on Friday. Families enrolling their children for this segment of preschool time will notice many similarities to the A.M. program, as well as, a few distinct differences.

Lesson Planning for the P.M. is completed by our P.M. Supervisors in each of the three areas of our program (Infants, Toddlers, and Preschoolers). The P.M. Program utilizes The Creative Curriculum as its cornerstone of curriculum presentation, similarly to the A.M. program, with a few necessary modifications. The lesson plans honor the philosophy of our curriculum, while teaching staff implement modifications necessary to meet the needs of the individual child. For example, a child who has been with the program for a long day may have experienced a level of intense play that requires he have a bit of 'down time' during CENTER TIME in the evening hours. He may want to be quietly read to by teaching staff, play board games with another child, or simply create a block structure by himself. Our staff, while presenting a

structured curriculum of art, large group activities, center and outdoor time during P.M., will always look for avenues to meet the needs of the child first. Our P.M. Program prides itself, as does the A.M. Program, on its child-focused approach. We seek to honor the child who may need to 'gear down' prior to dinner time, or play by themselves after a day of interacting intensely with friends. On the other hand, another child attending the program during P.M. hours may seek the exact opposite experience and require an elaborate process-oriented art activity, a more actively involved center time, and multiple opportunities for socialization. That can also be found within the P.M. Program with our teaching staff observing and facilitating nightly to see that the needs of that child are met, as well.

Children, within the three hour P.M. program, will also share a dinner experience at 5:30 p.m. Monday through Thursday. Unlike lunch time in our program, DINNER TIME is spent with a smaller group of children and staff. The mood is much like that of a family dinner time. Staff and children sit together at one table, with staff inquiring about the children's day at preschool or at home, and exchanging stories. It is quiet, lights are a bit lowered, with the idea that the child's day is winding down. Dinner time is valued as a socially important aspect of the program and is never viewed as 'wasted' time. Language extension, social skills, and practical life experiences, are but a few of the benefits of a meal shared.

OUTDOOR TIME is also unique during P.M. Children who have been active throughout their day or are just arriving, may be observed sitting on a swing without swinging, taking a walk around the playground before engaging, or quietly chatting with a new friend. Others may be running, jumping, riding bikes, or climbing on play structures. Children, who arrive for their day at preschool

during P.M. outdoor time (4 p.m.), will do best when introduced by their families to the nearest staff member, so that we may facilitate the outdoor experience for them. Staff is trained in providing entry into whatever play activity the child chooses for their outdoor time.

The P.M. Program is the final part of the child's day at preschool. FAMILY COMMUNICATION as the child leaves our program is valued by both family and staff. Often our P.M. staff is asked about the child's day at preschool. P.M. Supervisors enjoy reporting wonderful anecdotal stories about the time from 4-7 p.m. We will also make Head Teaching Staff aware if families have questions about the A.M. part of their child's day. Additionally, we welcome family feedback regarding the P.M. Program. This type of universal communication exchange is always beneficial to the quality of the P.M. Program experience for the child attending our preschool and their family.

LETTER OF AGREEMENT

I have received a copy of the UNLV/CSUN Preschool Staff Handbook. and I am familiar with the Preschool's philosophy, goals and objectives, operating program, policies and procedures. I accept and agree to abide by the policies and procedures as set forth in this handbook.

signature

date

7/06