Child Development Center at WNC

Western Nevada College

Child Development Center

2201 West College Parkway

Carson City NV 89703

775-445-4262

Revised 10/2026

Child Development Center Vision

The WNC Child Development Center empowers our youngest learners and their families to thrive from the very start, providing nurturing, developmentally appropriate care that unlocks greater opportunity in an evolving world.

Child Development Center Mission

We are committed to providing a warm, welcoming environment that acts as a gateway to opportunity for children and families. Accessible to all, we focus on the creative, emotional, intellectual, physical, and social growth of each distinct child. By remaining adaptable to change and dedicated to supporting every learner, our center provides individualized care and essential tools families need to thrive together.

Goals for our children:

- to be competent and confident in their abilities
- to be self-directed in a constructive, creative manner
- to be successful in future educational experiences
- to develop a love for learning and the ability to learn how to learn
- to develop self-control and a sense of right and wrong
- to feel good about who they are
- to learn cooperation with other children as well as adults
- to reach their full potential in emotional, intellectual, physical and social development

Principles of Child Development and Learning:

- Domains of children's development-creativity, emotional, intellectual, physical, and social-are closely related. Development in one domain influences and is influenced by development in other domains.
- Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
- Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.
- Early experiences have both cumulative and delayed effects on each child's development; optimal periods exist for certain types of development and learning.
- Development proceeds in predictable directions toward greater complexity, organization and internalization.
- Development and learning occur in and are influenced by multiple cultural and social contexts.
- Children are active learners, drawing on direct physical and social experiences as well as culturally transmitted knowledge to construct their own understandings of the world around them.
- Play is an important vehicle for children as well as a reflection of children's development.

- Development advances when children have opportunities to practice newly acquired skills.
- Children demonstrate different modes of knowing and learning and different ways of representing what they know.
- Children develop and learn best in the context of a community where they are safe and valued, and their physical needs are met.
- Parents are a child's first teacher and an important influence in their life.

Policies and Procedures

Families, Staff and Child Care Licensing will be notified of significant changes to this handbook. Families who have completed an enrollment packet are expected to review the handbook online and/or ask for a paper copy. Upon enrollment, acknowledgement of parent handbook is implied.

Families have a right to visit the center before and after enrollment.

Enrollment Priorities

Priority is determined in the following order: 1. Military families 2. Siblings 3. Students and Faculty of WNC and 4. Community Members.

Registration

A non-refundable annual registration fee of $100.00 (50.00 for students and WNC faculty) per child is due every July 1st. This is pro-rated monthly, based on enrollment. This fee will be added to your first week's tuition. Required enrollment paperwork must be turned into office at least one week prior to your child's starting date.

Documentation required for your Child's Records

Child Record

A complete child enrollment packet will remain in your child's file, along with current immunization records, releases, injury reports, etc. These are kept confidential and locked in the center office. This enrollment packet serves as a contract for childcare. The files are accessible to center teaching staff and administrators, regulating authorities, and parents upon request. The child record includes, but is not limited to the following:

1. A complete child enrollment
2. Photo release
3. Consent for medical treatment
4. Permission for release information
5. NRS 178 statement
6. Screening information
7. Requirements for enrollment agreement
8. Transportation agreement
9. Financial requirements agreement
10. Additional Financial agreement

11. Schedule and Tuition confirmation
12. Medication release (if applicable)
13. Topical ointment release (if applicable)
14. Intake questionnaire
15. Authorized pick-up information
16. Relevant custody agreements
17. Current up to date immunization record
18. Medical statement from a Health Physician
19. Any other relevant information

Hours of Operation

The center is open Monday through Friday from 7:30 am to 5:30 pm. A fee of $1.00 per minute per child will be charged for late pick-ups after 5:30 pm. After three late pickups, the fee will increase to $5.00 per minute. After three additional late pick-ups, additional fees and/or alternative determinations may be made. The clock in the front lobby is our time clock. The building needs to be empty by 5:30. We kindly ask that you arrive by at least 5:25 in order to give yourself enough time to pick up.

If we are unable to contact a parent/guardian within 30 minutes of the center's closure at 5:30 pm, we will notify the Carson City Sheriff's Office and Child Protective Services.

Center Closures

The Child Development Center is a part of the Western Nevada College Campus. With this affiliation, the CDC will adhere to campus-wide closures. If the WNC campus is closed, the CDC may be closed as well. If the WNC campus is closed due to weather or an emergency, the center will be closed as well. Please listen to local radio, television broadcasts, and the college website for this information. Child Care Licensing will be notified of the closure.

Please note: It is the decision of the WNC President, Health departments, or State departments to close the campus and tuition will not be reimbursed in situations due to weather or other unforeseen events, such as COVID room closures.

Tuition Rates

Tuition rates are subject to review and change each year. See the website or office for current rates. Students taking 6 or more credits at WNC will receive a discount on tuition. It is the student's responsibility to notify us if they are no longer taking classes.

Payments

The Child Development Center accepts all major credit cards, checks, and money orders. Please make checks or money orders payable to "Board of Regents" and drop these off in our payment box located on the wall inside the center by the office window. Credit card slips can be found in the lobby and should be dropped in the payment box. Please put your child's name on your check/money order/credit card slip. The Child Development Center is unable to accept cash payments. Cash payments may be made in the WNC Business Office. Do not leave payment in your

child's lunch box and/or belongings. Please note: There is a $25 charge for returned checks.

Payments must be made on the first day of the current week of your child's care. A past due balance will be assessed and a 5% late payment charge when your account is two weeks delinquent on any given Wednesday at 9:00am. A past due balance that is equal to four weeks in arrears may, if payment is not made in full by the Wednesday of the fourth week, result in disenrollment. In the event that payment is made in full after the child has been dis-enrolled, and a parent wishes to have the child return and depending on availability, the family must carry a zero balance at all times.

Payment plans may be contracted on a case-by-case basis and will be designed to recover the past due balance within 30 days. In the event that a payment plan is instituted the center will suspend the 5% weekly late charge for the duration of the payment plan as along as the requirements of the payments plan are being upheld.

You may view the status of your account by accessing the "account" option on your ProCare sign-in screen. The ProCare statement will reflect payments made, tuition due, late charges, and any past due balance.

Families are responsible for payment when the center is closed for a scheduled holiday and a scheduled closure as indicated.

No refunds on tuition are made for absences or center closures, determined by WNC Administration.

Please note that we do not automatically give receipts for tuition payments. If you need a printed receipt for your records the office manager will provide this to you, upon request.

Donations and Fundraising

Child Development does participate in fundraising events in order to supplement cost of classroom materials. Fundraising and/or donations made to the center are used to purchase new toys, books, furniture or special items required/requested.

Attendance/Cancellations

Please notify your teacher if your child will be absent on a scheduled day of attendance. If circumstances cause you to withdraw your child, you must submit a written notice of your exit date to the office two weeks prior to your child's last day of care. If the Child Development Center is not notified in written form, we will continue to bill your account for two weeks. Two weeks notice is required for disenrollment.

Vacations

All full-time children will be granted a one-week "vacation" credit after a 1 year of enrollment has been accrued without a break in service. Vacations will be granted the day after your one-year anniversary date. Vacations must be used in one-week intervals before the next anniversary date. Your child may not attend the center during his/her vacation week. Vacations cannot be carried over until next year. Please note, this is not a calendar year, but from the date of enrollment. You must request a "vacation credit" form from the office manager at least two weeks in advance to claim

this credit. Vacation weeks are calculated based on the child's date of enrollment and not the calendar year.

Holidays/Planned Closures

All enrolled families are responsible for payment of tuition when the center is closed due to one of the holidays below. If the center closes due to weather, there will not be a refund on tuition. If a closure occurs for any other reason, billing will be handled on a case-by-case basis. The center will be closed on observance of the following holidays/events and tuition is not reduced for these closures:

Third Friday in Jan-closed for Staff Development

Martin Luther King Jr Day

President's Day

Memorial Day

Juneteenth

Independence Day

Third Friday in July-closed for Staff Development

Labor Day

Nevada Day

Veteran's Day

Thanksgiving Day and Family Day (following Friday)

Christmas Day

Center closes at 12:00pm on Christmas Eve

New Year's Day

Center closes at 12:00pm on New Year's Eve

WNC Commencement-TBD

Please note the Child Development Center does not observe religious days.

Americans with Disabilities Act (ADA)

The ADA is a federal civil rights law that states people with disabilities are entitled to equal rights in employment, state, and local public services, and public accommodations such as preschools, childcare centers, and family childcare homes. ADA presents an exciting opportunity to plan for and include children with disabilities in early childhood settings. Children and families benefit from inclusion. Children with disabilities share learning opportunities with their peers. Inclusion also fosters caring attitudes and teaches children about interdependence and understanding for human differences. For early childhood professionals it is an extension of continuing efforts to meet the individual needs of each child and family.

Child Abuse and Neglect Recognizing and Reporting Policies

All of the rooms are equipped with doors and windows, so the classrooms are always accessible for observation. The staff structure is also set up, so staff is able to take breaks and lunch, and we do our best to foster a team approach.

Here at the WNC Child Development Center, we believe children and caregivers can have appropriate physical interactions and therefore choose NOT to have a "no touch" policy. Younger children need help with many daily routines, such as diaper changes and toileting. These activities do require touching. When caregivers can provide a child with a pat on the shoulder, a high five or a soft hug, children get the feeling their caregivers genuinely care about them. It is important to provide a nurturing environment for children away from home and when caregivers can provide comfort in appropriate ways, children will feel safe and cared for.

Reporting Child Maltreatment

All the staff at the WNC Child Development Center are mandated reporters. All staff are notified of this responsibility prior to hire and participate in training on the subject within three months of their hire date. It is the staff's individual duty to report any incidences of suspected child abuse or neglect. Whether they have a child disclose information to them or notice bruises or injuries incongruent with childhood injuries or even patterns of neglect. In the event there is a suspicion of Child Abuse or Neglect against a staff member, the staff member will be removed from direct care until the investigation is complete. The details will remain confidential while the investigation is taking place and will not be disclosed unless to the proper authorities. Once a determination is made, the determination may be disclosed.

Staff Training

All staff complete initial training upon hire including, but not limited to, CPR, First Aid, Signs and Symptoms of Illness, Child Abuse, Sudden Infant Death Syndrome, Shaken Baby Syndrome, Child Development, Administration of Medication, Building and Physical Safety, Emergency Preparedness, Transportation, and Child Wellness.

Each year, staff will obtain a minimum of 24 approved annual training hours. This training will reflect the ages we serve and the goals of our center.

CPR/First Aid is renewed at least every two years. Child Abuse is renewed at least every five years. The Child Development Center always has a staff member on site with current CPR and First Aid.

Authorized Persons

Emergency Contact Information

Each child's record will have emergency contact information; names and phone numbers to be used in an emergency. Emergency contacts are people in the area who are authorized by the parent/guardian to pick up the child in case of illness or emergency when the parent/guardians cannot be reached and/or are unavailable. All emergency contacts should be notified so they are aware they have been listed for this purpose and that staff members will ask for identification of any person with whom

they are not familiar. In the case of legal issues, the registered parent must indicate who has legal custody and who may pick up the child on the enrollment form. We assume no liability if not advised properly. We may ask for current custody documentation. Please be sure to keep contact information updated and accurate. It is the parent/guardian responsibility to update emergency information with the front office and the classrooms. Written authorization is required for changes. Children will only be released to people whose name appears on the emergency information, unless otherwise specified with written authorization by a parent.

Children will only be released to authorized adults. If you have an emergency and need to have your child picked up by somebody not on your emergency list, please call the office and notify us of the change. You may be asked to send authorization via email as well. Verbal authorization may be approved in extreme emergencies only. All adults will be asked to show their identification until staff get to know them. This policy is not meant to be an inconvenience but rather is implemented as a safeguard for your children. Please be patient and understanding with staff members.

Special Circumstances

If a staff member suspects that the person picking up the child is under the influence of alcohol or drugs, the child will not be released. Another person authorized to pick up the child will be contacted. The safety and well-being of the children in our care is of primary importance. If any childcare staff believes that an adult who is picking up a child is not in a condition to drive or adequately care for the child's safety, the staff will not release the child to the adult until the child's safety is assured. Staff will offer to call another authorized adult to assist in picking up the child. Determining whether or not to release a child in this situation is difficult for the parent, the child, and the staff member. The Campus Public Safety Office will stand ready to assist us in any decisions we make.

Visitors

The Child Development Center (CDC) welcomes various visitors, including educational interns, practicum students, therapists, contractors, and WNC staff. For safety, all visitors must sign in and out and always remain under CDC staff supervision. The only exception applies to individuals on-site during non-working hours when no children are present.

Daily Routines

Clothing and Personal Belongings

We ask that all clothing be appropriate for childcare, for both staff and children. We do many fun and messy activities. Although children may have access to smocks, there may be accidents or mishaps. We don't want anything special to be ruined. We ask that you leave at least one extra complete outfit for your child here at school. Because children grow so fast, it is important to check the fit and weather appropriateness of these extra clothes from time to time. Always label everything with your child's first and last name.

We ask that all toys, with the exception of a soft sleep time toy or toys for sharing day stay at home. This ensures they will not be lost or broken while at school. Any toys that are brought to school will remain in the child's cubby until pick up time. We try to maintain a non-violent environment at the Child Development Center; therefore, we request that toy weapons or guns are not brought to school for share days. Please label every item that comes to school. The Child Development Center is not responsible for any lost personal items and will not compensate for costs.

Transportation/Field Trips

The Child Development Center does not offer transportation. We will have walking field trips around the college campus. Additional field trips will have specific field trip releases discussing transportation that will require parental permission.

Communications

The parent bulletin boards located in each classroom contain information pertaining to fundraisers, conferences, parent involvement, and many other items we feel may be of interest to you. Please locate the parent bulletin board for your child's classroom. Classrooms also have child files and/or child hooks where other pertinent information will be located, including daily reports if applicable. Daily reports for infants and toddlers will include sleeping, diapering, and food information. Parent teacher conferences are also available upon request.

Cubbies

Your child will have a cubby at school for storing personal belongings. Please check your child's cubby/folder/hook for your child's work, important information, etc.

Positive Discipline Strategies

The WNC Child Development Center is committed to using positive guidance strategies when working with young children. Developmentally appropriate guidance and classroom management promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment. Children are taught the importance of being a friend and treating others with care and respect as well as taking care of our environment around us. We strive to help young children gain inner self-control, so they become aware of what is acceptable behavior. If unacceptable behavior is displayed, we explain why the behavior is inappropriate. If the behavior continues, the child will be re-directed to another activity.

We try to foresee and prevent problems by structuring an appropriate environment and setting basic limits. We use the classroom arrangement as an additional teacher and structure it in a way that is inviting for children to learn and respect. For example, we have cozy corners for those that may want a moment alone. Our cozy corner provides that calm and safe place. The basic limits are mainly for reasons of safety and respect for oneself, for others, and for property. These limits and rules are explained to a child in terms that s/he can understand. Negative "attention seeking" behavior is ignored, if possible. All actions shall be fair, reasonable, consistent, and related to individual behavior. We include social emotional curriculum to help children navigate through their emotions, while also reinforcing that emotions are appropriate to have. We create schedules that promote predictability for children to be

aware of what is happening in their day. No physical actions such as hitting or spanking are used in the classroom.

As we collaborate in caring for your child, it is important that good communication exists between the home and our center. If your child is experiencing a change in the home environment that may result in changes in behavior, it is important for you to notify your teacher. Your teacher will keep you informed of any behavioral concerns that may occur with your child at the center. Every effort will be made to resolve any problem that may occur. The behavior and conduct of each student and family are given attention on an individual basis.

If further attention/support is needed the Child Development Center will work with families to provide support. Parents or Head Teachers may initiate parent/teacher conferences, as a way to open communication channels. Conferences are often a good place to discuss strategies for dealing with behavior or concerns. We want to build a partnership with parents, offering support as well as acknowledging that parents are experts on their children and can offer insight that may not be available in the classroom setting. In the event that additional resources might be deemed as helpful, the Child Development Center will assist families in finding and contacting resources as needed. For example, Nevada Early Intervention Services, local school districts, local groups, etc. If needed, the Child Development Center will develop a behavior plan with the families to help address the behavior. The plan will include information regarding challenging behavior, information from center staff, families, relevant professionals, etc. and will include positive support strategies. If the Center's procedures for dealing with severe behavior problems do not result in the restoration of an acceptable and safe educational environment, the Center Director reserves the right to temporarily or permanently remove a child from the Center.

At times some children may exhibit severe behaviors that cannot be managed within the classroom setting. Severe behavior is defined as:

- Danger to self or others (examples include but are not limited to: head banging, excessive biting that breaks the skin, hitting, hair pulling, using objects to inflict bodily harm, hitting/abusing staff, etc.) and/or

- Disruptive behavior that creates chronic interference in classroom activities (examples include but are not limited to excessive tantrums, screaming, foul language, severe or chronic non-compliance or defiance.)

The Center has developed procedures to deal with such cases of severe behavior. In these situations, the parents will be contacted. The parents may be asked to pick up their child immediately. The parents will need to meet with the teacher and/or the Director to discuss the situation and appropriate measures.

The Child Development Center does not tolerate any abusive behavior/language towards our staff from parents and/or families at any time for any reason.

The Child Development Center will make all attempts to limit the use of suspension, expulsion, or other exclusionary (seclusion) measures. However, there may be times when an exclusionary measure is deemed necessary such as continued disruptive behavior, danger to self or other, etc. The determination to exclude will be made by

center staff who will evaluate the safety of the children and staff in the center as well as maintaining a positive classroom environment. The decision to exclude a child will not be made lightly. This decision will be made after all other interventions have been attempted and it is determined this is in the best interest of the children. If excluding a child is determined, the center will communicate with families and attempt to assist if necessary. This will be a last resort and, in the event, that this does occur, the Child Development Center will assist the family with finding an alternative placement and refund any unused tuition.

The Child Development Center reserves the right to refuse service to anyone at any time. WNC does not discriminate on the basis of race, color, national origin, sex, disability, age, gender identity or expression, sexual orientation, protected veteran status, genetics, or religion in its programs and activities and provides equal access to facilities to all. This policy complies with federal and state laws.

Family Communication

It is important for families and teachers to work together in the development of the child. In the case of a difference of opinion or difficulty in accomplishing this, a meeting may take place. A meeting may be warranted to discuss differences and come to a resolution. In the event there are continued differences between teachers and families, a meeting with the Director may be warranted. It is important all families and program staff are on the same page with care for the children. The administrative staff, including the Director, is available at all times to address any issues and/or concerns. Families may also contact State of Nevada Child Care Licensing at 702-486-3822.

Hygiene

Children will be encouraged to learn good hygiene habits. Children will be guided by teachers to wash hands with soap and water before and after meals and snacks, after using the toilet, and before engaging in any food activity or water play.

Outdoor Play

Please bring appropriate clothing for the weather (i.e. sweatshirt, jacket, gloves, and hat). Unless the weather is extremely severe, we will go outside for much needed fresh air and large motor play every day. If your child is too ill to go outside, s/he should be kept home.

Rest Time

The children have a rest period each day:

- Infants 6 weeks to 12 months nap on their own schedules. Cribs and crib sheets are provided. Infants are always placed on their backs to sleep.
- Toddlers 12 months to 3 years have a routine that is followed. Pack and plays and crib sheets are provided. When children are 18 months they sleep on cots, which are provided in the classroom with cot sheets. Families are responsible for providing blankets.
- Preschoolers 3 to 6 years have a routine that is followed. Sleeping mats are provided. Families are responsible for providing crib sheets and blankets.

For our older preschool children who have outgrown naps, we still offer a quiet time.

To protect your child's health, sheets are laundered each week. Cots/sleeping mats are sanitized daily. Parents may provide a familiar cuddly blanket to help soothe a restless body. Please label the blanket and remember to take it home at the end of the week for cleaning.

Safe Sleep Guidelines

1. We do not place infants to sleep with bottles.
2. Infants (younger than 12 months) should be placed on their backs on the hard mattresses that are in the cribs. There should not be any items in the cribs, this includes blankets, stuffed animals, pillows, toys, etc. There is no use of infant sleep positioner, unless ordered by a physician.
3. Remove all items from the infant before placing them on their backs in the crib (i.e. bibs, hair bows, etc.)
4. We do allow pacifiers but no pacifier attachments.
5. If infants roll in their sleep to a different position they are allowed to stay, but staff must always place infants on their backs to sleep. We put a note on the crib of the infant if they are able to roll back and forth.
6. All cribs are consumer product safety approved cribs or other approved sleep spaces for infants. Each infant has their own designated crib.
7. Staff should be able to hear and see the infants, toddlers, and twos at all times.
8. Infants are not placed or left in car seats, strollers, swings, or toys if sleeping. If infants arrive sleeping in equipment not designed for infant sleep, the infant must be removed and placed in appropriate infant sleep equipment.
9. All staff completed SIDS training.

<u>Lunch/Snacks</u>

Families provide all lunch and snacks. We ask that families not provide food that can be considered choking hazards, such as popcorn, full size grapes, etc. A list can be provided if requested. All staff are training in First Aid in the event of choking. Arrangements may be made with your teacher if you would like to provide a snack for a birthday party or special event.

Any special consideration needs to be brought to the attention of your head teacher to discuss the feasibility of your needs. Special feeding considerations must be in writing and kept on file at the center. All food allergies must be disclosed, and classrooms will post allergies for staff visibility and safety.

Infants are fed on demand.

The center maintains the following procedures for storage and handling of breast milk and the making and storage of formula:

BREAST MILK

- All breast milk brought into the center must be labeled with date and child's first and last name. Please also specify if the breast milk was previously frozen.

Previously frozen milk should be brought in still frozen instead of thawed for safer storage.

- Breast milk that has been pumped more than two days prior to coming into the center should be frozen.
- Frozen breast milk can be stored in the freezer in the kitchen at school for up to six months. PLEASE make sure everything is labeled and dated.
- All fresh breast milk coming from home should be used or frozen (as long as the breast milk has not been heated or used for feeding) within 24 hours upon arrival at school.
- Staff will discard unfinished and unrefrigerated breast milk after initial feeding if not used again after one hour.

FORMULA

- Pre-made formula bottles must be stored in the refrigerator and can be stored for up to 24 hours.
- If formula is to be wanted, it must be warmed using a bottle warmer.
- Parents also have the option of bringing in liquid formula.
- Parents have the option of bringing in a container of pre-made formula bottles that can be used in individual feedings throughout the day.
- Staff will discard unfinished formula bottles after initial feeding if not used again within one hour.

All bottles used for feedings will be sent home daily to be cleaned and sanitized. Families are responsible for bringing in the appropriate number of bottles for each child each day. Pacifiers will be labeled or easily identified and stored appropriately for each child so other children cannot access them. They will either be cleaned and sanitized at the Child Development Center or sent home daily to be cleaned and sanitized, according to the parent's request.

<u>Diaper Procedures</u>
All children are diapered at least every 2 hours and more often if necessary.
Families are required to provide all diapers and wipes.

*Diapering child on changing table.

We always keep our hands on the children while they are on the changing table. We follow the process below:

1. Wash hands per handwashing procedure.
2. Prepare all items for this child for diapering (i.e.: wipes, diaper, cream, extra clothes)
3. Put on gloves
4. Place children on diaper changing tables and remove clothing. If soiled place clothes in a plastic bag.
5. Remove soiled diaper place in hands free trash can.
6. Use wipes to clean, front to back. One wipe per swipe. Place soiled wipes in hands free trash can.
7. Remove gloves and discard in hands free trash can.
8. If you use ointment, use clean gloves.

9. Put on clean diapers and re-dress the child.
10. Use wipes to clean your hands and the child's hands.
11. Place child at sink following posted hand-washing procedures, twenty secs. Return child to play area.
12. Clean diapering surface with soap and water solution, dry with a paper towel.
13. Disinfect diapering surface with bleach and water solution, leave for at least 3 minutes before wiping.
14. Wash your hands following posted hand-washing procedures.

*Standing Diaper Procedures: Potty training children

1. Wash hands and prepare for diapering (as above)
2. Put on gloves
3. Pin up child's clothing or have child hold clothing.
4. Remove soiled clothing to a plastic bag to send home.
5. Clean the child's skin around the pull-up/underwear area, wiping from front to back, one wipe per swipe.
6. Remove gloves.
7. Use a wipe to remove soil from the child's hand if they are not using the toilet.
8. If child sits on the toilet, the child can use toilet paper to wipe.
9. Assist the child in putting on clean pull-up or underwear and getting re-dressed.
10. Have the child wash hands, following hand-washing procedures, twenty secs.
11. Store bagged, soiled clothing for parents in an area inaccessible to children.
12. Clean visible soil from changing area, following sanitizing procedures.
13. Wash your hands following hand-washing procedures.

Please note we do not bathe children. Families will be notified of diapering through ProCare.

Toilet Training

Toilet training is a big event in a young child's life. We are here to assist and support during this exciting time. Toilet training is easiest when children are physically and emotionally ready. This usually happens between the ages of 18 months and 3 years old, though it can happen outside of this age range. Do not be alarmed if your child does not follow this guideline; children mature at different rates.

The secret to successful toilet training is patience, timing, and consistency. We believe in the process if there is a team effort between WNC and home, so we ask that the process remain consistent in both places. We will work with your family to ensure success. Here at WNC we will have potty times in intervals of two hours, and more often as necessary. It is your preference whether you put your child into pull ups or

underwear during this process; just keep in mind that switching back and forth may be confusing for potty trainers. We ask that you bring at least 5 changes of clothing during this process. It is important to remember the need to remain patient during the process as children may experience setbacks.

SIGNS THAT YOUR CHILD IS READY:

- Your child can follow simple instructions.
- Your child remains dry for at least 2 hours at a time during the day.
- Your child is dry after naptime.
- Your child has regular and predictable bowel movements.
- Your child walks to and from the bathroom, can pull down and pull up their own pants.
- Your child seems uncomfortable with soiled or wet diapers.
- Your child is showing interest in the toilet or potty chair.
- Your child has asked to use the toilet or potty.
- Your child has asked to wear big kid underpants.

KEEP IN MIND:

- Dress the child in clothing that is easy to get in and out of
- Refrain from pressuring the child into using the toilet.
- Be watchful of signs of stress or anxiety. These might be signs to pause the process.
- Help your child at home, as consistency is essential to success.
- Take your child to the toilet on a regular basis. We will always supervise a child using the potty.
- Remind your child to use the toilet.
- Refrain from forcing your child to sit on the toilet. We will never force a child to sit for prolonged periods of time.
- Never punish or scold for accidents.
- Change as soon as possible after accidents, explaining the importance of staying dry.
- Avoid keeping a child in wet/soiled clothes as punishment.
- Avoid pressuring a child into using the toilet.
- Remember to wash hands after using the toilet. We will instruct and assist children.
- Communicate consistently with classroom teachers during the process.
- Remember toilet training is a process-remain patient, consistent, and relaxed.

Arrival and Departure

Building Access and Security

The WNC Child Development Center has provided building security and access systems to assist in ensuring the safety of all children. In our center, the main lobby is open for guests to arrive. No one is able to enter either hallway, leading to classrooms, without having an approved fingerprint or bypass code. This ensures visitors are to sign in and out and ask for access to the center classrooms.

Arrival

The center opens at 7:30 a.m. each morning. We encourage children to arrive by 9:00 a.m. so they may fully participate in the morning activities. Parents must always accompany their children in and out of their classroom. Upon your child's arrival and departure, please be sure a staff member in your child's classroom is aware that you are present and are either dropping off or taking your child home. Share information that will help teachers with your child; in turn they will share information about your child's day. Remember to sign your child in and out each day, the clipboard is located in each classroom. According to Nevada Child Care Licensing regulations, you must sign in/out your child using your initials, time of arrival, and time of departure. For the safety of your child and in case of an emergency, please be sure to follow this regulation.

Please also remember to sign your child in and out on the ProCare computer in the main lobby. We also ask that parents *do not* allow children of any age to touch the keyboard or touch screen. Please also keep children from repeatedly banging on the handicap access buttons as this wears down the motor. We ask that you not keep your car idling in the parking lot for safety reasons, unless the weather requires it. Please do not leave pets in vehicles or bring them in the center for drop off/pick-ups. Please do not leave children in vehicles unattended. Please do not leave children in the lobby unattended. Please do not follow another parent inside into the hallway from the lobby to pick up or drop off. It is important you check in and check out your own child and follow our safety protocol. Lastly, do not allow children to pull on or play with the fire alarm.

Guidelines for Smooth Separation

When you arrive at the center, plan to spend a few minutes with your child. Seek out a familiar adult or favorite activity. A teacher will be there to greet you, especially if you and your child are new to the center. Sometimes children need to share this time with parents before they can try it on their own. Interestingly, in most cases, when children sense their parents' willingness to spend some time with them, they feel comfortable enough to move out on their own. When they think parents are anxious to leave, children sometimes feel they have to cling even more. When you leave, be sure to say goodbye, then follow through and leave. Continually returning makes it more difficult for the child and parent to separate. When you depart, your child may cry and protest. This protest is what psychologists call separation distress. It is part of the normal developmental process of establishing an independent and autonomous existence, separate and apart from parents. The intensity of a child's distress seems to depend mainly on the child's personality and temperament. It also depends on the way teachers and parents handle anxiety and the way in which parents leave. Children may show this kind of behavior at the initial separation. As they become familiar with the teachers in the classroom, their protest will taper off. If you are having trouble in this area, please let one of the teachers know.

Please note that the Child Development Center has an open-door visitation policy for enrolled families and potential families. However, there may be occasions when seeing your child is a disruption to other children or more stressful on your child; please remember to consider the needs of others. Thank You.

Departure

Parents sometimes find it difficult to get their child to leave at the end of the day. It is important for the parent not to feel rejected or unneeded when this happens. In fact, the child may be feeling more secure with a parent's present and may feel freer to participate in activities with other children. If possible, it is helpful for the parent to come into the room and tell the child that they will be leaving soon. However, if a speedy exit is necessary, tell the child that it is time to go and stick to that decision. Our teachers will support you by telling your child it is time to go. If you have questions, teachers are able to help with this process. Take the time to stay with your child at the center when time permits, please remember that the center closes at 5:30 pm, and must be empty at this time.

Health Issues

No-Smoking Policy

Western Nevada College is a non-smoking college campus. The Child Development Center is a non-smoking and non-vaping center.

Sick Child Policy

For the safety and health of all our children and teachers, sick children need to be at home. Please do not send your child to school if he/she has had any of the conditions noted below during the previous 24 hours (48 hours for fever). Also, be advised, if your child exhibits any of the following signs while at school, he/she will be isolated, and you will be contacted to come pick up your child. When you have been contacted because of illness, please pick up your child within the hour. You will also be provided an Illness Report, which explains the symptoms for which your child is being excluded from school and when your child may return to school. It is very important you have alternative care for your child if they are sick. We know it can be a very frustrating time when a child is sent home because of illness. No tuition adjustment will be made for absences due to illness. The center uses Caring for Our Children guidelines and health guidelines as tools to determine when children should be excluded. Children may return when they are symptom free for 24 hours (48 hours for fever) without the use of medications to alleviate symptoms.

Medical Conditions

- Diarrhea (exclusion is required for children whose stool is not contained in the diaper, for toilet trained children if diarrhea is causing accidents, and/or two cases of diarrhea)
- Difficulty or rapid breathing
- Asthma or severe respiratory infection unless parents provide evidence that the child is under physician's care and can be at childcare.
- Vomiting
- Yellowing skin or eyes
- Auxiliary temperature of 100.4 degrees or higher
- Mucus with green or yellow color
- Undiagnosed rash

- Sore throat
- Severe cough
- Mouth sores with drooling that cannot be controlled.
- Pain that is continuous for two hours or intermittent pain that continues
- Illness that results in need for care is greater than the staff can provide without compromising the health and safety of the other children and staff.
- Any other symptom that prevents the child from participating in activities/ the day comfortably
- Any communicable disease

NOTE: In the event your child is in a cast/device for a break/sprain, we will do our best to accommodate their needs. In the event we are unable to provide the care necessary, you may be asked to find alternative care.

Communicable Diseases

Please notify the school at once if your child has been exposed to a communicable disease such as COIVD, hand foot and mouth, pink eye, chicken pox, measles, ringworm, RSV, head lice, etc.

Medications

All medications require a medication release prior to administration, including prescriptions and over the counter medications. If your child needs to have medication administered during school hours, you will need to complete a medication release form indicating dosage, instructions, etc. Medication forms are available in your child's classroom. Appropriate measuring utensils for administering the medication must be provided by the family to avoid the possibility of spreading infectious disease. The medication must be plainly labeled and contain the first and last name of the child.

Common uses for Tylenol for young infants and toddlers are teething and immunization discomfort. Please make sure your medication release states that we may administer the medication, the proper dosage, and indicate for what reason this medication is being used. We are unable to take phone calls from you as valid releases. Tylenol will not be used at the center for reducing a fever. Also, please do not give Tylenol for a fever to your child before entering the center. This only serves to mask the problem and leaves the illness untreated. Please notify the staff of any medical conditions (allergies, etc.) that will require special consideration in the classroom.

Medication Storage is an important piece of safety at the safety. No medication is to be left in lunches, diaper bags, or any other child belongings. All medications will be stored in the kitchen. Medications will be stored in a lock box in the kitchen and any medications requiring refrigeration will be stored in a lock box in the kitchen refrigerator. The only exception to this is medication to be used for an emergency, such as an epi-pen. This will be stored in the classroom inaccessible to the children. All staff members are required to complete a Medication Administration course.

Parents must train staff in how to administer medications or treatments to children. If there is a special medical management procedure required for a child in care, an adult

trained in the procedure will be on site whenever the child is present. As an example, this would include the use of an epi-pen.

Please Note: All unused or expired medication must be removed from the center by the child's parent and/or administration.

Illness Prevention

Because young children are vulnerable to infectious diseases, we encourage you as the parent to be aware of our health policies as stated. Prevention of illnesses or contagious diseases is critical. We encourage you to:

1. Do a brief assessment of your child's health each morning. Please do not bring a sick child to the center.
2. Provide disposable as opposed to cloth diapers.
3. Provide disposable wipes.
4. Be aware that low-grade fevers may be associated with an infection or illness, and not "just teething".
5. Keep front office records and classroom emergency cards up to date.
6. Dress your child appropriately - according to weather, etc.
7. Be aware that on short notice, you may have to pick up your child due to illness.

Sanitation Procedures

For those children still in diapers, parents must supply disposable diapers and wipes. Changing areas have running water and are disinfected after each use. Teachers wear a fresh pair of gloves each time they change a child's diaper. Every precaution is made to keep the diaper changing areas as germ free as possible.

Licensing regulations are adhered to in all areas of sanitation procedures. Our current Child Care License is posted in the front lobby. The Health Inspection Certificate is posted in the lobby as well.

The staff sanitize the water tables using an approved bleach solution before and after each use and children are monitored for proper hand washing after using the bathroom. This is true also when the water tables are used in the classrooms. When not in use, the water tables are emptied and covered. Teachers consistently observe children while playing at the water tables to assure proper usage.

Injuries

The staff makes every effort to ensure the safety of your child. Unfortunately, accidents do occur. As a partner in the care of your child, we realize that you will want to be aware of your child's injuries or illnesses that occur at the center. In order to keep you informed, we will provide you with an Accident and Incident Report for each occurrence. In case of a serious injury, we will make every attempt to contact you for instructions. If we cannot reach you, we will call the person you have indicated on the emergency list to make medical emergency decisions about your child. Please keep all these numbers updated with the office and classroom. Your signed emergency medical

release will also assist us in obtaining prompt medical attention. A staff member will stay with your child until your arrival. Staff will not administer medical treatment, other than emergency first aid. All staff members are required to become certified in CPR, First Aid, and Symptoms of Illness. Staff members are also required to maintain annual training in ECE, child development, or childcare related training each licensing year. In the event a child requires medical attention, this is reported to State of Nevada Child Care Licensing.

Immunizations

All children must be current and up to date with required vaccinations. Approved exemptions to this include religious beliefs and/or medical reasons detailed by a physician. In the event of an outbreak of a vaccine preventable disease in the center, any children who are under-immunized may be excluded for their safety right away per the direction of the Health Department.

The Child Development Center will run reports to ensure all children are up to date with the required immunizations. Parents are responsible for advising the office administration if immunization has been administered or delayed.

Emergency Plan

The WNC Child Development Emergency Plan is evaluated annually. The plan was developed with the assistance of NSHE Organizational Resilience, WNC Environmental Health team, and Campus Safety.

Earthquake Drills & Other Disaster Drills

Disaster drills are held quarterly. For information regarding the types of drills in this category please see the Director and a list can be provided for you.

Fire Drills

Emergency fire drills are held monthly to acquaint your child with evacuation procedures. This may make quite an impression on your child the first time a drill is held, but your child will soon become accustomed to it and know just what to do. Our center is equipped with a fire alarm system, ceiling sprinkler system and fire extinguishers are placed throughout the building.

Emergency Evacuations

In the event of an emergency at the Child Development Center, we will be evacuated to the Reynolds Building on the WNC campus. Children and staff will walk. In the event of a secondary evacuation, we will relocate to the parking lot off Reynolds. We will walk if able to, if not emergency responders will aid in transportation. In the event we need to evacuate further, emergency responders will determine location and arrange transportation off the campus. An attempt to reach all parents by telephone to inform you of the need to pick up your child will be made if there is sufficient time and ability. If we are unable to contact you, the evacuation location will be posted on the center door (if possible) and announced on local media outlets.

Developmental Programs

If you have questions about any of these programs, please ask your Head Teacher or the Director.

Infant – 6 weeks to 15 months

The infant program provides a loving and nurturing environment for 6 weeks to roughly 12-month-old children. This full-time program allows staff to help children develop a sense of security with their environment.

Our goals in the infant program include care, education and love. We provide gentle care to meet the daily needs of diapering, feeding, and sleeping. By earnestly working to meet the infant's basic needs, we create a healthy and safe environment. We offer many different activities to enhance the infant's educational experience. Infants learn to explore in a safe and loving environment, at their own pace and in their own way. The love we provide for the children is conducive to emotional and physical security. We hold, rock, and spend one-on-one time interacting with the children.

Children learn through active involvement in play. We provide experiences that allow children to succeed. Children develop their senses and skills through exploring and playing. The essence of quality care for infants and young toddlers depends on the relationship a caregiver develops with the child. Working towards understanding and generously meeting infants needs provides the best care possible for infants. Teamwork between home and the infant room is vitally important. The needs of infants are ever changing, which means communication among adults is the best way to support each child's care and education. Our promise to you and your infant is to provide quality care, education, and love. We also make the transition to the toddler area easier on the children by initiating the bonding process early. A shared group playtime with toddlers and new teachers alleviates the stress of separation from the infant area.

Please note: The infant classroom is a shoe free room. Please remove your shoes upon entering the classroom.

Toddler – 12 to 36 months

This program is designed to accommodate the development of self-help skills needed for children roughly 12 months to roughly 3 years. The children are introduced to new and exciting sensory experiences. A consistent program of developmentally appropriate activities helps to nurture a positive "can-do" attitude.

Teachers in the toddler area believe in the right of every child to a safe, nurturing, supportive environment where they can reach their full potential. Our goal is to facilitate the growth of each child through a carefully planned curriculum encouraging children in each area of development. Cognitive, emotional, physical, and social domains are developed using hands-on experiences and sensory activities focusing on the process, not the result. Each child is allowed to progress at his/her own rate in a developmentally appropriate environment based on best practices.

The program provides a well-balanced curriculum that includes teacher and child-initiated activities, large and small groups, active and quiet times, indoor and outdoor play, fine and gross motor fun, individual and group needs, and structured and unstructured activities. Children are allowed to choose from activities in various learning centers: art, blocks, dramatic play, language arts, manipulatives, music, reading, sensory play, etc. The child's ability to choose activities fosters a positive outlook toward the learning process. During this time of constant growth and exploration by busy toddlers, we promote many self-help skills and develop a healthy self-concept. Washing hands, participating in toy cleanup, clearing their table space after eating, and toilet training are a few of the self-help skills we work on daily.

Since we believe that the childcare center is an extension of the home, it is crucial that parents are closely involved in our program. The transition from home to school has remarkable results when all parties have an open communication system. A child's self-esteem and happiness are greatly enhanced when the care and education provided by parents and teachers are a team effort. Through the diversity of our program, it is our hope that the children will value the uniqueness of the people around them as they meet the day-to-day challenges of life.

Preschool- 3 to 6 years

This program offers a variety of hands-on activities and experiences. Through play, children ages three to six learn, create, explore, and pretend. Planned activities and consistent daily schedules are balanced with free time to create a developmentally appropriate setting that enhances the preschooler's love of learning.

The purpose of preschool is to provide a safe and caring environment for children, while meeting their individual creative, emotional, intellectual, physical, and social needs. We believe this development happens by creating a warm and trusting atmosphere where children can establish a sense of security through a combination of hands-on experiences and active involvement in play. We also believe in making every effort to involve parents in the education of their children. A child's self-esteem is to be valued and enhanced. We therefore use positive guidance techniques and look for strengths in all children. We promote play as an important avenue for learning and enjoyment.

Through play, children discover, pretend, test, classify, organize and interact with others. Play calls for imagination, initiative, and purpose. We acknowledge the importance of a child's unique and intrinsic sense of wonder. We, therefore, provide a variety of hands-on activities and experiences to encourage exploration, manipulation, problem solving, and sharing. We believe in offering choices for children, giving them a sense of empowerment and self-control. This is accomplished by balancing structured and unstructured daily activities, and offering individual, small and large group interactions. Most importantly, we believe in and respect a child's right to be a child. We encourage discovery, fun, laughter, and success.

Transitions

Upon completion of one program, the child is gradually introduced into the next age group. A transition schedule will be provided to parents at the beginning of the process to ensure they know what will be happening during the transition week. Billing will be adjusted when the transition is complete and the child spends his/her first day in the new classroom. Transitions occur throughout the year to meet the needs of the children and the center.

Media in the Classroom

Media is used in the classroom to educationally enhance early childhood experience. Occasionally, videos are shown for entertainment purposes, but these are age and group appropriate. The quality, quantity, and purpose of videos shown to children are important considerations in a group care setting.

Our guidelines are as follows: The use of media is used to enhance our education and learning. Videos are limited to developmentally appropriate programming that has been previewed by adults. Another option for activity is always available. Media has the potential to be effective educational tools for children. Media will be used constructively to expand children's knowledge.

Assessment Policy and Procedures

Definition: Assessments are defined as the process of observing, recording, and otherwise documenting what children do and how they do it as a basis for a variety of educational decisions that affect the child and the program. Assessment provides tools to support children's learning. They are used when developing curriculum.

Procedure: Assessments are done both informally and formally. Family language, culture, and experience is always considered. Individual child ability and disability is always considered. All formal assessment results will be maintained privately.

Formal Assessments: The formal assessment tool used center wide is Brigance. This assessment tool is used throughout the State of Nevada. It is used for all newly enrolled children within 3 months of enrollment. For all currently enrolled students, the formal assessment is done a minimum of twice a year. Head Teachers are responsible for completing the assessments with the assistance of center staff and families. Formal written results will be shared with families. The assessment is completed one on one and sometimes in groups as well.

Informal Assessments: The informal assessments include a variety of methods. Some of these include intake interviews, family surveys, observation and notes, daily communications, Brag Boards, conversations with children, picture documentation, work samples, classroom memory books, classroom boards, etc. Head Teachers are responsible for informal assessments with the assistance of center staff and families.

Benefits: The assessments assist the center with referrals for formal professional screening if necessary. The assessment monitor children's development and learning. They adjust curriculum, environment, and interactions to ensure all needs are met.

They keep families and all teachers aware of children's progress. The assessments assist with sharing information to solve problems and/or brainstorm with other staff and professionals. The assessments encourage emergent curriculum practices in the classroom. They assist staff to align curriculum and teaching practices to the interests and needs of the children in our care.

Assessment Privacy Policy: All formal assessment results will be utilized and shared between center staff and families to solve problems, share information, and brainstorm ways to serve the children. Confidentiality will be maintained. Within the center, this information will be shared, as it is both appropriate and necessary to share information so we can better meet the needs of the children. Assessment results may also be shared with identified professionals. Parents are welcomed and encouraged to view the children's individual results.

Concerns with developmental delays or special needs. If you suspect your child has a development delay or special need, please bring it to the attention of your Head Teachers. We can work together to locate resources, additional testing, etc.

Collaborations

The Center has professional collaborations with a variety of area agencies. These partnerships are developed to support our program as well as provide services to the community.

Early Intervention Partners (EIP)/Local School Districts

The goals of the EIP program are:

- - to increase the number of childcare options available to families of children with disabilities in the community.
- - to provide early intervention services to children with disabilities in natural settings, alongside typically developing peers; and
- - to recruit and train childcare providers to include children with disabilities in their childcare settings.

Western Nevada College and local Students

Students enrolled in the Early Childhood Education Program at WNC, WNC Nursing program, and other related Nevada institutions are required to spend time as part of the teaching team or observing. These students are supervised by a WNC faculty member and participate in a variety of activities. Students from local High Schools also come up to the center during the school year to observe, interact with the children and perform a lesson.

Student Employees

Students enrolled at WNC have the opportunity to work in various departments at the college. We are excited to employ these students at the center as caregivers, office help and assistants.

Parent Involvement

Parent involvement at the center is one of the most important components of the program. We feel that parents and teachers working together facilitate learning and role modeling for children. We also feel that parents' involvement in their child's program is crucial for success.

We have several goals for parents:

- To feel good about their role as parents
- To gain insight into the behavior of children in general and their child in particular
- To provide an atmosphere of acceptance, caring, and support where parents and teachers work as partners in the care and education of children.

Special Events

Birthdays

Birthdays may be celebrated at the center. Please contact your child's Head Teacher. The center can provide a list of birthday ideas regarding food. For health regulations, it is important that all food be store bought. Food may not be prepared at home. Again, please check with your Head Teacher when bringing any food to the center.

Another suggestion for the class in lieu of bringing in a treat is bringing in a new book in your child's name to leave in the classroom. This will help the classroom's library to grow and leaves a bit of a legacy behind, in your child's name.

Holiday Celebrations

Holidays represent opportunities for young children to learn about the celebrations that various cultures observe. Certain holidays are recognized in the classrooms in ways that are consistent with the individual program's curriculum and the age of the children. Examples may include (but are not limited to) Halloween, Thanksgiving, Hanukkah, Christmas, and Easter. The center staff, however, recognizes, understands, and values other holidays, which reflect the cultural diversity represented among our families. Teachers encourage all parents to propose the observance of additional holidays that reflect their family background and traditions. Such celebrations represent unique opportunities for children to experience and understand various cultural heritages.

Thank you for choosing the WNC Child Development Center. You and your child are important to us; please let us know if we can help you in any way.