

WEST VIRGINIA UNIVERSITY NURSERY SCHOOL HANDBOOK

For Families, Staff and WVU students



WEST VIRGINIA UNIVERSITY NURSERY SCHOOL

Updated 2016—approved by WVU Department of LSHD and CDFS-

HISTORY OF THE CHILD DEVELOPMENT LABORATORY (NURSERY SCHOOL)

The Nursery School was established in 1944 under the auspices of The Division of Home Economics in the College of Agriculture, Forestry, and Home Economics. Karina Thure Wood was the founder and Director of the Nursery School. The purpose of the school was to provide observation and practicum experiences for future parents and preschool teachers and food and nutrition students. The school was located in the Home Economics Home Management House on Willey Street and served children aged two-and-a-half to four years who attended from 9 a.m. until 3 p.m. The school contained a play room, dining area, nap room, and a large play yard, with much of the equipment constructed by University students as class projects.

The Nursery School moved to a house on Price Street in 1950 and though the purpose remained the same, the ages of children attending changed to three, four, and five year olds. Gladys Ayersman became the Director in 1954 and served until 1967. In 1963 the Nursery School relocated to a house on Campus Drive and the program again changed to serving two age groups and moved to two-part day sessions. In 1978 the Nursery School moved to Rawley Lane. In 2009, under the College of Education and Human Services, a new state of the art building was designed and opened near Krepps Park. Bobbie Gibson Warash has been the director since 1980. Nursery School is a type 1 center (less than 31 children)

Program Operation

A. The Statement of Purpose (Section 6.2 of the regulations) of the WVU Nursery School. The WVU Nursery School is a part day preschool program for three, four and five year old children. There is a morning program for three year olds and young fours. The afternoon program is a Monongalia County pre-k collaborative for four year olds. The program operates each day of the WVU semester with specific dates listed in the first newsletter. Children in the morning attend from 8:45-11:15 and children in the collaborative pre-K attend from 12:45-3:30-4:30. Admission and discharge policies are listed in this handbook. Provisions are made through WVU regarding the safety and reduction of risk or harm to children. We ensure safety and reduce the risk of harm through the Risk Management Inspection each year (BRIM). This annual inspection occurs each July and Nursery School has received perfect inspections with no written notices of infractions.

WVU has provided a comprehensive risk management plan which covers all aspects of the Nursery School business operation and the risk management in relationship to care for the children. The WVU Nursery School is operated under the auspices of West Virginia University (Board of Governors) which includes the all safety and financial management services provide at the University.

The Child Development Laboratory (Nursery School) is directly operated and advised by the Department of Learning Sciences and Human Development in the College of Education and Human Services. The Lab School continues to explore, modify, and develop practical applications of theoretical concepts in response to the needs of children and families. **The Lab has several purposes**, which are as follows:

1. To provide a model early childhood program for West Virginia where theories about curriculum, organization, and environment can be enacted.
2. To work closely with departments in other colleges to research appropriate program designs.
3. To provide field placement opportunities and observations for WVU students in a supervisory model.
4. To train undergraduate and graduate students in child development and family studies in order to become quality preschool teachers.
5. To demonstrate a model lab school based on knowledge of child development.
6. To work closely with parents who share the responsibility of educating their children through understanding and cooperation.
7. To foster a family engagement program that serves as a model to novice teachers.
8. To serve as a Monongalia County State Pre-K program.

Staffing

The Director is a full-time faculty member for the Child Development and Family Studies Program in the Department of Learning Sciences and Human Development. The Director is in charge of the Laboratory School and assumes other faculty responsibilities. The teachers and child development students work with the children within the Lab's philosophy. Students enrolled in child development and early childhood education courses design activities for the classroom. The teacher-child ratio is typically one teacher to four preschoolers. There are two teachers, two graduate students and one full time director.

Training

The Director and the teachers are given opportunities to enroll in training on current topics. In addition, the staff of the WVU Nursery School provides training for child care and Board of Education employees on developmentally appropriate activities and research conducted at the Lab. Both teachers (each have two Master's Degree) and the director (doctorate) teach child development classes at WVU and assist others to become teachers of young children. The graduate assistant teachers have a bachelor's degree in child development and take nine hours each semester of courses in child development and early childhood education. All Staff are on the WV STARS

credentialing system and renew their ratings by teaching courses at WVU each year. All new staff have a WVU orientation as well as a Nursery School orientation. This handbook is reviewed with each new staff.

Schedule Days and Hours of Operation:

The AM class operates from 8:45-11:15. (cost \$1900.00 for 27 weeks between the end of August and first of May. Before care is 8:15-8:45 and after care 11:15-noon. Before and afterschool is prorated based on \$8.00 per hour.

The PM class operates from 11:15-4:15 (no cost-WV pre-K) and operates 32 weeks. There is a \$350.00 application fee to WVU.

Nursery School is closed WVU Holidays and Spring and Winter breaks. These dates are in the September newsletter and listed in Specific information.

Welcome

On behalf of the Nursery School staff, I would like to extend a warm welcome to and your family. Thank you for selecting the Nursery School for your child's preschool experience. We will work hard to keep that trust and provide many rewarding experiences for your family.

The West Virginia University (WVU) Nursery School partners with progressive and caring organizations to provide children and families with the highest quality early learning program. Our vision began in 1944 and continues to be supported by our dedicated early learning professionals who deliver programs to children and families. It now has come to rest in the current state of the art preschool classroom (located in Krepps Park).

WVU Nursery School's vision is to facilitate an early learning environment that recognizes, treats, and respects all learners and staff members as valuable individuals and members of our society.

Our mission/goals are to partner with families of young children, collaborating with other early childhood professionals and community resource personnel to enhance the development and learning of each child through age-appropriate curriculum, play, individualized assessments, and nurturing relationships.

We hope that the information provided in this Handbook will inform and guide you during your family's participation in the Nursery School. If you should have any questions about the information contained in this handbook, please feel free to get in touch with me (304-293-2110). (bwarash@mail.wvu.edu).

Bobbie Gibson Warash, Ed.D.
Director, WVU Child Development Laboratory (Nursery School)
Professor, Child Development and Family Studies
Department of Learning Sciences and Human Development
West Virginia University

PROGRAM PHILOSOPHY

The WVU Nursery School is an inclusive environment that supports the philosophy that the early years of a child's life are the formative years and the most important in the child's development. The Nursery School provides young children with a learning environment to help them develop socially, intellectually, physically, and emotionally. As a Laboratory School the Nursery School brings together the best practices of early childhood education. The theoretical foundation of the school is based on developmental orientations but includes appropriate behavioral approaches combined with the adaptations of the Reggio Emilia Project Approach. As we strive to further develop our understanding of this approach, we continue to enhance our own WVU Nursery School philosophy. Our main thrust will be the continuation and advancement of project work which promotes children's intellectual development and to have your child be involved in setting goals and assessing their own progress.

QUALITY STANDARDS

The Nursery School is evaluated by the Early Childhood Environmental Rating Scale (ECERS)—3rd edition.

Type of Center—Type 1

PRESCHOOL PROGRAM

The Nursery School serves children from age 3 through age 5. The 3 and young 4 year-olds attend the AM class for 2.5 hours each week day. The 4 and young 5 year olds attend the afternoon class. Nursery School operates during the fall and spring semesters of the WVU calendar. We are licensed for 20 children in the AM class and 20 children in the PM class. Nursery School operates Monday through Friday and follows the WVU semester schedule. The afternoon class is a Monongalia County Pre-

k program and is free to parents. The quality of the Nursery School program is reflected in the professional development of the staff, which is based on NAEYC's developmentally appropriate practices. Those practices include: positive relationships among children and adults, curriculum that reflects the community, above standard health and safety policies, and sensitivity to the diversity of our families. Above all, we create opportunities for wonder, curiosity, joy and possibilities. As a laboratory school, faculty members and student researchers at West Virginia University Nursery School explore the benefits that children gain from the curricula areas that are developed at the Nursery School. These unique curriculum projects have been published in refereed educational journals. They include: critiquing and emulating classical art, an economics project, writing and creating in scrapbooks, creating body-size puppets, a manners project, paper doll project, learning to play the harp, mapping, the Roy Moxley Project of individual goal setting and instruction and the personal history project. The personal history project has become the Nursery School's signature project where the children's heritage becomes a part of the curriculum.

The West Virginia University Nursery School program is continuously being updated in order to stay current with research in the field of early childhood education and child development. The Nursery School serves as a model school for many programs. Many of the innovative ideas and projects developed at the Nursery School are now used by other preschools, Head Start, and kindergartens in West Virginia.

The Nursery School provides a community that reflects the individuality of the children, families, and staff. The Nursery School creates a safe, healthy, nurturing place where everyone is respected and valued. The philosophies of *Creative Curriculum & Reggio Emilia* inspire us to recognize "the role of the environment-as-teacher." Careful attention is paid to the beauty of the surroundings and the daily awakening of a sense of curiosity, wonder and discovery in our indoor and outdoor learning spaces. Teachers organize environments rich in possibilities and provocations that invite children and adults to explore, imagine, ask questions and problem solve.

The curriculum of the Nursery School provides opportunities for children to grow socially, physically, intellectually, creatively and emotionally. Lifelong skills of problem-solving, divergent thinking and conflict resolution are practiced daily within the context of real and relevant learning experiences based upon play, relationships and discovery.

The Nursery School uses *The Creative Curriculum for Preschool* as the foundation but as a Lab School we have further developed the curriculum to include projects that brings families together to enjoy the children's' work. The curriculum includes innovative projects that are unique to the Nursery School but are based upon sound theory and research in early learning and knowledge of child development. For young children, meaningful and lifelong learning requires active thinking and

experimenting to find out how things work. This is best accomplished through purposeful play facilitated by highly intentional teaching practices and relevant learning experiences that do not include worksheets.

Curriculum areas such as literacy, math, science, social studies, art and technology are cross walked with standards for young children. *The Creative Curriculum for Preschool* is aligned with the WV Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-Kindergarten. The WV Core Knowledge and Core Competencies are standards used as a professional guideline for teachers. WVU Nursery School is also reviewed by Council for Accreditation of Educators Preparation (CAEP). Student interns also complete their Teacher Performance Assessment at the Nursery School.

Documentation & Assessment

Nursery School teachers document children's work through observation, photographs and work samples. Teachers engage in on-going, structured observations of naturally occurring child behavior in everyday settings. Classroom observations capture and document the real life experiences of each child's social/emotional, physical, cognitive and language development. Teachers collect observation notes and work samples to represent your child's attainment of skills and then share this information with each family. The Nursery School uses the Early Learning Scale that has been approved for Pre-K classrooms by the WV State Department of Education. Children are also involved in self-recording their own progress. All of these practices are shared with parents.

Holidays

As an early childhood program, we celebrate traditional holidays that are a part of the represented cultures. Though we do recognize holidays, we focus on exploring the cultures, traditions and diversity of children, families and our community. We encourage all families to share their special customs and traditions with us throughout the year.

Special Occasions and Birthdays

To respect all families and their values, we ask that you honor the celebration of birthdays in a meaningful and simple manner. When treats (food) are being provided, the family of the child celebrating a birthday must purchase from a commercial bakery and include an ingredient list. If multiple items are brought into the Nursery School one item will be served to the children at snack time and the remainder will be given to children's families so the children may enjoy them at home. Commercial bakery products sometimes include labels stating that the food(s) may have come into contact with items that may cause an allergic reaction. For example, cupcakes may include a

statement that they may have come into contact with peanuts. Treats having these labels will not be served to children if one of their classroom friends may be affected by the food item. The treat will be sent home with each of the classroom children to allow their families the opportunity to determine if the children may enjoy the treat.

Other examples of how you can honor your child's birthday would be to donate a book in your child's honor to the classroom's library or you may visit your child's class to share a craft project.

The Nursery School will recognize each child's birthday within the contexts of the normal, daily routines (songs and stories). Special birthday celebrations planned for your child are to be held outside of the Nursery School. Invitations will not be distributed by teachers. They may be distributed by the family. If all children in the class are not invited to a birthday event, we ask that you distribute your invitations outside of the Nursery School to prevent hurt feelings.

Remember, whenever a treat is brought into the Nursery School, there must be a sufficient amount to be served to all the children in your child's classroom. We ask that the parents of children with allergies bring their own treats on special days.

Toilet Learning

All children must be toilet trained to attend the Nursery School. Of course, we recognize that accidents may occasionally happen so children must have an extra set of clothing labeled with their names.

ROLE OF THE CHILD

Our commitment to the highest quality early learning program for young children is based upon the belief that each child possesses many resources at birth with extraordinary potential. All children have independent means to build upon their own thought processes, ideas, questioning and attempts to answer life's most burning questions.

A child attempts to make meaning of his/her everyday life and has intense curiosity. This curiosity is nurtured and children are encouraged to "learn how to learn." Our instruction must accommodate each child's learning style, abilities and rate of development.

Children observe their immediate world to reconstruct their understanding. As early child educators, we recognize children's need for a discovery approach to learning by providing opportunities to make choices, explore, problem solve, experience challenges, exercise imaginations and use open ended materials to create. Children practice these essential life skills during play. The role of the child is, therefore, an

active co-constructor of his/her own learning. These beliefs guide our thinking and planning for developmentally appropriate programming, choice of curriculum, observation and assessment.

Above all, children offer adults the opportunity to continuously engage in the lifelong learning process. Because children are active learners and construct knowledge from activities they plan and carry out, traditional methods of instruction such as sitting at desks and completing worksheets are not used in the Nursery School program. Instead, children may choose from a vast array of learning centers and activities.

Nursery School Curriculum

The WVU Nursery School abides by the guidelines on developmentally appropriate practices set forth by the NAEYC. The Nursery School employs the Creative Curriculum and the philosophies of the Tools of the Mind (Vygotsky's) and the Reggio Emilia Approach as the basis of its own philosophy. The Creative Curriculum is one of the approved preschool curriculums for the state of West Virginia.

The Nursery School utilizes activity centers where children are encouraged to move among centers at their own pace. The Nursery School also uses centers during free play and rotating center time. Children decide what center to attend and their length of involvement. Both classes use pictorial contracts as a means for self-direction. The pictorial contract system at Nursery School has been published. The contracts are sent home so parents can converse with children about their child's daily accomplishment. This extension of the Nursery School day with parents is very valuable.

The Nursery School is set up in a democratic fashion. We encourage children to be critical thinkers and to make their own choices. The extensive curriculum has that been developed at the Nursery School that is entrenched in literacy development, projects and documentation, and creative areas. Many of the WVU Nursery School's curriculum areas (scrapbooks, contracts, body-sized puppets, paper dolls, harp, etc) have been presented at national conferences and published in prominent refereed journals.

Documentation is an important part of the Nursery School program. Children's words and thoughts are recorded and displayed by the teachers. Although one half of the Nursery School day is child-directed, the curriculum also consists of teacher-directed activities called rotating centers. Rotating centers are equivalent to learning centers. Since young children do not always take advantage of classroom environments to the fullest degree possible, all children are given the opportunity to experience the teacher-planned rotating centers, which are classified into different curriculum areas or projects. Curriculum areas include activities to enhance spatial relationships, fine motor activities, reading, printing, gross motor skills, creative movement, creative dramatics,

art and messy play, social studies, economic knowledge, and other relevant subject matter.

Rotating centers are organized, teacher directed activities. Numerous rotating centers are available for children on their pictorial contracts. At circle time, the teacher briefly reviews each choice so children can make their own decisions regarding the rotating centers they would like to attend. This system has been very successful because it meets the needs of individual children. Children can stay at a center as long as they need to or have the option of completing all centers.

Rotating centers give children closer contact with the teacher and with one another. The rotating centers stimulate the children's interest and often bring to the surface new interests. As much as possible for a laboratory school, the program uses an integrated approach in teaching different subject areas. Most subject areas are experienced through projects rather than isolation. For example, each spring semester the four-year-old class participates in an economics project, which involves making products to sell to their parents at the end of the school year. In this project, math is learned through the practical application of children pricing their products. Writing is practiced in drawing and printing ads for the children's store. Numerous projects such as these are completed each semester.

Literacy development at the Nursery School

Literacy development permeates the Nursery School curriculum. A concerted effort is made to incorporate literacy into all the activities. Literacy development is viewed as a continuous process that begins early in life. Young children begin this process long before they enter school and it begins at home and extends into other environments that the child experiences. The print that children see around them helps them to become literate. In educational terms it is called environmental print. The Nursery School adheres to the perspective that children learn about written language if they are given meaningful and functional print. If conditions are right, children have the possibility of learning many literacy skills in an environment enriched with print. The Nursery School environment is prepared and plans to expose children to language in various forms.

Children at this age have differences in understanding the functions of reading and writing. What one child finds meaningful may not be relevant to another child. Researchers have found that children use different strategies for spelling on the computer, with some relying heavily on visual cues, others on auditory cues, and still others employ a combination of both. Children exhibit these differences because learning styles and paces are different. The Nursery School program is designed to fit

individual needs. The environment is suitable for the child who reads words to the child showing little interest in letters.

Children work with the letters of the alphabet throughout the two years they are at Nursery School. In the Nursery School program, most children will learn the alphabet because of the enriched print environment and activities using letters. Reading and writing develop concurrently for young children. Some children appear to have more interest in trying to read print, while others enjoy marking, drawing, and printing. Regardless, an interest in one fosters the growth and development of the other.

Children at the Nursery School are encouraged to scribble and draw. The program offers a wide range of materials that are always available to children. There are different sizes of crayons, pencils, stencils, paper, scissors, and materials for collages. Computers are also resources children can choose to aid in literacy development.

The daily classroom has a routine structured to include ways that children can self-chart information and take responsibility in keeping records. For example, the children of the Nursery School sign their name in their play plans when they arrive at school. Any mark, picture, or letter formation is acceptable and encouraged. This simple procedure helps children see that print is functional; in addition, the quality of their printing improves over time. Play plans are completed each day when the child arrives. Children dictate/copy/print what they want to do after the teacher or child draws a line on the page to represent each word the child has dictated. Play plans help children with numerous literacy skills and in addition, helps children to plan and engage in quality play.

Researchers believe the most beneficial writing for young children is writing of a personal nature. In addition to play plans, each child is given a scrapbook at the beginning of the semester and this is used as an outlet for children to do personal drawings, scribbling, or printing. Children have their own mailboxes and each day receive mail that contains print. Children take their mail quite seriously and take it home each day to add to their collection.

Children also have ample time to look through books. The books in the library are changed weekly. Since the Nursery School is a laboratory there are always teachers available to read to the children. This informal method provides one-to-one contact that is very rewarding to the child. Predictable readers are used so children can see the repetition of familiar words. Creating an informal atmosphere rich in print combined with developmentally appropriate activities at the Nursery School has proved beneficial to the preschool children.

All the curriculum areas integrate literacy in some manner; however, specific projects are conducted to support the child's natural literacy growth. For example, using

big books, participating in literature webs, drawing in the scrapbooks, composing on the computer, and inventing stories are done as rotating centers to maximize the child's interest.

WVU Nursery School Literacy Curriculum

The WVU Nursery School uses early childhood literacy goals of the West Virginia Early Learning Standards and the recommendations of researchers. As based on scientific research, the WVU Nursery School constructs teacher directed activities and informal opportunities to help children develop the following early literacy competencies:

- Concepts about print
- Alphabet letter recognition
- Phonological awareness
- Purposes and uses of literacy to engage in literacy activities
- Language abilities—vocabulary development

The WVU Nursery School program helps young children develop necessary skills to become successful readers by creating an environment that is permeated with print and by using a combination of methods such as:

- Language experience—printing children's dictations, which helps children understand the association between written and spoken word
- Scaffolding reading and writing—assisting children beyond their independent level of literacy knowledge as done in their play plans
- Literature based activities—using children's books as the basis for activities
- Phonological awareness—nursery rhymes, alliteration, syllable clapping and other sounds etc
- Phonetics—Letterland and activities to foster associating sounds to the printed letter
- Didactic reading-involved reading to children
- Writing and listening station and the inclusion of photography, overhead projector and computers

The Nursery School has a print rich environment. When conducting various curriculum areas, teachers and student teachers print the dictations of the children. The dictations are read to the children and often posted on the wall at their eye level. Literacy is learned in a functional and meaningful way and is incorporated into all activities. Teachers expand children's spoken vocabulary through conversation and systematic instruction.

How the Environment is set up during Child Directed Free Play to Promote Literacy

1. Weekly themed Learning centers (Kroger's, camping, bakery etc.) promote literacy skills. All of the learning centers have props and materials that encourage children to print.
2. Labels are on the equipment and shelves.
3. Various kinds of paper (lined and unlined), chalk, markers, etc are available for children to use as a free choice activity. Children are encouraged to scribble, pretend print, and print.
4. Children are read to on a formal and informal basis. The children's library books are changed once a week and often pertain to a project the children are completing. Teachers also use methods that promote comprehension when reading to children.
5. On computers/smart board children dictate stories and are able to hear letter sounds.
6. Children receive mail with print on it each day in their own mailboxes.
7. Children have access to floor puzzles, stencils, and other games that promote literacy.
8. Teachers take time to listen and engage children in informal conversations.
9. A writing and listening station.

CURRICULUM AREAS CONDUCTED AS ROTATING CENTERS

Literacy-Big Books

The big books are quite popular because of their size. Using big books with small groups of children approximates the close feeling of being read to on a one-to-one basis. Big books offer a wealth of opportunities for teachers to extend a child's understanding. Follow-up activities to the big books include identifying common word patterns that are repeated, role-playing, publishing their own big books, or illustrating a familiar big book.

Literacy-Literature Webs

Simplified versions of literature webs are used with predictable books as a teacher directed activity. The teacher has the children look at randomly ordered illustrations and excerpts from a book. Then the children predict the sequence of the story before the teacher reads the book. Following the reading of the book, the children check and correct their predictions. Using the literature webs to provide a guided reading lesson in combination with predictable books has been found to improve comprehension.

Literacy-Scrapbooks

Each child in the four-year-old class has a scrapbook in which they can draw, print, scribble, and invent stories. The teacher plans an appropriate activity that gives children an idea on which they can develop. Along with the scrapbooks, each child is given their own box containing pencils, crayons, markers, pens, and erasers. After an idea is discussed and some directions given, the children are given creative freedom to craft their own projects. For example, the teacher may provide a story starter by reading a story and then children may compose their own ending or write their own version of a familiar fairy tale.

They are encouraged to make scribbles that resemble writing, what is labeled as pretend writing, or to invent their own spelling. Often the teacher will transcribe the child's own dictated message or story. Each child's work is valued from scribbling to letter-life formations. Recently the Nursery School has added a new dimension to the scrapbook project, with children acting out the stories they have written. The writer becomes the director of their story with friends as the characters. Story re-enactment is believed to help with story-related comprehension and story recall.

The scrapbooks have been a successful activity at the Nursery School. At the end of the year, children have a collection of their work from their preschool experience. A dated list of the directed activities is placed in the front of the book to provide parents with the directions the children were given for each project.

Literacy-Book with a Prop

To help children become excited about a book, a prop or stimulating object is presented to the group as the book is being read. Extending the book in this way can help children remember the story events. For example, as the teacher reads Caps for Sale, they may pass out a variety of hats for the children to wear. Books can be extended by other means such as making a craft or participating in an art activity that is related to the book.

Computers and Smart Table and iPads

The Nursery School Program has been using computers with young children since 1982. The WVU Nursery School is viewed by many as an innovator in preschool computer use. The children at Nursery School primarily use word processing that encourages children to type letters and words. Researchers have found that children benefit by creating and inventing stories in terms of developing an interest in letters and words. Computers also facilitate cooperation among young children. Researchers have looked at the type of spelling strategies children employ when using the computer and

have found that children use more visual cues than previous research had found when trying to figure out the spelling of words.

Children have access to the iPads and the Smart Table to research information for project work

Message from Me

Children can use the iPad to send a message and picture to a family members email. The child's accomplishments are sent to parents when it happens with a verbal dictation by the child.

History

History is not often thought of as a curriculum area in a preschool, but young children need the opportunity to extend their sense of history. Young children are interested in the past and they are especially interested in events personally experienced by an adult who is important in their lives. The Nursery School has incorporated history by letting children explore items used in the 1930s and 1940s. They are given opportunities to try on very old clothes or play games that their grandparents played as children. History education for young children focuses on experiences with history rather than presenting a "package of facts

At the Nursery School a project conducted on making traditional toys is another way the children experience history. One project during the year consists of the children making toys that were used by American pioneers. Children enjoy making toys, which they are then able to use. Teachers find toy making to be an informal time; allowing conversation about toys, the toy's history, and different uses for the toy.

The **personal history project** has been added as a way for children to study their own heritage and share with others. This long term project (over 9 months) is an investment for families and children present their information to the other children. The history museum takes place each April. Parents offer much information and about the individual their child is studying and provide relics for the museum. Children make replicas of something that represents their family heritage. Children and families work together to make this a success and in essence the child's heritage becomes part of the curriculum.

Creative Movement/ Choosy

A creative movement unit has been developed for the Nursery School with activities that consist of ways to help children express themselves. Like other developmentally appropriate activities creative movement is process oriented rather than product oriented. Children's ideas and their movements are encouraged. Music is

used to set the mood and props such as scarves and streamers are often used to promote a wider range of creative movement. Choosy activities are done each day.

Active Activity

Both classes participate in active vigorous activity. There is a minimum of 60 minutes of free play that includes outside, Choosy activities, dancing and other activities that help children move.

Math

It is possible to drill children so they can correctly count to a given number. However, children's responses to rote learning do not reflect their understanding of the information. Specific learning experiences are designed and conducted in rotating centers and include one-to-one correspondence and classifications that are needed before children can understand what numbers mean. Math is integrated through meaningful activities such as when children build with blocks, measure water and sand, or measure ingredients for cooking. Charting activities allows children to view relationships. The math workshop is a recent addition to the Nursery School curriculum. It is designed to let children experience math concepts through manipulation of a variety of materials. Children can self-record their own progress by keeping records of what they have accomplished. Self-recording has been shown to be beneficial to children.

Science

As in math, science needs to be learned through developmentally appropriate activities the child experiences in a hands-on manner. Children at the Nursery School are given opportunities to observe, measure, infer, and graph results on a chart. For example, children may be given a flower to plant and are then responsible to take care of it and observe its daily growth. Children then chart their plant's growth by drawing pictures to represent the growth on the chart. They also measure the growth of the plant with a string and compare the string length from day to day and over the weeks. Children enjoy gluing the string on their graphs or taking it home to show their families how tall their plants have grown.

Mother Goose Math and Science

A program that incorporates children's books to support skills needed in math and science.

Art and Messy Play

Children at the Nursery School have many opportunities to experience different types of art media. The projects planned are developmentally appropriate for

preschoolers. Children are not asked to follow an adult model, but are given different materials to create their own project. In art and messy play, process rather than product is important and is therefore the central emphasis. Making different kinds of dough, for instance, has been a popular activity in the program. Besides conducting art as a rotating center, the Nursery School has a wide variety of art supplies for children to choose from during free-play time.

Economics

All children exist as part of an economic system. Children encounter different goods and services daily with their families and in the community. Children have a natural tendency to play games that have an economic basis. For example, role-playing occupations or using unit blocks to build stores and community services such as fire stations are often popular activities of young children.

An economic education project is carried out each semester with the four-year-old class. The project work children make over the year becomes part of the "Nursery School" store. Children price their items, advertise the store and become the clerk to sell their products to their families. The children provide their family members with a "bill" they have added or counted. Children take on the role to bag the items etc. This has been very successful project.

Manners

During the second semester the afternoon class learn and practice appropriate manners. This includes activities for children to do at home. At the end of the semester, children and teachers go for a formal luncheon to celebrate their good work. Often, a former student of the Nursery School plays the harp during our luncheon.

Puppets

Throughout the first semester of the afternoon class, children make body size puppets. They use one-piece pajamas that are filled to make bodies and then design their own faces and hair for the puppets. The puppets are then used to recreate the children's scrapbook stories.

Harp and Chimes

Children learn to play a child-size harp. The teacher provides the children with different strategies to learn the harp, which maximizes the children's creative potential. Several children have gone on to play the harp as adults.

Classical Art/Visual Arts

Children are given the opportunity to view and critique art prints by famous artists. The children try techniques used by the specific artist they are studying. The children's comments about the works of art are attached to each print. Children also paint their own art print over the school year.

Paper dolls

Children make their own paper dolls and clothes as a way to incorporate responsibility of materials. The child's photo is placed on the doll as the head.

Scrapbook

Children dictate stories in their own personal scrapbook. Stories are read back to children and used for acting. Children share their scrapbook stories at circle time. While making scrapbooks, teachers encourage children to print. Most of the story starters involve the stories about their families. The scrapbooks and other projects are shared with parents during parent meeting and open houses.

Letterland

Emphasis is focused on letter sounds and printed letters (phonetics).

Environmental Print

Children make a personal book or group book of print with which they are familiar. Books are full of children's favorite candy wrappers, cereal boxes etc. Children also make a word wall.

The Roy Moxley Project

In 2009, the Nursery School was awarded the Phyllis Slaughter fellowship for a graduate student to work with children at the Nursery School. Phyllis loved children and

would be proud of this project where children determine their own goals to work on. This is combined with the personal history project.

The WVU Nursery School History Project

This project was implemented in 2013 as way for young children to investigate their family heritage in an appropriate way. An Excerpt from the letter sent to current 3-year-olds is below:

The WVU Nursery School prides itself with its unique innovative curriculum which engages children in meaningful experiences. Yes, we abide by the Creative Curriculum (a required curriculum of West Virginia and Monongalia County) but we go beyond these minimal requirements and have developed numerous long term projects that challenge young children. One of these projects began several years ago as the Personal History Project (published in the Journal of Modern Education—on NS website). Since then it has been refined to a yearlong project that augments our established Nursery School curriculum by having families contribute to the content. This means that your child’s family heritage plays a part in the substance of what the children learn in the afternoon. In Reggio Emilia, Italy (proclaimed as the place of the best preschools in the world) experts talk about their emerging curriculum as one that is based on children’s interest. Children learn more when they are interested in something and when math, science, reading, social studies etc. are tied to these interests. It makes sense doesn’t it, you learn more and work harder when you have a personal interest and investment and when your family takes an interest? Now a days, young children are expected to meet state standards for the content they are to learn (common core standards are a hot topic). Most states have content standards for four-year-olds, just like they do for elementary school children and beyond. West Virginia is no exception (WV Early Learning Standards <http://wvde.state.wv.us/oel/>). The approaches to learning (how young children learn) is just as important as the content they are to learn. Too many young children lose a necessary part of their childhood which is the opportunity for quality play. Notice I say the word, “quality” which is implies superiority and requires teachers to set the proper tone in the environment for it to be quality. Pressure to meet standards can limit play as the former President of the American Academy of Child and Adolescent Psychiatry Pediatric says (YouTube video--Prescription for Play). I do not want your child to be a victim of stress but rather become a lifelong learner. I want them to thrive in an environment that we as teachers have learned to create so children can go beyond the minimum standards in a natural way. We (Nursery

School teachers) can give them the opportunity for play experiences that can help them perform beyond their chronological age. Throughout the day, Nursery School teachers have the content standards in mind so we can scaffold your child's learning during play, teacher directed activities and differentiated instruction. Nursery School uses a blended approach of child initiated and teacher directed activities where the teacher and student teachers are a vital educational role in creating a supportive environment and scaffold children's learning. Yes, our children play but by combining intentional teaching within the play experiences gives your child the best opportunity to excel. *Play is a child's natural mode and intentional teaching is the teacher's best strategy.*

Our teachers have a repertoire of instructional strategies ready to use. The WVU Nursery School has figured out how to provide your child the best possible pre-k education so your child will excel, be happy and still develop within the characteristics of childhood.

As stated earlier, the WVU Nursery School curriculum is unique with many original projects that have been published in research journals but the addition of the Personal History Project is the "icing" on the cake so to speak. It is a process that begins in September and culminates with the "Family History Museum" in April. This is truly an exceptional and family generated way for your children to learn. One of the benefits, is the family component and the impact of *your* interest in your child's personal project. Children get excited knowing that their parents, grandparents and other family members are involved in their school project.

Gardening at the WVU Nursery School

In 2013, the Gardening project was implemented. Children observe and harvest the inside garden vegetables.

Intergenerational Project with the WVU Child Development Student group

Each year the Parents and Nursery School are invited to participate in community projects with the student organization. These vary each semester with the one standing project of "Toy Give Away". Children and families bring unwrapped toys to Nursery School to be distributed to local families in need. The WVU Nursery School staff and student work one day at the community project organizing the toys to nearly 1000 children.

WVU Nursery School Marching Band

Each fall the Nursery School children and families are invited to march in the homecoming parade in front of the WVU marching band. This includes children and families of Nursery School alumni. The children practice their instruments and usually a few band members help the children learn to march. It is all done in fun and there is no formation, just a group of children marching down High Street. It is a thrill for the children and families.

There are numerous projects and other curriculum areas conducted that vary with each semester. For example; health, nutrition, carpentry, and a multicultural unit are part of the curriculum. Many times the teachers and Director look at the available resources and talents that students may have and design a particular curriculum area for the semester.

Spotlight on Me

“Spotlight on Me” Child presentations of their learning to family members. Parent(s) and child bring lunch (meeting guidelines of the WVDE National School Lunch Program) to sit and eat with teachers and Nursery School staff. Children will prepare their presentation of their portfolio, scrapbook, play plan, drawings, projects etc. ahead of this time). The teacher will help the child organize their presentation by using graphic organizers (child drawings to represent their presentation notes). This is offered to all parents and children during this extra hour but can be scheduled after school too. This one-on-one intense instructional opportunity is intentional and focused. Families will learn firsthand the progress and needs of their child and will discuss future goals. The uniqueness of this program is that we are involving your child in this discussion.

CLASSROOM SCHEDULE

Pre-K class	Operates first day of WVU classes to last day of finals each semester (detailed yearly schedule in newsletter)
11:15-12:45	Families/child can bring lunch and eat with teacher Rest and parent reading to child
12:45-1:00	Play Plans—planning play using Role Playing Themes-

Extensive Literacy Program

1:00-2:15	Choice time--Outside, History Project, Learning Centers
2:15- 2:25	Large group meeting—discuss the day’s events, contract options, book read
2:30-3:30	Meal/Snack (grain, fruit or vegetable and milk) –small groups-child’s decision when hungry
2:30-3:30	Small group activities centering on Early Learning Standards
3:30-3:45	Large group review of contracts, book read
3:45- 4:00	Outside, interest areas small group book reads, history project
4:00-4:15	Clean up and ready for departure
4:15	Children must be picked

AM Class

The Nursery School schedule is very flexible. Below is an approximation of how the day progresses for the AM class.

Before School Care	8:15
Play Plans	8:45
Free play	9:00
Potty time	9:30
Circle Time	9:50
Rotating Centers	10:00
Free Play	10:30
Book reading	11:00
Departure	11:15
After School Care	11:15-12:00

ROLE OF THE FAMILY

The Nursery School is committed to families. It is for this reason that the family plays such a vital role in the Nursery School. The programs are developed with family participation as an integral component. Daily communication with families helps the staff build a necessary bridge between home and center. We encourage families to visit, share talents, attend field trips, etc. If families need information on a specific topic, it may be obtained from their child's teacher or the Nursery School Director. Parents are welcome to visit during the school day.

Communication

In an effort to keep all families informed of Nursery School happenings, we offer a variety of Nursery School communications that may include, but are not limited to:

- Newsletters ----each month, hard copy and email
- Family Information Board—posted as you come in the door
- Individual conferences to discuss child's development – as requested
- Panel of displayed projects. Open house each semester and parent meetings
- Child/parent mailboxes—daily notes. Parents receive daily list of activities.
- Spotlight on me program

Transitions

Transitions can be defined as a change in child's environment from one program to another (initial enrollment or transferring). When a child is new to the program, the family and child will be invited to visit the center and determine if the Nursery School is a match for both. Information about separation and strategies to help both parent and child engage in "healthy" good-byes is shared.

Families are encouraged to establish a routine for daily transitions. Time is spent in early days helping children and families to learn classroom routines. It is vital that staff communicate to families the importance of establishing "good-bye" rituals and not allow parents to sneak out without saying good bye.

To help with the transitioning to kindergarten, the afternoon teacher does the Kindergarten Transition Program where the teacher, parents and children visit their home-based kindergarten classroom.

Family Code of Conduct

The Nursery School requires that families of enrolled children shall at all times conduct themselves in a manner consistent with courtesy and respect. One of The Nursery School's goals is to provide an appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment is not only the responsibility of the Nursery School teachers but is also the responsibility of each and every family or

adult who enters the school. No family or adult is permitted to use inappropriate language on Nursery School property at any time, whether in the presence of a child or not. Such language is considered offensive and will not be tolerated. If a family or adult feels frustrated or angry, it is more appropriate to verbally express the frustration or anger using non-offensive language. At no time shall inappropriate language be directed toward members of the staff, children, or other families.

We request that families show respect to other children enrolled and families by recognizing confidentiality of information unrelated to your child. Please remember that Nursery School teachers are not allowed to share information with you about any other child. In addition the personal lives of Nursery School families and Teachers are considered confidential and are not to be shared.

Physical / Verbal Punishment of Your Child or Other Children While at the Nursery School

The Nursery School does not support nor condone corporal punishment of children and such acts are not permitted in the Nursery School. While verbal reprimands may be appropriate, it is not appropriate for families to verbally abuse their child. Doing so may cause undue embarrassment of emotional distress. Families are always welcome to discuss a behavior issue with their child's teacher and /or the Director and to seek advice and guidance regarding appropriate and effective discipline techniques.

Grievance Procedure

We are committed to ensuring your full satisfaction within our school. Experience has demonstrated that open communication between families and school teachers is the key to maintaining a positive relationship. We continually look to families' to provide input regarding how we can improve our programs and services. Concerns or issues are best resolved in a timely manner with the person who is directly involved.

If a problem should arise, contact should be made with the following persons in the order they are listed:

Discuss the concern with **your child's teacher and the Director**. We maintain an open door policy in which families are encouraged to visit their school at any time. Teachers will make every effort to be available to discuss family concerns regarding their child or classroom operations.

Termination of Enrollment

In rare instances, a concern may arise that cannot be resolved to the mutual satisfaction of the school and the family. Under such circumstances, it may be necessary to no longer enroll the child. The Nursery School reserves the right to do so at its sole discretion.

Before considering termination, the Nursery School staff will implement adaptations in teaching strategies and learning environment and curricula, consult with the family, and seek recommendations from appropriate specialists to maximize the potential of the child to benefit from the program. If after these efforts have been made to work with the child and family, the child does not benefit from the Nursery School program or the child is jeopardizing the ability of other children to benefit from the program, the child's enrollment at Nursery School can be terminated. This would be done only with the recommendation of the Director, teachers, and with approval of the Division Director of Learning Sciences and Human Development.

ROLE OF THE NURSERY SCHOOL TEACHERS

Individuals employed at the Nursery School are chosen not only for their formal education and training but also for their previous experience in the early learning field. WVU Nursery School follows the guidelines of the West Virginia University when selecting individuals for specific positions in our school.

Teachers are required to complete a First Aid Training and Child Cardio Pulmonary Resuscitation. In some cases, teachers may need to receive their First Aid training after being hired.

Professional Development

The WVU Nursery School supports and encourages staff professional development. Research supports that the quality of the program is related to teacher's education. Good early childhood teachers are actively engaged in continuing professional development. And benefit from enhanced ongoing training and updating their skills and knowledge in accordance with the latest research.

Teacher Code of Conduct

As an individual who works with young children, all teachers must commit to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of their ability teachers will:

- Never harm children

- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education
- Respect and support families in their task of nurturing children
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct
- Serve as a advocate for children, their families, and their teachers in community and society
- Stays informed of and maintain high standards of professional conduct
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families
- Be open to new ideas and be willing to learn from the suggestions of others
- Continue to learn, grow, and contribute as a professional
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

Confidentiality

Within the Nursery School, confidential and sensitive information will only be shared with our teachers on a “need to know” basis in order to most appropriately and safely care for your child.

Mandated Reporter Information

Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to appropriate authorities. Teachers and child care administrators are not required to discuss their suspicions with families prior to reporting the matter to appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. This responsibility is taken very seriously and we will make all warranted reports to the appropriate authorities. The Child Protective Services Act is designed to protect the welfare and best interests of all children.

WVU NURSERY SCHOOL ENROLLMENT & ADMISSIONS

Eligibility

Only children who are three years of age before September 1 of the enrollment year are eligible for enrollment in the morning session of West Virginia University Nursery School. Only children four years of age before September 1 of the enrollment year will be eligible for enrollment in the afternoon session. Exceptions are made on a case-by-case basis. The West Virginia University Child Nursery School follows the

public school system's cut-off dates. Children visiting the Nursery School must either be enrolled in the program, or be accompanied by their parent.

Enrollment

Applications for enrollment may be requested by telephone, mail, or in person in the office of the Nursery School. When the application is completed and returned to the office, it is dated and filed by age, sex, and year interested in enrollment. The enrollment for the first twelve- fourteen spots in each class will be chosen from these application cards on a first-come-first-serve basis within each category. Siblings of children who have attended the Nursery School for both years are given priority. If parents did not send their child to both classes by choice then family priority is not a consideration. Children attending the morning session are given first preference for the afternoon session of the following year. Slots may be filled by waitlisted siblings of current enrolled children who have attended both years, children with developmental delays, children who need to repeat a year, etc. Final enrollment decisions are at the discretion of the Director and/or WVU.

An equal number of boys and girls are usually chosen for each class. If a child drops from the program, a child of the same sex may be notified.

Parents of children in the application card file are notified to see whether they want their child enrolled the year before. If they are interested, then "yes" and the date are documented on the back of the card. If they are not interested in sending their child to Nursery School, then "not interested" and the date is written on the back of the card. The "not interested" cards are filed in the back of the card file.

If parents need time to think about enrollment they are given a reasonable length of time (usually five to seven days) to call the Director to reserve a spot for their child.

This callback date is documented on the back of the card. If the Director is not notified by the specified date, then the next family on the list is notified of the eligible spot. After a capacity number of parents have indicated they want their child to attend Nursery School, letters are sent requesting a non-refundable deposit.

Waitlist

A waitlist is kept for those children who are eligible but not enrolled in the program due to full classes. A waitlist is also kept for children younger than the enrollment age. In order to have a name put on the waitlist, parents or guardians must fill out the application form and send it to the Nursery School. The first 12-14 applications in the morning and afternoon groups are processed on a first-come-first-serve basis. Placing a name on the waitlist neither places the parent under any

obligation nor guarantees an opening for the child. Names on the waitlist for the three-year-old sessions who do not obtain a place when registration is completed will be kept on the waitlist in case an opening becomes available. However, these parents need to call Nursery School to state they are still interested in at spot for the Pre-K –four year old session.

Payment of Fees

A non-refundable deposit is required within 10 days of notification of acceptance to the program. If the deposit is not received within 10 days of notification, the place will be given to another child. The remainder of the semester fee is due by the last day of the semester unless other arrangements have been made.

Transportation

It is the responsibility of the parents to provide transportation for their child. Children must be picked up at the designated dismissal time of the session. If parents do not pick up their child on time, an additional charge is made. Excessive late pick-ups may constitute grounds for dismissal from the program. In addition, parents may not drop off their child before the scheduled starting time unless enrolled in the before-school program.

FORMS

The Nursery School requires that specific forms be complete and on file prior to a child's admittance into the program.

Please note: Families are encouraged to share their child's developmental assessments with the school Director. Qualified individuals create IEP/IESPs to ensure your child's needs are being met. These tools allow us to work together to ensure that appropriate guidelines are put into practice.

All legal guardianship is to be on file at the Nursery School at the time of enrollment and any other time there is a change in guardianship. The Nursery School will only abide by the court ruling. For example, if the court rules that one parent is not to have visitation rights to his child, the school will not release the child into that parent's custody regardless of the understanding that is contrived between the parents outside of the court system.

Physician Forms and Emergency Care Forms

The child must have a physical examination before beginning at Nursery School. Children who have a physical before entering the three-year-old session are required to have one for the four-year-old session as the WVU Nursery School is WV Pre-K. The physician form must be completed and signed by the child's physician. This form, along with the Emergency Care Form, must be in the child's folder by the end of the second week of school. At the end of the second week, the child will be asked to stay home until forms are completed.

Medication

The Nursery School staff does not administer medication.

Absences

When your child will not attend on a scheduled day, please call the school as early in the day as possible to notify teachers of your child's absence. Please note, your usual tuition will continue to be charged.

Divorce/Custody Agreements

In the event of divorce or custody disputes, a copy of the custody agreement is to be kept on file at the school at all times. Families are to understand that all paperwork is to be completed based on the ruling in the courts and if individuals have shared or joint custody of the child, paperwork is to be completed and approved by both parties by each person signing the necessary items that will be kept on file. Parties cannot complete their paperwork individually. For example, there may not be two emergency contact forms; the individuals must agree upon the information that is provided to the school as correct and viable in the event of an emergency. Parents are responsible for updating all *forms and emergency contact information*. If and when an individual does not have full visitation rights or no child visitation rights, we request that the school be informed of this ruling and that a copy of the court order be provided to the Nursery School Director. All such documentation will remain in the child's confidential file.

ARRIVAL & DEPARTURE

Arrival

Upon arrival at the school, all children are required to be escorted by their parent, or other authorized adult, to the classroom. Each child is to be checked in by a teacher as they arrive. Parents/guardians are required to sign in as they drop off their child. Parents are charged at their time of arrival.

Families are asked to **wash their children's hands** upon arrival to reduce the transmission of germs. This consistent activity is a nice transition for children and families at drop off.

Families are required to notify the school's teachers both in writing and verbally of any *special instructions* related to the child. These special instructions include, but are not limited to, early pick-up, alternate pick-up person, health issues, and general issues of concern which the Nursery School teachers should be aware to best meet the needs of the child.

Departure

Families or other authorized adults (as listed on the Parent Consent and Emergency Information Form) are required to be signed out by a teacher and parent. **Once families sign their child out, they are solely responsible for supervising the child at all times while on school premises. Parents are charged from the time they arrive to pick up their child.**

Security

The Nursery School is equipped with a security system which is monitored by the WVU Police.

HOME AND SCHOOL RELATIONSHIPS

Parent Involvement

Parents are children's first and most influential teachers. An important component of a child's education is interest in parent involvement. When parents are involved in a child's education it makes continuity possible. The WVU Nursery School emphasizes a program with a family orientation. The school has an inviting and responsive climate for parents in order to establish a positive rapport between home and the program. Often, parents will arrive a few minutes early in order to observe their child on the playground and to talk informally with the Director and head teacher. This type of two-way communication is essential for fostering a healthy relationship between home and school. Our open-door policy welcomes parents at any time.

Parents in the Classroom

Parents serve as a resource to the classes at Nursery School. Many parents come and teach about their careers with the students or share a special talent. Though the school has plenty of supervision from the University classes that use the facility for field placements, parents are always welcome and encouraged to volunteer in the classroom.

Many of the projects taking place in the classroom involve parents. For example, each year the afternoon class participates in an economic project where children make goods to sell to their parents in the class store. Children also share their scrapbooks and other important materials they develop. The History project, visual arts project and manners all have major parent involvement. We also do the Bucket Filling Project that relies on parents to foster at home.

The Nursery School celebrates many holidays with parties, and parents and siblings are encouraged to participate in the celebrations. Faculty members and the Dean of the College often join in the festivities. The parties also provide an opportunity for parents to talk to other professionals who are involved with the program. Parties are announced in the newsletter and informational fliers are posted near the door.

The last day of Nursery School is celebrated with a family picnic and children receive WVU diplomas on this day. Staff from the school put on the festivities for the children and their families. Extended family members are encouraged to participate in this function.

Visiting Opportunities

Registration for the fall semester begins the previous January. Parents who are notified of an existing opening are encouraged to visit the Nursery School to participate in the morning or afternoon session prior to making a commitment to the program. This gives an opportunity for the Director to discuss the philosophy of the program with the parents and for the families to see the teachers in action. It also gives parents an opportunity to ask questions.

After a family has placed a deposit for the fall, they are again encouraged to visit the school with their child. This allows the child to participate in the daily routine of the school. These visits help familiarize children and parents with the daily routine and provide an opportunity for the children to meet their teacher.

One of the most effective techniques for establishing a positive rapport between home and the Nursery School is the scheduling of August visits for new and returning children and their families. This is a personalized visit when the children can meet their teacher, talk with the Director, and look at the school without other children around. The personalized visit is a special time for the children and the families when they have the full attention of the teacher and Director.

Parent Meetings

One parent meeting in September and two open house are scheduled over the eight months. The fall meeting is used as an introduction to the Nursery School

program. The Director, teachers, and some child development students simulate a routine school day in which parents participate. This has been an effective way to involve parents learning the curriculum.

Parent Conferences

Parent conferences are scheduled as needed and as often as parents want to meet. This is an opportunity for the Director, the teacher, and the parents to meet and discuss the child's progress. Any testing that has been completed is available at this time for discussion.

Parents may schedule a conference at any time during the semester if they feel the need. Parents are welcome to stop by or call if they have a concern or information important to relate to the teacher or Director. The teachers and Director will also inform parents of any information they should know about their child during the semester. Two-way communication is very important for the development of home-school relationships.

Emergency Plan

If a child is injured, parents will be contacted immediately. In the case that parents cannot be reached, the names on the Emergency Form will be contacted. If the situation warrants, the Director or teacher will contact emergency services while an assistant teacher waits with the injured child.

Nursery School has a filed Emergency Evacuation Plan with Monongalia County. If Nursery School children are to be relocated off the Nursery School campus, the sites are the Christian Missionary Church (across from Krepps Park entrance) or WVU Coliseum depending on the assessed situation.

Vacation Days

The Nursery School follows the University semester. The School is closed on all University holidays and when WVU students are not in session. Parents will be informed of specific dates.

Cancellation of School

School may be canceled due to failure of utilities or the closing of the University. The snow policy is attached to the first newsletter on the first day of school and repeated several times and is posted on the door. Nursery School does not close for snow days of the County.

Personal Toys/Items

Your child is provided a cubby or personal storage space. This space will be labeled with his or her name allowing for your child an area in which to store personal belongings.

Items Needed for a Child Attending the Nursery School

A change of seasonal clothing must be provided. Families may be called to pick-up their child if they do not have extra clothes available. Please do not use plastic bags, bags with draw strings, or other similar items for children's belongings as these are a suffocation risk.

Items Not Needed for a Child Attending the Nursery School

The program at the WVU Nursery School is structured to provide children with optimum learning experiences. The equipment and play materials are very carefully chosen to provide a specific learning environment. With this in mind, we ask that you not allow your child to bring in items (toys) from home to share unless specifically requested or preapproved by the teacher.

We do not allow items (toys) from home for the following reasons:

- They may hurt or injure other children
- Teachers cannot monitor toys at the expense of supervising the children
- Children do not understand the concept of possession. Another child may take the toy and this would cause hurt feelings.
- Toys such as guns (or other toys that promote aggressive behavior) do not promote the type of learning and cooperative play that is the principle of our program.

Snack

AM class receives a snack of water, crackers, or other nutritious foods served daily. Parents that require certain foods due to allergies or other reasons must furnish their child's snack. Peanut butter items are not allowed in Nursery School.

Meals for Pre-K class

Family Engagement Program

The WV Policy 2525 mandates that the Pre-K four-year-old class involve parents. The WVU Nursery School has developed a unique way to engage parents. We ask parents to bring a lunch for them, family members who want to participate and their child to eat with teachers. This is a time for sharing. We have done this in the past with some

children and families and have found this be quite valuable. Now we have opened this to all parents, children and families.

According to the US Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), Meal and Snack patterns (Appendix 78-1-C) children can bring their lunch to school (16.9). Following must be met:

1. Parents are provided the nutritional guidelines.
2. Teachers are trained on proper guidelines of storage and handling-no cross contamination threat
3. Parents cannot bring in items with peanut butter or any tree nuts
4. If child forgets lunch, the teacher will provide a lunch
5. Lunch provided by parent is only for the consumption by their child
6. Child lunch is labeled
7. Staff does not further prepare the lunch
8. Milk will be available

Rest/quiet time

Each child is offered a rest time or quiet time in both classes.

Illness

Children are to stay home if they have a fever or a contagious disease until a physician allows them back in the classroom. If a child becomes sick at the Nursery School, the teacher will contact the parents. If parents cannot be reached and the child is uncomfortable at school, then the teacher will contact the names listed on the Emergency Card Form. Children who are ill will stay in the office until they are picked up.

Field Trips

The Nursery School conducts occasional field trips. Prior notice is given and written parental permission is required for participation. If parents do not wish for their child to participate, they are asked not to send their child to school on that day. Parents, staff, and students are asked to drive if transportation is necessary. Each child must be secured with a car/booster seat in the car. Adult-child ratio on field trips is usually one to two. Parents may bring their other children if they wish, but are solely responsible for them as well as for their child attending Nursery School.

Before- and After-School Care

For morning parents who need to drop children off early or pick up late there is a before- and after-school care program. If parents need this service, they are welcome to use weekly or on a day to day basis. It is prorated.

Picking up Children

Parents must complete the form provided that informs the Nursery School who is eligible to pick up their child. If someone other than the parents or the regular person is to pick up a child, parents must inform the head teacher whether or not that person is on the pick-up list. If someone not on the list is picking up children, parents must let the Nursery School know and give a written note to put in the child's file. It is also the parent's responsibility to let the head teacher know when they are leaving the Nursery School with their child. The head teacher must be informed about departures—not student teachers. Parents are also responsible to let other designated persons picking up children know about this procedure. This insures that one person, the head teacher, knows about the departure of all the children.

Appropriate Dress

Children learn through play and our programs are designed to allow children to develop hands-on and self-help skills. Children are encouraged to use art materials, paint, glue, etc., daily. Water and sand play is also part of the daily activity schedule. Children should be dressed in clothing that allows for these types of activities; some may refer to these clothes as play clothes. It is also part of the daily programming to take children outdoors and therefore, it is necessary for all children to have clothing for outdoor play such as coats, hats, mittens, boots, snow pants (or a change of pants). All articles of clothing must be labeled with the child's first and last name. If outdoor play is limited or is to be prohibited, a note from the child's physician is required.

Children under three years of age should not wear items such as jewelry or small barrettes due to the risk of choking. Even if your child knows not to place these items in his or her mouth their friends may not have learned this and could be at risk for choking on these small items.

Children may not wear any articles of clothing that include drawstrings.

Closed toed shoes are required to prevent injury from stubbed toes or tripping.

CHILD SAFETY

Emergency Procedures

To assure you of our concern for the safety and welfare of your child, the Nursery School has in place Emergency Plans that provide response actions for all types of

emergencies. These plans are reviewed annually and are filed with the local Emergency Management Agency and WVU Police.

As part of your child's enrollment, families are required to acknowledge the Nursery School emergency procedures.

Please see your Nursery School Specific Information sheet for further details.

Smoking

WVU Nursery School prohibits smoking or tobacco use, in any form, in the school and on or near the playground. WVU Nursery School prohibits teachers, parents and legal guardians from disposing smoking paraphernalia on the school property.

Hot Beverages

Beverages or liquids 110°F or greater are not permitted in the school setting. For example, adults are not to bring their hot beverages into the Nursery School to present the chance of accidental spillage and possible scalding.

Allergy Accommodations

Children who have allergies to dust mites or to components of furnishings or supplies must provide a *Special Care Plan* (this document is to be completed by your child's physician) or provided a note from the physician stating the child's condition and the ways in which to prevent aggravation. Each case will be considered on an individual basis and reasonable accommodations will be made.

Field Trips

All families will be required to provide signed permission prior to any child's participation in Nursery School field trips (7.1.c).

Photo and Video Policy

Throughout the year Nursery School teachers take photos of various activities. These photos are used for documentation of classroom project theme, to make project photo journals, for publicity (if families agree to this type of use), and most important as a component of each child's portfolio. Families are asked to sign a WVU consent, allowing their child to be photographed by teachers upon enrollment. Nursery School also has a Facebook Page through the College where we post project work with children's pictures. Only the staff of Nursery School and the College have access to add pictures.

Some families may elect to not have their child photographed or videotaped. Therefore, we ask families not to take photos of other enrolled children with a camera, cell phone, or video camera.

Please Note: The Nursery School utilizes closed circuit video surveillance for observation and/or security purposes.

Accidents & Injuries

From time to time during play children encounter minor injuries, as bumps and “boo-boos” are part of early childhood. The Nursery School teachers are trained in pediatric first aid to assess a child’s minor injury, provide necessary treatment and comfort. An *Injury Report Form* will be completed if injuries occur and presented to the family for signature. The Nursery School will secure the services of 911 for any injury requiring emergency medical care. A teacher will accompany the child to the source of emergency care and remain with him/her until the parent/guardian arrives and assumes responsibility for the child’s care.

Inclement Weather Policy

The Nursery School will remain open except under the most severe weather conditions and shall follow the WVU Inclement Weather Policy. If weather conditions are such that the WVU Policy requires them to close, the Nursery School shall close one hour later. The update closing policy is attached to the first newsletter of each new school year.

See your Nursery School specific information sheet for television and radio station channels used by the Nursery School to announce delays/closings. Parents can also call Nursery School (304-293-210) as we update the phone message to closures.

Peanut Products

Due to the extreme nature of allergic reactions to peanuts and products containing peanuts, the Nursery School avoids peanuts and/or foods containing peanut products. Peanut allergies can be so severe that exposure to peanuts can result in an anaphylactic reaction. An allergic child may experience a reaction from simply smelling peanuts on someone’s breath. In an effort to avoid these reactions, please assure all food items brought to the center do not contain peanuts or peanut products.

Fluids

Water is available for children at all times throughout the day.

Special Occasions

Food items such as special occasion cupcakes or birthday cakes must be purchased from a commercial bakery and include an ingredient list. In addition to the items listed above we also suggest the following alternative items:

- Ice pops
- Ice cream
- Fruit cups
- Pudding cups

CHILD HEALTH

The WVU Nursery School is concerned about your child's health and the spread of infectious diseases. Maintaining health and preventing the spread of illness is a responsibility shared by families, teachers and WVU Nursery School.

Immunizations

All children are required to have a complete up to date immunization record on file at the WVU Nursery School. If due to a medical disability, you have not immunized your child, please discuss the issue with the NS director and you will be required to complete an immunization waiver form and provide certification of the medical disability that precludes the child from being immunized. A medical disability is defined according to the Americans with Disabilities Act. Under ADA the disability must be permanent in nature and affect a major life activity. In the case of a medical disability, families must provide certification from a Licensed Health Care Provider stating the nature of the disability and that as a result of this disability the child cannot be immunized.

In the event of a diagnosis of a vaccine preventable disease, children who have not been vaccinated or are not of age to receive proper vaccination will be excluded from care until the local Department of Health has authorized their return.

Hand Washing

Hand washing is of primary importance in our battle against germs. Hand washing practices are reviewed often and monitored to meet high quality health and safety standards. The NS teachers may use hand washing as an opportunity to study germs and review this important daily routine.

Hand washing is to be performed: Before and after:

- Eating, handling food, or feeding a child
- Administering medication
- Playing in water that is used by more than one person
- Using the toilet or helping a child with toileting

- Handling bodily fluid (mucus, blood, vomit) from sneezing, wiping and blowing noses, from mouths, or from sores
- Cleaning or handling garbage
- Playing outdoors

Dental Emergencies

If a dental emergency should occur while the child is at the Nursery School, teachers will contact the child's parent immediately to assure that the child may receive prompt dental care. Teachers will follow the recommendations set forth in their pediatric first aid training on how to handle dental emergencies, such as a broken or dislodged tooth.

ILLNESS POLICY

WVU Nursery School is concerned about your child's health. Regardless of all efforts, children will become ill. Young children, in particular children who have not previously participated in group care, become ill more often because: 1) their immune systems do not fight illness as well as an adult and 2) they have not been exposed to many of the germs (viruses, bacteria, fungi, or parasites) that cause infections. Contagious diseases spread from one person to another. Often people who spread disease do not appear or feel sick. The germs are spread by direct contact (touching), by coughing or sneezing, or by germs from the stool (bowel movement) or contact with blood.

The Nursery School employs procedures for reporting exposures, identifying an ill child, and informing the family of a child illness. In order for the teachers to follow through with such procedures, families are responsible for providing up-to-date emergency contact telephone numbers to the NS director. If and when an illness occurs, a family member will be contacted and he/she shall be responsible for promptly picking up his/her child and consulting with the child's physician about diagnosis and care. It is vital that open and honest communication among the doctor, parent, and the Nursery School occurs to insure the health of all enrolled children. Families must inform the NS when their child becomes ill with a contagious disease and should request their pediatrician's cooperation in consulting with the NS if the illness has implications for the entire Nursery School population.

In an effort to prevent illness in the NS, we ask that all children, teachers and families wash their hands.

Exclusion from the Nursery School because of Illness

Keep your child at home when:

1. The child does not feel well enough to participate comfortably in usual activities.
2. The child has any of the following:
 - Fever and behavior changes or other signs or symptoms of illness until a health professional determines that the child may be in child care
 - Fever with stiff neck, lethargy, irritability or persistent crying
 - Uncontrolled diarrhea (stool runs out and the child can't get to the toilet in time)
 - Blood or mucus in stools, not explained by dietary change, medication, or hard stool
 - Vomiting 2 or more times in the previous 24 hours until the vomiting stops or a health professional determines that the cause of vomiting is not contagious and that the child is not in danger of dehydrating
 - Mouth sores with drooling, unless a health professional determines the child's illness is not from communicable illness
 - Persistent abdominal pain (lasting longer than 2 hours) or intermittent pain associated with fever or other signs and symptoms
 - Rash with fever or behavior change until a health professional determines that the child may be in Nursery School
 - Pink eye with white or yellow discharge until 24 hours after treatment is begun
 - Head lice, until after the first treatment **and** the child is nit-free
 - Scabies, until after treatment has been given
 - Difficulty breathing
 - Lethargy
 - These contagious diseases (until the child meets the requirements listed in the appendix):

Tuberculosis

Impetigo

Chicken pox

Pertussis (whooping cough)

Herpetic gingivostomatitis

Strep throat or other streptococcal infections

Mumps

Hepatitis A

Measles

Rubella

Shingles

GUIDANCE

The Nursery School teachers strive to interact with the children frequently showing affection, interest, and respect. Each child is recognized as an individual in his growth and development. Teachers understand that the social-emotional development of a child is as critical to a child's success in life as the child's cognitive abilities.

Teachers assist children's social and emotional development through creating age and individual appropriate room arrangements, curriculum, and positive teacher-child interactions that are supportive, responsive, and model for the child appropriate ways to interact with others. To facilitate the development of responsibility, self-regulation, and self-control in children, teachers implement the following **Positive**

Guidance Techniques:

- a) Teachers set clear, consistent, fair limits for classroom behavior, and in the case of older children, help them to set their own limits.
- b) Teachers use children's mistakes as learning opportunities, describing the situation and encouraging children's evaluation of the problem rather than imposing the solution.
- c) Teachers anticipate and eliminate potential problems, redirecting children to a more acceptable behavior or activity.
- d) Teachers listen and acknowledge children's feelings and frustrations and respond with respect.
- e) Teachers guide children to resolve conflicts and model skills that help children to solve their own problems.
- f) Teachers encourage appropriate behaviors, patiently reminding children of rules and their rationale as needed.
- g) Teachers apply logical or natural consequences in problem situations.

At no time does a teacher use corporal punishment or other negative discipline methods that hurt, humiliate, or frighten children. Food or beverages are never withheld as a form of discipline. The environment is always arranged so that a minimal number of "no's" are necessary, especially with young children.

Teachers demonstrate, coach, and model actions and words to help children learn to solve their problems in appropriate ways and on their own. All these problem solving skills such as turn-taking, helping, listening, negotiating, and appropriate choices begin in infancy.

WVU Nursery School Policy on Releasing Children's Forms

Forms (or copies) are only released:

1. To the parent/ guardian who completed the forms

2. Monongalia County Board of Education employees (Pre-K enrollment)
3. West Virginia University Legal Affairs and the General Council

Any other person or entity wanting copies of children's file or forms must provide a written statement to request the forms. The statement must include relationship to the child and the purpose of the request. The request needs to be made out to: West Virginia University Legal Affairs and the General Council. The request and forms will be forwarded to WVU Legal Affairs and the General Counsel in Stewart Hall for the decision. If files/forms are to be released they must be obtained in the office of Legal Counsel. **This policy was written with legal advice from WVU Legal Affairs and Legal Counsel---- March 9, 2013.**

WVU Nursery School Administrative structure

WVU Board of Governors

West Virginia University

College of Education and Human Services

Department of Learning Services and Human Development (serves in Advisory capacity)

Child Development and Family Studies

WVU Governing Board Minutes are online at:

To view the minutes you will need Adobe Acrobat Reader. An accessible version of Acrobat Reader is available on a separate download page. Click on the date below to read the minutes:

Administrative Manual

See individual files for statement that the following has been covered:

- WVU faculty and staff handbook—All Nursery School positions fall under this book. Individual files contain Background checks, compensation (contracts), performance evaluations.
- Teachers and Assistant teachers have read and follow the NAEYC Code of Ethics
- Child records are confidential and are kept for 3 years

Child's Name _____

Start Date for AM class (3 year olds) August 25 2016 End Date April 28, 2017

Start Date for Pre-K class (4 year olds) August 17, 2016---- End Date May 5, 2017

Afternoon children do not pay tuition as part of Universal Pre-K

Morning children Payment starts August 25, 2016

Payment Schedule \$950.00 due by December 1, 2016 end of first semester

\$950.00 due by April 18, 2017 end of second semester

AM Pay schedule

After School fees are billed the last day of each month and must be paid by the end of the first week of each month. After school is \$8.00 per hour. It is prorated each 15 min.

September fees _____

October fees _____

November fees _____

December fees _____

January fees _____

February Fees _____

March Fees _____

April Fees _____

Legislative Rule at a Glance. WVU Nursery School abides to the following:

- Adequate Supervision- at all times 2 paid staff for the classroom of 20 children— ages 3-5.
- Approved training---Both teachers must have a Bachelors 'and Masters degree in the early childhood field as well as certification. Both teachers teach child development courses at WVU.
- Trainings are provided by Director (STARS Master Trainer and Doctorate in Early Childhood). Graduate Assistants take child development courses while employed by the Nursery School.
- Background checks on all staff are conducted every 5 years. Completed in 2015
- WVDHHR Certificate is visible.
- Nursery School is licensed as a child care center (TYPE 1) but operates as preschool.
- Nursery School follows the WV Core knowledge and Core Competencies, the WV Early Learning Standards, uses WV Early Learning Scale, and the National Center for Accreditation for Teacher Education. The Pre-K certification program is a nationally accredited through its Accreditation agency (NAEYC)
- Nursery School has divided areas with walls at least 3 feet tall.

- Nursery School is disinfected daily.
- The Governing Body of the Nursery School is ultimately the WVU Board of Governors'. The College of Education and Human Services and The Department of Learning Services and Human Development serves as the direct advisory committee for the Nursery School. There is one parent who serves on the LSHD advisory board.
- Nursery School is licensed for 20 children in the AM class and 20 children in the PM Class.
- Nursery School staff does not administer daily medications.
- Physical activity is available for 50% of the time the child is enrolled. Outside play is always open and the Nursery School engages in Choosey Activities on a daily basis.
- Nursery School does not transport, offer night time care or is open on WVU holidays.
- All staff at the Nursery School participates in professional development. The Graduate Assistants are enrolled in a Master's program in child development. The teachers also enroll in courses and assist in giving state trainings. All staff are registered with WVSTARS.
- Parents give a written list of who can drop off or pick up.
- Time out is not used—rather children may have a calming down time if needed to regain focus. See Behavior management plan that staff follow based on NAEYC.
- Nursery School is a TYPE 1 center—less than 31 children.
- Nursery School is inspected by the Monongalia County Health Department twice a year.
- WVU Pest Management inspects WVU Nursery School each month.
- Administrative Manual contains handbook for teachers, WVU Faculty Handbook, Legislative Rule, FERPA and NAEYC Standards
- WVU Nursery School is a Lab School and must follow the rules of FERPA
- WVU Handbook contains information on employment, termination, grievances etc. This is available to staff at all times.
- Review of Staff is completed by Director each December. Review of director is completed by the College in the spring of each year.
- WVU has liability and workers compensation—listed in DHHR file at Nursery School
- Behavior Management and Health policies are in the Nursery School Parent Handbook. Corporal punishment is prohibited at Nursery School.
- WVU Nursery School follows the NAEYC Code of Ethics. (Administrative handbook)
- All staff and children records are stored in the office. Records are kept for 3 years. Faculty records are stored in the Budget Manager's office as required by WVU
- Information about the child will only be released to the designated parent submitting the forms as required by WVU Legal.
- Parents are invited to Nursery School at any time during their child's day.

- This parent handbook of policies is given to parents each year on the child's first day.
- WVU injury form is filled out for injuries requiring medical services.
- All WVU students are supervised by staff members. In addition, the College of Education and Human Services policy states that WVU students must obtain a background check and CIB.
- Staff at Nursery School have health checks and complete the TB questionnaire each year.
- Teachers at the Nursery School have a Masters in early childhood field and assistant teachers have bachelors in child development.
- Staff orientation is conducted by WVU for all new employees at the beginning of the fall semester and is required. Modules on WVU Policy are completed before work begins.
- Nursery School orientation is conducted Aug 15 of each year.
- Nursery School has updated personnel files in the office.
- The days schedule and specific activities are listed on the bulletin board for parents and staff.
- Teachers have updated CPR and First Aid.
- Medicines are not administered at Nursery School.
- Finances of the Nursery School are administered by the Budget officer in the Department of Learning Services and Human Development.
- Nursery School is kept clean by staff and the WVU Physical Plant that works each evening after school to sanitize the building.
- Children's Health records must be completed by September 30 (one month) after school starts) of each year.
- When changes in a child are observed, child is removed to office and parent of child is notified. If temperature is taken, the record is kept in child's file.
- The Administrative Manuel in the Nursery School Office contains:

1. Nursery School handbook, WVU Faculty Handbook (this applies to nursery school staff), child care licensing regulations for 2015, NAEYC Code of Ethics

NON-DISCRIMINATION STATEMENT

West Virginia University is an Equal Opportunity/Affirmative Action Institution. The University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment. Faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation under the University's Equal Opportunity Policy/Affirmative Action Plan. Inquiries regarding the University's non-discrimination statement may be directed to the Director, Affirmative Action/Equal Employment Opportunity, at West Virginia University.

If you ever have any questions or concerns, please do not hesitate to contact the Division of Diversity, Equity and Inclusion at (304) 293-5600