



FORESIGHT LEARNING CENTER INC.

8245 Koch Field Road,
Flagstaff, Arizona, 86004
(928) 527-8337

Fulfilling Potential

PARENT HANDBOOK

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Additional Information Attached:

- Menu Planning
- Immunizations

I. Philosophy / Theory and Curriculum of the Program

At Foresight Learning Center, our program is founded on four essential components: a Philosophy of Education, a Comprehensive Learning Theory and Teaching Method, an Individualized Curriculum, and a Staff of Teacher-Specialists.

Philosophy

We believe early childhood education is vital for children's growth, happiness, and lifelong success. Our main goal is to help each child realize their natural potential and benefit from these opportunities. Our educational philosophy is:

- **Wholistic:** Addresses the child's cognitive, social, physical, and emotional needs as interconnected aspects of the "whole" child.
- **Developmental:** Adapts to the child's changing needs and stages of growth, serving everyone's developmental level.
- **Responsive:** Engages with the child's spontaneous interests and motivations, channeling natural energy into constructive activities.
- **Pragmatic:** Utilizes the most effective methods for each child or group, drawing from a broad range of techniques and approaches.

Teachers, who are specialists in early childhood education, observe and interact with children to select appropriate activities and experiences. This personalized environment enables children to initiate meaningful activities, develop work habits, concentration, self-reliance, and personal and social competence by balancing individual needs with the learning environment.

Our philosophy establishes the following educational goals:

- Teach children how to live successfully
- Promote personal and social growth
- Balance structure and freedom
- Provide opportunities to develop ethical attitudes
- Help children discover their own worth and meaning
- Encourage independent thought and self-educating habits
- Foster self-discipline and behavioral awareness
- Assist children in clarifying their own ideas and those of others
- Create opportunities for aesthetic growth and satisfaction
- Provide practical education, lessons, and skills

Learning Theory and Teaching Methods

Our learning theory combines strong concepts from multiple schools of thought, emphasizing that children are motivated to understand the world from birth and can learn independently when provided with appropriate opportunities.

- Programs must offer action-oriented, concrete, and relevant experiences to enhance cognition, motivation, and self-esteem as children develop competence in their interests.
- Play is a key vehicle for children to develop understanding through observation, interaction, and problem-solving.
- As skills and understanding increase, children need chances to learn, practice, and build upon concepts in physical, social, emotional, and cognitive domains.
- Learning is shaped by environment, social influences, maturity, motivation, learning style, and personality. Teaching methods must respond to these factors.
- A safe and happy atmosphere is essential for learning and emotional well-being.

Teachers select methods and techniques pragmatically, guided by philosophy and learning theory, to meet individual or group needs. “Discovery/Inquiry” and independent learning techniques are used whenever possible, balanced with structured and social activities. Lessons progress from concrete to abstract, actively engaging children in observing, describing, predicting, manipulating, explaining, hypothesizing, and exploring alternatives. Instruction includes one-to-one, small group, and large group lessons, and free play is integral to the daily program.

Curriculum and Materials

The curriculum fulfills the requirements of our philosophy and learning theory through thoughtfully planned lessons with appropriate scope, sequence, and achievable goals.

- Play-oriented, cognitively challenging, and relevant to children’s interests
- Daily experiences that promote cooperative learning and individual exploration
- Active involvement of parents and families in the educational process
- Teachers and specialists knowledgeable in early childhood education and development
- Consistent, structured, and planned activities on a daily, weekly, monthly, and yearly basis
- Individual education plans for each child
- Preparation for continued learning in elementary schools

Specific skills developed include:

- Life Skills
- Language Enrichment
- Geography
- Communication Skills
- Letter/Sound Recognition
- Art Appreciation
- Thinking Skills
- Cooking/Gardening
- Colors/Shapes
- Problem Solving
- Number Recognition
- Music/Movement
- Creativity
- Science & Sensory Skills
- Computer Skills
- Cultural Awareness
- Fine & Gross Motor Skills
- Math Concepts
- Introduction to Spanish

Teaching plans with daily activities and corresponding Early Learning Standards (ELS) are available to parents. A wide array of instructional materials is provided, many of which are accessible to children for free-choice activities. The school includes specialized learning environments for Math, Science, Language Arts, and Social Studies, with Creative Arts integrated throughout. Outdoor areas such as the playground and garden are also considered learning and recreational spaces. Teachers specialize in specific subjects and coordinate planning across content areas for a consistent, comprehensive, and integrated curriculum.

Staff

Staff are selected for their education, qualifications, experience, and professional attitude, with genuine dedication to teaching and concern for children. All teachers have experience or special skills in early childhood education. The staff always includes at least one state-certified teacher.

II. Statement of Services

Foresight Learning Center is registered with the Arizona Department of Health Services, and inspection reports are available upon request.

A. Services

- Preschool and Kindergarten program for children ages 2-5 (enrollment requires a 2-year-old developmental screening checklist)
- After-School Enrichment
- Basic Child Care
- Family activities, community events, and summer program

B. Schedule

- Hours: 7:30 AM - 5:30 PM, Monday-Friday
- 7:30-8:30: Early Morning Care
- 8:30-11:30: AM Session (Preschool room: circle time, individual lessons, Language Arts/Social Studies, Math/Science, outside play)
- 11:30-12:30: Noon-Time Care (Lunch, Recess; nap time from 12:30-2:00 PM for preschool room)
- 12:30-3:35: PM Session (same as AM session)
- 3:35-5:30: Transition/Outside Time/Pick Up, late afternoon enrichment activities

Note: Schedule may be adjusted due to health pandemic protocols.

C. Admission Requirements and Enrollment Procedures

- Required documents: Emergency Information & Immunization Record Card, Immunization Record or Exemption Affidavit, Family and Social History Form & DES “All About Me”, Statement of Health, Completed Enrollment Forms
- All records are confidential and securely stored; available for review by parents, ADHS, and staff
- Permanent enrollment follows a one-month probationary period
- Open enrollment to all children regardless of race, color, religion, national origin, or ancestry

D. Policies Regarding Payment of Tuition and Fees

For details, refer to the “Tuition Schedule” and “Standard Registration Policies.”

E. Provisions for Individual Needs of Special Children

Enrollment of children with special needs is considered individually, assessing both the child’s needs and the center’s capacity to meet them, as well as overall environmental needs. Collaboration with parents, aides, and related professionals determines eligibility. Final Decision is determined by FLC administration.

F. Transportation

Foresight Learning Center does not provide transportation.

G. Field Trips

Field trips are not part of the regular curriculum; instead, special events and community resources are brought to the school. Occasional literal “field trips” (on school property) require a permission slip.

H. Parent Involvement Policy / Student Assessment

See "Admission Agreement" and "Standard Registration Policies."

Parent Involvement Policy

At FLC, a flexible partnership between families and the school is essential for program quality and student success. The policy establishes a mutually respectful, evolving program based on shared responsibility.

- Improve communication between home and school
- Help families support their children’s learning at home
- Involving parents, families, community resources, and business organizations in school activities
- Develop collaboration among families, teachers, and students
- Empower parents as decision-makers and advocates

Objectives

- Frequent, respectful communication and timely responses through phone calls, notes, progress reports, and daily exchanges
- Suggestions for home activities provided to parents
- Invitations for parents to participate in classroom and enrichment activities
- Information and mentoring for informed education decisions

The goal is to build relationships with families and the community to support children's education and development. Parents are recognized as knowing their child best, while teachers and administrators provide expertise in early childhood development. Clear communication is vital for addressing each child's needs. If communication issues arise, the director will contact the parents and may request a meeting with all parties to resolve conflicts.

Parent-School Communication

- All information shared with staff is **confidential**, securely stored, and only accessible for enrollment purposes.
- Parents receive written progress reports twice yearly, detailing development and future placement.
- Parent conferences are offered each semester; required for private kindergartners. Conferences may be requested at any time.
- Annual program evaluation in May, with feedback collected via a "Suggestions" box and shared in improvement reports.

Means of Communication

- In-person: Brief conversations before class; scheduled time for detailed discussions
- Phone conferences: Available by request
- Written: "Suggestions" box for staff messages; notes for unavailable teachers
- Bulletin Boards: Lesson plans, training, illness notices, events, program goals, parent handbook, staff resumes, hours, emergency plan
- Sign-in kiosk: Emergency paper sign-in; **\$5 fee for incomplete sign-in/out**
- Use Playground app for messages
- Birthday invites: Front counter or staff distribution
- Online: foresightlearningcenter.com and Foresight Facebook page

Student Assessment

Each student is individually assessed during the year with methods such as anecdotal observation, lesson plans, developmental checklists, and portfolios. Progress reports, aligned with Arizona Early Learning Standards, are shared with parents twice yearly. Parents complete an observation form at enrollment and update every six months.

Open Door Policy

Parents are encouraged to visit at any time and participate in activities; volunteers are welcome for events. CDC and local health guidelines may require modified procedures for drop-off, pick-up, or mask use.

J. Description of Routine Activities

Class Schedules

Time	Activity
7:30 - 8:30	Early A.M. Care
8:30 - 10:30	Activity Time
10:30 - 11:30	Recess/Story time
11:30 - 12:30	Lunch
12:30 - 2:00	Nap
2:00 - 3:30	Activities Time
3:35 - 4:00	Transition/Outside
4:00-5:30	Late Day Program
Time	Activity
7:30 - 8:30	Early A.M. Care
8:30 - 10:00	Class 1: LA / SS Class 2: M / S
10:00 - 11:30	Class 1: M / S Class 2: LA / SS
11:30 - 12:30	Lunch / Recess
12:30 - 2:00	Class 1: Story/rest time, LA / SS Class 2: Story/rest time, M / S
2:00 - 3:30	Class 1: M / S Class 2: LA / SS
3:35 - 4:00	Transition/Outside
4:00-5:30	Late Day Program

Each class starts with a 10–15-minute group lesson based on the monthly theme/skill, followed by activity choices and teacher-led small group or individual lessons. An after-school program for full-day students includes games, art, music, free play, and special activities.

Class sizes:

13-15 children per teacher for ages 3-5; up to 15 children per 2 teachers for ages 2-3. Children are grouped by age and developmental ability. Assistants, administrators, or the director are available as needed.

Snack

Parents must provide nutritious snacks in the morning and afternoon, stored in the child's lunch box. For half-day attendance, only one snack is required. The center does not have a license to prepare/serve snacks; see attached nutrition guidelines and choking hazard details.

Nap Time

Children ages 2-3 in the preschool room who stay in the afternoon nap or rest from 12:30-2:00 PM. Children ages 4-5 do not have a designated nap time. Older students may nap if space is available & is needed. Parents provide blankets, which are returned for laundering monthly; Foresight cleans sheets/mats.

Diaper Policy

Parents must supply labeled diapers and wipes at enrollment stored in the center's designated diaper area. If diaper/wipe requests to family is not replenished in a timely manner there will be a \$5.00 fee per item until parents replenish supply. Detailed diaper policies are available. Toilet learning support is provided when transitioning out of diapers.

K. Insurance

Foresight Learning Center maintains liability insurance as required by A.A.C. R9-5-302. It is available to parents/licensing upon request.

L. Medication Policy

- Prescription medication requires written authorization from physician and guardian, stating child's name, medication, prescription number, instructions, reason, parent/guardian signature, and date.
- All medicine must be in original containers, not expired, and will be locked securely in the kitchen.
- No over-the-counter medication (including sunscreen) will be administered.
- A doctor's note for sunscreen does not override our policy.

M. Illness and Infestation Care

Children are checked for signs of illness or infestation upon arrival. If symptoms appear, the child is isolated, and parents are contacted for timely pick-up (within 30 minutes). No care for ill children is provided on site. Please keep children home if they have a fever over 100°F in the past 24 hours, heavy nasal discharge, persistent cough, are unusually fussy or tired, open blisters/sores, or show symptoms of communicable disease.

Notify the center immediately about communicable diseases. Notices will be posted if exposure occurs.

Return after illness: After a fever, exclusion continues until 24 hours after temperature is required. For infectious disease, a doctor's statement or sufficient absence is required.

All children must have up-to-date immunizations per state guidelines, unless exempted (religious/medical).

O. Emergency Procedures

- Fire evacuation plans are posted in all rooms; monthly fire drills are conducted. Smoke and carbon monoxide detectors are tested monthly.
- Emergency evacuation and disaster plans are detailed in the handbook and posted centrally.
- Medical emergencies: 911 will be called and parents/guardians notified. If unreachable, alternate physician or emergency hospital transport may occur.
- Staff trained in CPR and First Aid are always present. First Aid kits are accessible to staff only.

P. Pesticide Procedures

- Daily trash removal and cleaning; facility free of harmful plants, insects, pests, or animals
- No hazardous pesticides/herbicides used when children are present; least hazardous means used otherwise
- Notification posted 48 hours before any pesticide application
- Pesticide application follows ARS 36-898 and statute specifics are posted as required

III. Supervision of Visitors

All visitors must sign in and be supervised by staff when touring the center. Parents have access to all areas during operation hours and may engage with their children in program activities. CDC and local guidelines may supersede open-door policies during health emergencies.

IV. Release of Children and Security Access

1. Full parent/guardian signature required for child entry and release; others must show photo ID and sign prior to release. Center staff will only release children to authorized people or with phone consent in emergencies. Authorization changes must be submitted in writing. During health emergencies, permission forms may allow staff to sign children in/out.
2. Building access is secured with an entrance code provided only to parents and staff. No visitors or third parties receive this code. Only staff have alarm access.

V. Arrival and Pickup

Arrival before 8:20 AM is not permitted unless you use early morning care. Parents should help children settle and communicate any special needs to teachers. If detained for pickup, notify the center immediately. Late pickups incur a charge of \$10 for every 5 minutes past scheduled time, with emergency exceptions considered. Persistent lateness after 5:30 PM may result in dismissal. Do not leave vehicles idling in the parking lot.

VI. Transitions and Separation

Transition Plans

1. Home to School: New students and parents receive a free orientation day before enrollment, spending 3 hours at the school. Transition includes parental participation, sharing the intake form, and familiarization with staff. Two or more days may be provided for adjustment. CDC and local guidelines may modify these policies during health emergencies.
2. Class Assignment and Changes: Placement is based on age, skills, bathroom independence, class age distribution, and availability. NAEYC recommends consistency for the first year. Classroom changes are initiated by administration, discussed with parents, and preceded by a one-week notice and visits to the new room.
3. Exiting the Program: Most students remain until kindergarten. Graduation ceremonies and information about future schools are provided, along with progress reports and teacher observations (with parental approval). A 30-day withdrawal notice is required to get deposit refund.

Separation

Adjustments vary for each child. Some adjust easily; others may cry, withdraw, or act out. Suggested strategies for easing transitions:

- Visit the center with your child prior to leaving them for the first time
- Explain what will happen during drop-off and reassure your child of your return
- Talk positively about activities at the center
- Ensure your child is engaged in an activity or with a teacher before leaving
- Avoid long goodbyes
- Discuss adjustment issues with teachers or the director as needed

Through this process, children learn to participate in social and cognitive activities, feel comfortable with others, understand parental return, recognize parental independence, and develop acceptance of separation. If adjustment issues persist, revisit these strategies and consult with staff.

VII. What to Wear

- Dress children appropriately for weather; sunscreen required
- Provide comfortable, secure footwear, no flip-flops or heels
- Send winter clothes (snow suits, boots, removable indoor shoes)
- Label all clothing and belongings
- Apply high SPF sunscreen before arrival; center does not apply sunscreen, even with a doctor's note. Alternatives: sun hat, sunglasses, sun shirt
- Provide change of clothes if potty training is ongoing
- Center provides emergency clothes for occasional accidents; parents launder and return

VIII. Lunch, Snack and Nutrition

- Children bring sack lunches from home with cold packs and insulated boxes
- No refrigeration or heating of lunches available
- Lunches must comply with AZDHS Meal Pattern Requirements and minimize added sugar/empty calories
- Include water (preferred), milk, or 100% juice
- Foods posing choking hazards must be cut to a maximum of ½ inch
- Use reusable/recyclable containers, center practices recycling
- Special feeding needs are addressed individually and documented
- Please provide your child with a reusable water bottle with an attached lid, always label with NAME.

IX. Birthdays

Birthdays are celebrated during snack/recess time. Parents may bring a snack from a licensed bakery or grocery store (not homemade). Please provide minimum of 15 treats. Parents are welcome to participate in celebration. Children are made to feel special regardless of parent's attendance with a small gift and singing. Attention to nutritional needs is appreciated.

X. Toys from Home

Children are discouraged from bringing toys from home except on specified days. The center is not responsible for returning toys. Teachers will ask children to give toys to parents or place them at the front desk for pickup. All toys must be labeled. No guns, war toys, destructive toys, or superhero toys allowed.

XI. Positive Discipline & Behavior Guidelines

A. Discipline Policies

Teachers use positive guidance to help children develop self-control, modeling expected behavior, redirecting to acceptable activities, and setting clear limits appropriate to developmental levels. "Quiet Time" (2-5 minutes) is used when a child needs to regain composure. Children exhibiting harmful behavior may be held securely (1-3 minutes) until they regain control or are moved to a safe space. Conflict resolution is taught to foster self-reliance and problem-solving skills. If dangerous behavior persists without resolution or parental support, the child may be asked to leave the program (see page 10 for guidelines and expulsion policy).

B. Behavior Guidelines

To promote a nurturing, safe, and productive learning environment, children must:

1. Follow teachers' directions and school rules
2. Participate cooperatively in group activities: lessons, transitions, play, snack, lunch, hand washing, and others
3. Maintain reasonable self-control
4. Avoid physically aggressive behaviors: biting, hitting, spitting, throwing objects, kicking, and destructive actions
5. Not require excessive teacher attention due to hyperactivity, emotionality, disruptive behavior, or developmental delays requiring one-on-one attention

While temporary issues are expected, chronic difficulties require parent meetings to discuss behaviors, create plans, and consult outside professionals as needed.

C. Expulsion Policy

Expulsion occurs only if a parent refuses to support program goals regarding unsafe behavior, does not seek suggested services, does not recognize concerns, communication becomes negative, or trust is broken, making the relationship a liability. The center strives to avoid expulsion but will request withdrawal if not a good match.

D. Behavioral Role Models

1. Aggressive behavior may stem from exposure to violent media. Parents are asked to monitor TV, computer games, and activities, seeking positive alternatives. Consider the emotional impact of physical activities.
2. Children may model tobacco use; parental smoking increases risk of illness and future tobacco use. A 25-foot minimum smoking distance is enforced for entrances and air intakes.
3. Firearms, knives, or other hazardous items are not allowed on school property, regardless of household use, for safety and respect.

XII. School Calendar / Snow Day Schedule

Foresight Learning Center operates year-round, with the school year from August 1 to May 31 and summer session in June and July.

Closed Days

- Labor Day
- Teacher-In-Service (TBA for August or October)
- Veteran's Day
- Thanksgiving and adjacent days
- Christmas Break (Dec. 23–Jan. 1)
- Martin Luther King Day
- Presidents' Day
- FUSD Spring Break (Thursday & Friday)
- Spring Holiday (Monday after Easter)
- Memorial Day
- Independence Day and adjacent days (to be announced)

Dates may change depending on holidays and director's discretion. Special event dates are published via newsletters, Facebook, and the website.

Snow Day Policy

- During public school snow delays, Foresight Learning Center opens on regular schedule (7:30 AM).
- School cancellations coincide with Flagstaff Unified School District (FUSD) closures.
- Announcements are made via local radio and FUSD website.

Closures due to unforeseen circumstances are handled individually to protect the center's livelihood, student safety, and families' future childcare needs.

Procedures for Suspected Child Abuse/Neglect

1. Review abuse and neglect list
2. Document behavioral observations/anecdotal notes related to concerns
3. Meet with the director to discuss concerns and determine appropriate action
4. Director contacts parents regarding concerns
5. Director calls CPS hotline (1-888-767-2445)
6. CPS decides on further action regarding staff observations
7. CPS may conduct onsite observation at FLC
8. If CPS does not investigate further, teachers may continue anecdotal notes
9. Staff are protected from discharge or disciplinary action unless reports are proven malicious
10. If a staff member is accused of neglect/abuse, the director will investigate, interview all parties, and determine subsequent actions. Proven claims result in termination and reporting to CPS.

Reporting suspected abuse or neglect is a professional obligation. All cases are handled seriously, regardless of the accused's relationship to the child. The center protects both the child and the accused through recorded observations, candid discussions, confidential communication, transparent processes, and involvement of proper authorities.

- Neglect
- Verbal Abuse
- Physical Abuse
- Sexual Abuse

Specifics and observable behaviors for each type of abuse are available upon request.

Child-Family-Community Support Services

- Alcoholics Anonymous (928) 779-3569
- American Academy of Pediatrics 1-866-843-2271
- American Legion (jackets/coats for kids) (928) 774-7682
- American Red Cross (emergency services) (928) 779-5494
- Anew Living (transitional housing) (928) 440-5064
- Angels Home Healthcare (928) 773-7570
- Arizona Children's Association (928) 527-1000
- Arizona Department of Health Services (ADHS) (928) 774-2707
- Arizona Department of Veterans' Services (928) 779-4166
- Arizona First Things First www.AZFTF.org (602) 771-5100
- Arizona Health Department www.azdhs.gov (928) 522-7920
- AZ Dept. of Child Safety www.dcs.az.gov 602-255-2500
- AZ DES Child Protective Services (928) 779-3681
- Az Early Intervention Program www.azdhs.gov/azeip/ (602) 532-9960
- Big Brothers/Big Sisters of Flagstaff www.flagstaffbigs.org (928) 774-0649
- Birth to Five Helpline swhd.org 602-266-5976
- Boys and Girls Club of Flagstaff (928) 266-0489

- Catholic Charities Community Services (928) 774-9125
- Cedar Closet/Assistance League (928) 779-3029
- Child Abuse Hotline 1-888-767-2445
- Child and Family Support Services (928) 774-0775
- Child Care Resource & Referral <http://www.arizonachildcare.org/> 800-308-9000 (928)714-1716
- Coconino Animal Control (928) 679-4123
- Coconino Community College (928)-527-1222
- Department of Child Safety (928) 779-3681
- DES (FAA) Food Stamps, Public Assistance, AHCCCS 1-855-432-7587
- Family Resource Center (928) 774-1103
- Flagstaff Family Food Center (928) 774-3188
- Flagstaff Medical Center (928) 779-3366
- Flagstaff Public Library www.flagstaffpubliclibrary.org (928) 213-2348
- East Branch (928) 213-2348
- Flagstaff Shelter Services (928) 225-2533
- Flagstaff Unified School District www.FUSD1.org (928) 527-6000
- FUSD Transportation for snow schedule (928) 773-4170
- Guidance Center 2187 Vickey St. Flagstaff, AZ 86004 <https://tgaz.org/> (928) 527-1899
- Hope Cottage (Emergency center) (928) 774-9270
- Housing Solutions of Northern AZ (928) 214-7456
- Immunization Program Office - Ste 120 azdhs.gov/preparedness/epidemiology_disease-control/immunization/ 602-364-3630
- Infectious Disease Services - Ste. 100 azdhs.gov 602-364-3860
- Kids Care – Health Insurance Program 1-877-764-5437
- Let’s Move Child Care letsmove.gov
- The Literacy Center (928) 556-0313
- NACA (Native Americans for Community Action) (928) 773-1245
- NAEYC (National Association for the Education of Young Children) www.naeyc.org 1-800-424-2460
- NAMI (National Alliance on Mental Illness) (928) 214-2218
- NARBHA Translator/Interpreter Services 1300 S. Yale St. Flagstaff 86001 (928)774-7128
- National Center for Infants, Toddlers & Families www.zerotothree.org
- North Country Health Care (928) 522-9400
- Northern Arizona University Speech and Hearing (928) 523-8110 Dental Health (928) 523-3500
- Northland Family Help Center (928) 527-1900
- Northland Free Tax Assistance (VITA) (928) 221-4977
- Nutrition, Physical Activity, and Obesity Program azdhs.gov 602-252-5942
- Office of Children with Special Health Needs azdhs.gov 602-542-1860
- The Pantry (928) 522-0111
- Poison Control Center 1-800-222-1222
- The Poore Free Medical Clinic (928) 213-5543
- Quality First www.qualityfirstaz.com
- Sharon Manor Transitional housing (928) 856-2348
- Social Security Administration 1-800-772-1213
- Southwest Behavioral Health Services (928) 779-4550
- St. Vincent de Paul In-town Help Line (928) 774-6511
- Sunshine Rescue Mission (928) 774-3512
- Victim/Witness Services of Coconino County (928) 856-7676

(Menu Chart and Arizona Immunization Laws inserted to complete Handbook)