



FORESIGHT

Learning Center Inc.

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Fulfilling Potential

PARENT HANDBOOK

FORESIGHT LEARNING CENTER INC.

8/2018

PARENT HANDBOOK
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- Menu Planning
- Immunizations

I. PHILOSOPHY / THEORY -- CURRICULUM OF THE PROGRAM

At Foresight Learning Center the program is based on four integrated components:

- A Philosophy of Education
- A Comprehensive Learning Theory and Teaching Method
- An Individualized Curriculum
- A Staff of Teacher-Specialists

Philosophy:

At Foresight Learning Center we believe that early childhood education can provide children with substantial advantages for growth, happiness and success, both in school and throughout life. Our primary goal is to help the children in our program fulfill their natural potential and enjoy these advantages. To accomplish this, we have developed a philosophy which is:

- Wholistic: views the child as having many facets; cognitive, social, physical and emotional, which cannot be separated one from another in teaching the "whole" child.
- Developmental: recognizes a child's changing needs and stage of growth, and adapts to serve the individual's stage of development.
- Responsive: responds to the spontaneous interests and motivations of the child, directing the child's natural energy in constructive activities.
- Pragmatic: seeks the best methods for the individual or group based on the situation, taking advantage of a broad range of techniques and methods.

The needs and interests of the child determine the way in which the philosophy is applied. The teachers, specialists in early childhood education, observe and interact with the children. They prescribe from a variety of methods and theories, activities and experiences specific to the child's needs. In such a personalized environment the child has the freedom to initiate his own meaningful activity, develop useful work habits, concentration skills, and self reliance at his own learning rate and developmental level. Personal and social competence is fostered by creating a balance between the needs of the individual and the learning environment.

The principles of the philosophy determine specific 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 to discover their own worth and meaning.
- Encourage independent thought and self-educating habits.
- Foster self-discipline and awareness of behavior.
- Assist children to clarify 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

A learning theory describes the assumptions we make about how children learn, and how we can best teach them. At Foresight Learning Center our learning theory integrates the strongest concepts from several schools of thought.

Key aspects of our learning theory include:

- A child has an active need to understand the world from birth, and is capable of self-motivated learning. Opportunities must be provided for children to explore their natural talents and interests on an independent basis as well as through structured programs.

- The learning program must provide experiences which are action-oriented, concrete and relevant to children- where cognition, motivation and self-esteem are enhanced as the child develops competence in his areas of interest.

- Play is often the best vehicle through which children will develop an understanding of themselves, others, and the world around them by observing, interacting and problem solving.

- As a child's skill and understanding grows, he needs opportunities to learn, practice, and build upon basic concepts and principles in the areas of physical, social, emotional and cognitive development.

- Learning is influenced by many factors: physical environment, social influences, maturity, motivation, individual learning style and personality. To be effective, teaching methods must recognize and respond to these influences.

- Happiness and emotional well-being are essential to a child's ability to learn. Programs must establish a safe and happy atmosphere.

Teaching methods and techniques are selected on a pragmatic basis. Guided by the philosophy and learning theory, qualified teachers determine the best approach for the individual student or group based on children's needs and the surrounding circumstances. "Discovery / Inquiry" techniques, and lessons emphasizing independent learning, are employed whenever possible. Independent work is balanced with more structured activities and socially interactive experiences.

All lessons, regardless of how they are presented, are designed to progress from concrete to abstract (hands-on to the symbolic), and engage the children in active learning. Teachers carefully and systematically help children observe, describe, predict, manipulate, explain, hypothesize, and find alternatives. All of these processes are integrated in the lessons and activities

Teachers conduct one-to-one and small group lessons for individualized learning and present larger group lessons for experiences meant to be shared by the whole class.

Free play is recognized as an integral part of the program and ample time is allotted each day for unstructured play.

Curriculum and Materials

The curriculum is carefully designed to fulfill the requirements of the philosophy and learning theory. Lessons are planned to provide an appropriate scope, an understandable sequence and an achievable goal.

In addition to satisfying the broad principles of the philosophy and learning theory, the curriculum and activities have been developed to:

- Be play oriented, cognitively challenging, and relevant to the children.
- Provide daily experiences that promote both cooperative learning and individual exploration.
- Include parents and family as an integral part of the education process.
- Incorporate teachers and specialists with an understanding of early childhood education and development.
- Be consistent, reasonably structured, and carefully planned, (on a daily, weekly, monthly and yearly basis).
- Include individual education plans for each child.
- Be designed to support later learning in elementary schools.

The curriculum is also designed to develop these specific skills:

- | | | |
|-----------------------|--------------------------------|-------------------|
| -Life Skills | -Language Enrichment / Spanish | -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 |

Teaching plans, detailing daily activities and corresponding ELS are available to parents.

A broad range of instructional materials are provided, including many which are available to children on a free-choice basis.

The school has been designed to provide specialized learning environments emphasizing: Math, Science, Language Arts and Social Studies. Creative Arts are integrated into the curriculum of all subjects. Our playground and garden are also regarded as learning / recreational areas. Children enjoy a variety of stimulating atmospheres each day.

This design allows teachers to specialize in specific subjects, and devote more planning and teaching time to those areas. When planning lessons, teachers incorporate skills and concepts from other content areas making the curriculum consistent, comprehensive and integrated.

Staff

Staff members are selected, not only on the basis of education, qualifications, and experience, but also on the basis of attitude. Teachers are chosen who exhibit real dedication to teaching, and genuine concern for children. All teachers have experience with early childhood education and / or special skills that qualify them to teach. Our staff always includes at least one state certified teacher.

II. STATEMENT OF SERVICES

This facility is registered by the Arizona Department Health Services, 774-2704, 1500 E.Cedar Ave., Flagstaff, AZ, 86004. Inspection reports by this agency are available for viewing upon request.

A. Services:

Preschool and Kindergarten Program for children ages 2-6 years old. (2 year old developmental screening checklist is required for enrollment)

After-School Enrichment

Basic Child Care

Family Activities, Community events, and Summer Program

B. Schedule:

Hours of Operation: 7:30-5:30 Monday-Friday

7:30-8:30 Early Morning Care

8:30-11:30 AM. Session - 1-1/2 hours each of: Preschool room: circle time lesson, individual lessons, outside creative play.
 -Language Arts / Social Studies
 -Math / Science

11:30-12:30 Noon-Time Care: Lunch, Recess. (Nap time 12:30-2:00 p.m. for preschool room)

12:30-3:35 P.M. Session (see a.m. session schedule)

3:35-5:30 Transition Time/Outside Time/Pick up

Late Afternoon Care: Planned enrichment activities.

C. Admission Requirements and Enrollment Procedures:

See "Standard Registration" and "Admission Agreement"

Documents Required:

- A completed "Emergency, Information & Immunization Record Card".
- Immunization Record or Exemption Affidavit
- Family and Social History Form
- Statement of Health
- Completed School Enrollment Forms

All documents must be completed before the child may attend the center and are kept confidential in a secure location. We will require you to update quarterly or as needed.

Permanent enrollment is subject to a one month probationary period.

Enrollment is open to all children without regard to race, color, religion, national origin or ancestry.

D. Policies Regarding Payment of Tuition and Fees:

See "Tuition Schedule" and "Standard Registration Policies".

E. Discipline Policies:

Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities with regard to self-control.

"Quiet Time" will be utilized when a child is momentarily unable to pursue alternate activities. It is an opportunity for the child to regain self control and composure, and usually lasts 2-5 minutes depending on the age of the child.

If a child's behavior may result in self-harm or harm to others, center personnel shall hold the child firmly until the child regains control or composure.

Children who are dangerous to themselves or others will be asked to leave the program.

Conflict Resolution techniques are used to teach children how to solve problems and conflicts with others. Our goal is to help children become more self-reliant, and to learn to solve their problems creatively.

F. Provisions for Individual Children with Special Needs:

Enrollment of Children with special needs will be considered on an individual basis. We will take into account the needs of the child and our ability to meet them, and the needs of the over-all environment. We will work with parents, assigned aides, and related professionals to determine eligibility for placement in our program.

G. Transportation:

Foresight Learning Center does not provide transportation.

H. Field Trips:

Field trips are not a part of our curriculum. We bring special events and community resources to the school to enrich the program.

I. Parent Involvement / Responsibilities:

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

Parent Involvement Policy:

Mission Statement: At FLC we believe that a flexible partnership between families and the school is essential in improving the quality of the program and assisting children to have greater opportunities to succeed in school and throughout life. The purpose of the parent involvement policy is to establish an on-going, evolving program based on mutual respect and shared responsibility, which results in success for all students.

Goals:

1. to improve communication between home and school
2. to help parents/families appropriately work with their children at home
3. to involve parents, families, community resources, and business organizations in school activities
4. to develop collaboration among families, teachers, and students
5. to empower parents to become decision makers and advocates for their child's education

Objectives:

1. frequent, respectful communication with families and timely responses to parents' suggestions through phone calls, personal notes, progress reports, and daily verbal exchange
2. parents will be given suggestions for activities to work with children at home
3. parents will be invited to participate in the planning and execution of enrichment, holiday and classroom activities
4. provide information and mentoring to parents so they can make informed decisions about their child's education

Differences:

The goal of FLC is to create a relationship with families and the community to support the over-all development and education of our children. As role models for children we must demonstrate when people work together in a mature and respectful manner, problems can be solved to the benefit of all concerned.

Parents know their child better than anyone. Teachers and administrators have studied early childhood development, learning styles and curriculum. It is our responsibility to children to communicate clearly with one another when considering their education, growth, development, and well being.

Parent-School communication:

Parents are assured that any information that they discuss/share in writing with the director or staff regarding their child, family, or other matters, will be held in **strictest confidence**. All information required for enrollment purposes is considered confidential and located in a secure file.

Progress Reports: Parents will receive a written progress report twice per year. Progress reports detail the child's development in the program and provide information for future program placement.

Parent conferences: Each semester parents are given the opportunity to discuss their child's progress report with the teachers. Conferences are usually held in October and April. Parent conferences for private kindergartners are required, either in person or by phone, at the time of each progress report. Parents and teachers may request a conference at any time they feel it is necessary.

Program Evaluation: Once per year during May, parents will have the opportunity to evaluate how well the program is meeting their child's needs. A "Suggestions" box is available at the front desk for daily communications.

Means of Communication:

- In Person: Teachers will have a *limited* amount of time before class to have a brief conversation. They have scheduled time each day for in-person or phone conversations of greater detail.
- Phone Conferences with Staff: By request.
- Written: Parents are encouraged to use "Suggestions" box for messages meant for the entire staff. Notes are appreciated when a specific teacher is not available.
- Bulletin Boards:
 1. Front Door: Parent/Teacher Training, Illness Notices, Community events and announcements
 2. Middle Room: Weekly Lesson Plans, Program Goals and Objectives, Parent Handbook, Staff Resumes, Snack Menus, Hours of Operation, Staff Positions, Emergency Plan.
- Sign-in Books(alphabetized by last name):
 1. Parent is required to sign-in/out with time and full signature (no initials)
 2. Please attach notes /birthday invites to specific sign-in sheet in notebook
- Foresightlearningcenter.com and Foresight Facebook page

Student Assessment:

Each student is assessed individually on his/her progress throughout the school year. Teachers use various assessment methods including; anecdotal observations, individual lesson plans, developmental checklist, and student work portfolios. Progress reports, which are aligned with the **Arizona Early Learning Standards** are also filled out and shared with parents to discuss student's progress /goals twice a year.

When enrolling parents are required to complete a Parent Observation Form to provide information to the teacher's regarding existing skills and future goals and objectives for the child's development. We will require an update every 6 months.

*** Visitation: *We have an open door policy -- parents are encouraged to visit anytime and participate in their child's activities. Volunteers are always welcome and appreciated for our special events.*

J. Description of Routine Activities:Class Schedules:

Preschool (PS)		Pre-kindergarten / Kindergarten (PK, K)	
7:30 - 8:30	Early A.M. Care	7:30 - 8:30	Early A.M. Care
8:30 - 10:30	Activity Time	8:30 - 10:00	Class 1 LA / SS Class 2 M / S
10:30 - 11:30	Recess/Story time	10:00 - 11:30	Class 1 M / S Class 2 LA / SS
11:30 - 12:30	Lunch	11:30 - 12:30	Lunch / Recess
12:30 - 2:00	Nap	12:30 - 2:00	Class 1 15 min. story/rest time, LA / SS Class 2 15 min. story/rest time M / S
2:00 - 3:30	Activities Time	2:00 - 3:30	Class 1 M / S Class 2 LA / SS
3:30 - 4:00	Transition/Outside	3:30-4:00	Transition/Outside
4:00-5:30	Late Day program	4:00 - 5:30	Late Day Program

Each class begins with a 10-15 minute large group lesson based on our theme/skill for the month. After the large group lesson, children are given opportunities to choose activities from the shelves or do the new lesson activity. Teachers conduct one-on-one and small group lessons after the main lesson is presented.

An after-school program is provided for children staying all day. The program consists of recreational activities such as games, art projects, special interest activities, music / movement, free play, etc.

Class Size:

Class sizes will be 13-15 children per teacher for 3-6 year olds, and no more than 15 children per 2 teachers for 2-3 year olds. Children will be grouped generally by age and developmental ability. The general assistant, administrator or director is always available to assist children when needed, in addition to the classroom teachers.

Snack:

Children will receive a mid-morning, an afternoon, and a late day snack from two of the four food groups. Snack menu is posted. If your child has food allergies/restrictions please talk with administration to plan an alternative snack

Nap Time:

Children (2-3yrs.old) staying into the afternoon will nap or rest from 12:30-2:00 p.m. All day students (ages4-6yrs.old) will be given an opportunity to rest according to their personal needs.

Parents are asked to provide a small blanket for nap time. Blankets will be sent home at the end of each month for parents to launder. Foresight will clean sheets/mats

Diaper Policy:

Parents of a child in diapers are required to provide all diapers and wipes for diapering their child at the time of enrollment. Supplies should be labeled with a name and date when brought to Foresight. All items will be labeled and stored in a designated diaper area provided by FLC. Please see detailed "Diaper Policies".

Potty Learning:

In the event that you think your child is ready for the transition out of diapers we are happy to share our potty learning procedures and guidelines required by the center.

K. Insurance:

Foresight Learning Center carries liability insurance pursuant to A.A.C. R9-5-302

L. Medication Policy:

The Center shall administer **Prescription** medication according to this policy:

We must have written authorization from the child's physician and guardian with the following information:

- a. The name of the child
- b. The medication with name and the prescription number of the medication. Prescription Medications must be in their original container and display an expiration date. All medicine must not be expired.
- c. Specific instructions for administering the medication
- d. Reason medication is being given
- e. Signature of parent or guardian on medical form
- f. Date of authorization

This information will be collected on a medication form at the Center.

NO OVER- THE- COUNTER MEDICINE WILL BE ADMINISTERED BY CENTER

M. Illness and Infestation Care

Each child shall be observed by center personnel for signs of illness or infestation upon entering the center. A child may be sent home if any symptoms or illness are apparent at arrival or appear during the day. In such cases, the child will be isolated from the others and the parents will be immediately contacted. The child will wait in the office with administrator on duty and made comfortable with a mat, chair, or lap. Please notify the Center when you will not be available at your contact phone numbers and advise us of alternate arrangements.

The center has no provisions for care of children who are ill. Please keep your child home if he or she

- has a fever or has had one during the previous 24-hour period of 100+. (A Health Dept. regulation)
- has a cold that is less than four days old.
- has heavy nasal discharge
- has a constant cough.
- is fussy, tired, and generally out of sorts.
- has symptoms of a communicable disease. (These are usually yellow nasal discharge, reddened eyes, sore throat, headache and abdominal pain, plus a fever.)

PLEASE NOTIFY THE SCHOOL AT ONCE IF THE CHILD MAY HAVE A COMMUNICABLE DISEASE. (See attached list of communicable diseases.) The center will post a notice if children have been exposed to an infectious disease.

Re-admitting following Illness:

When the child has been absent from the center for a simple cold, he or she may be re-admitted to the

center with the approval of the director. Following an illness accompanied by a rise in temperature, a child must be excluded from the center until 24 hours after his temperature has returned to normal. In order to return to school after an infectious disease, a statement of good health must be brought from the child's doctor, or a reasonable time away from the center must have occurred.

Immunizations:

All children must be immunized according to state guidelines (see attached), unless an affidavit of exemption is provided to the center.

N. Emergency Procedures:

Fire: -The Center shall post in all rooms the Fire Evacuation Plan showing how to exit the building during a fire.
-The Center will hold monthly fire drills following evacuation routes. Smoke and carbon monoxide detectors are tested monthly.

An (IPM) emergency evacuation and disaster plan is detailed in Center Handbook and posted on middle room information board. .

Emergency Medical Care:

The Center shall immediately call 911 and notify the child's parents, guardian or the person specified to be notified in case of an emergency; in the event of any serious injury to the child that requires medical attention. If the school cannot contact you or your child's physician we will do one or both of the following:

- (a) Call another physician or paramedics
- (b) Have the child taken to an emergency hospital accompanied by a staff member.

One staff member (or more) trained in CPR and First Aid is available at all times. A First Aid kit is kept accessible to all personnel but out of reach of children.

O. Pesticide Procedures

- a. IPM: empty trash daily, building cleaned daily, facility is free of poisonous plants, insects, pest, or harmful animals. No harmful pesticides/herbicides used when children are present and least hazardous means are used when children are NOT present.
- b. 48 hour notification before any application will be posted
- c. Any pesticide application will follow ARS 36-898- as required be specifics of the statute can be requested and posted at time of pesticide notification.

III. SUPERVISION OF VISITORS

All visitors must "sign-in", and be supervised and accompanied by center personnel while touring the center.

Parents have access to all areas of the center at any time during hours of operation and are allowed to interact with *their* children in the center's programs and activities.

IV. RELEASE OF CHILDREN

The center shall require the complete signature (initials are not adequate) of the parent or guardian each time the child enters or is released from the center. The center shall require all persons, other than the parent or guardian, to present picture identification for verification in addition to the signature prior to releasing a child from the center.

Center personnel will not release a child to anyone other than the custodial parent, guardian or a person designated by written authorization by that parent, except in the case of an emergency when phone authorization by that parent or guardian is provided. Children will not be released to incapacitated parents. Changes in authorizations must be made in writing to the center.

V. ARRIVAL AND PICKUP

Arrival: Please do not arrive before 8:20 a.m. unless you are receiving early a.m. care. Please help your child to put away his / her things, and to get to their classroom. Advise the teacher of any special matters regarding your child. If you have time, stay with your child and explore the classroom.

Pickup: If you know you are going to be detained, please notify the center immediately so we can reassure your child. There is an overtime charge, but we will be flexible in cases of emergency. Late pick-ups cause ratio problems, scheduling inconsistencies and staff difficulties. Because the center has no provision for care after 5:30 p.m., consistent lateness after that hour will result in additional charges and could be cause for dismissal.

VI. TRANSITIONS AND SEPARATION

Transition Plans:

1. Home to School

Our transition plan for a newly enrolled student involves several activities to help make the child and parent comfortable and have a smooth transition to our program. First, we provide a free orientation day before official enrollment for the child and parent. Normally the child visits the school for 3-4 hours, with the parent (who can choose to stay, go, or a little of both). We provide 2 +days for transition and we always encourage the parents to stay and observe as much as necessary for a smooth adjustment. This allows the child to see the parent and the teacher forming a relationship that can help with any separation anxiety. The parents share child information (intake form) so teacher can introduce activities that the child has experience with or personal interest. Lastly, we always have an open door policy and welcome parents to become very familiar with staff and their new school.

2. Class Assignment and classroom changes:

Placement and advancement for each child will be determined by age, developmental skills, bathroom independence (ADHS guidelines), overall median age of currently enrolled students, and classroom availability. NAEYC strongly suggest newly enrolled students remain with the same classroom for the first year for developmental and social continuity. All classroom changes are initiated by school administration, discussed with the parents, and students are given a timely warning (1 week notice) and routine visits to new classroom during that week before they will be changing classrooms.

3. Exiting program

Exiting the program can take many forms, and although we always suggest closure for the child it is not always possible. Most of our students do remain in our program until entering kindergarten and for those children we do have a formal graduation ceremony at the end of the year, and we also are able to talk about what their new school will be like. We provide kindergarten packets from Flagstaff Unified school district as well as a listing of all alternative schools for parents to investigate. We do provide progress reports, observations, etc. to the student's new classroom teacher if approved by the parent. We also have a **30 day** withdrawal notice that gives the teacher knowledge of a student leaving and providing any needed support to the child or parent.

Separation

The first few days at Foresight Learning Center will be an adjustment period for you and your child. Some children adjust to a group setting without any apparent difficulty, others will cry and cling to parents. Some children will become unusually quiet and will not join in activities. Other children may become over-stimulated and act out aggressively.

Here are some suggestions for things you can do to help ease the adjustment period:

1. Visit the center with your child prior to leaving him / her for the first time.
2. Children are not always sure that parents will be back to pick them up. Even if they do understand parents will return, children do not always understand about timing. Please explain to your child in advance what will happen when you drop him / her off and also reassure the child that you will be returning.

3. Talk to your child positively about and the things he / she will be doing. Place emphasis on what your child is going to do at the center rather than what you will be doing while away from you child.
4. See that your child is involved in a specific activity or is in the care of a teacher before you leave.
5. AVOID LONG GOOD-BYES. The staff is very capable of dealing with upset children and it makes their job much harder when parents linger -- this can't be emphasized enough.
6. Do not hesitate to discuss adjustment issues with your child's teacher or the center director.

The adjustment period varies for each child and this is a natural growth and developmental process. As children mature, they begin to identify themselves as independent individuals. In separating from you, your child is learning:

- To develop an interest in the social and cognitive activities of the center.
- To feel comfortable with other children and adults.
- To understand that parents will return for them.
- To understand that parents have a need to concentrate on their own interests and duties that are separate from those of the child.
- To develop an acceptance and willingness to allow parents freedom to come and go as needed.

It is important to remember that all children, after making a successful adjustment to the center, will want to explore the limits of "not going to school". When this occurs, refer to the above suggestions again and talk with the director/teachers..

VII. WHAT TO WEAR

Please: -dress you child suitably for the weather; sunscreen is required.

- provide comfortable footwear that allows the child to run and climb; does not slip off easily; that has laces that stay tied; is not bulky. No flip flops or heels please.
- provide winter snow clothes: snow suit, boots, and indoor shoes that can be removed by the child.
- label your child's clothes and all belongings.

Parent should provide change of clothes for child if potty training is a constant concern.

The center will provide a change of clothes for occasional toilet accidents. Parents are asked to launder these clothes and return them.

VIII. LUNCH and NUTRITION

All children staying for lunch will bring a sack lunch from home. Please provide a cold pack & an insulated lunch box if items should remain cold. We do not have adequate space to refrigerate individual lunches or heat lunches.

Lunches are required to comply with AZDHS Table of Meal Pattern Requirements for children and contain MINIMAL added sugar/empty calories. Lunches should include a serving of water (preferred)/milk/100% juice- See attached pages for more specifics on nutrition.

Foods that may be choking hazards must be cut into pieces that are no larger than ½ **inch** (see Choking Hazards). The Center does not have licensed facilities for heating lunches or components of lunches.

Also, when packaging you child's lunch please try and use reusable/recyclable containers for both food and drink. The center is active in recycling and would appreciate your cooperation.

IX. BIRTHDAYS

We will celebrate birthdays during snack time. Parents are invited to bring a special snack, purchased from a licensed bakery or grocery store (not prepared at home per ADHS regulations), and birthday napkins. Please provide enough snacks for 15 people. If parents don't provide a snack, the center will provide a special snack. Parents are invited to stay and participate in a birthday celebration. Parents who are unable to attend may feel assured that your child will feel very special on his/her birthday. Attention to nutrition is greatly appreciated.

X. TOYS FROM HOME

Please discourage your child from bringing toys from home. We will have special days when children may bring something and we will notify you of these days. If a toy is brought for home we cannot be responsible for returning it. Teachers will ask your child to give the toy to you to take home. If the child is unable to do this we will ask them to show it to their friends and then place it, for the rest of the day, at the front desk to be picked up on the way home. PLEASE LABEL YOUR CHILD 'S TOY! No guns, war toys, toys of destruction, or super hero toys are allowed.

XI. BEHAVIOR

A. Behavior Guidelines:

In an effort to create an environment which is nurturing, safe and conducive to learning, we have developed the following guidelines for acceptable behavior: Children must:

1. Accept and follow teachers' directions and school rules.
2. Participate cooperatively during group settings including:
 - Group lessons -Transitions -Play time -Snack time
 - Lunch -Hand washing -and all other activities requiring group cooperation.
3. Maintain reasonable self control.
4. Avoid physically aggressive behaviors such as:
 - biting -hitting -spitting -throwing objects-kicking -destructive behavior
5. Not require excessive attention from the teacher due to:
 - hyperactivity -hyper emotionality -disruptive behavior
 - other physical / emotional situations that interfere with the child's ability to cooperate

We understand that all children will exhibit some of these behaviors from time to time. It is the chronic problems associated with these behaviors that must be avoided to ensure a safe environment for all students and staff. When a child has constant difficulty following the above guidelines for acceptable behavior we will meet with parents to discuss unacceptable behaviors that are often, but not always a result of a developmental delays. We will create a behavioral plan, and if needed suggest a consult with outside early childhood professionals. This could include a pediatrician, speech/hearing testing, AzEIP/ Child Find referral, FUSD early childhood team, private counselors/therapist.

B. Behavioral Role Models:

1. Parents and educators are coping with the increasing problem of aggressive behavior. This behavior can be attributed in part to children watching violence based television programs or computer games. These shows/games depict characters solving problems through violent means. Watching these "role models" teaches children inappropriate ways of dealing with problems with peers and others. Children imitate the behavior of these "larger-than-life" characters because they don't have the judgment skills to resist them. Young children taking fighting technique classes also seem to have trouble refraining from using these techniques on other children. Even though teachers of these techniques ask children to "promise" not to use them outside of class, many children do. We ask that parents use good judgment with regard to their child's TV viewing, exposure to computer games, and recreational activities. This may mean that parents will need to find new and creative ways to structure their child's time. And, when involving children in physically aggressive activities, parents should consider the merits, *and* possible negative effects of the program on the individual's emotional IQ and development.
2. Children will also model tobacco use. Children whose parents use tobacco are more likely to become smokers/chewers themselves. Children of parents who smoke get nearly twice as many colds and sore throats as children whose parents don't smoke. Their small bodies and lungs are not completely developed and they breathe faster than adults. This results in more air and pollutants being inhaled making secondhand smoke even more harmful to children. Since we value our children we have initiated a 25 foot minimum limit of smoking from all entrances and air intake mechanisms.
3. We also **do not allow** firearms, knives, or significant hazards that pose a risk to children and adults are permitted

on school property. We realize these items might be part of your household (hunting, recreation) but for safety reasons and the respect of everyone they have no place at our school.

XII. SCHOOL CALENDAR

For all intentional purposes we are a year round school program.

School Year: August 1 - May 31 Summer Session: June - July

Days Center is closed:

- Labor Day
- Teacher-In-Service (TBA for August or October)
- Veteran's Day
- Thanksgiving and day before & after
- Christmas Break (Dec.23-Jan1)
- Martin Luther King Day
- Presidents' Day
- FUSD Spring Break Thursday & Friday
- Spring Holiday (Generally the Monday after Easter)
- Memorial Day
- Independence Day and day before/after (to be announced)

****Dates are subject to minor changes depending on when the holiday occurs and at the discretion of the director.

Dates for special events at the Center will be published in the newsletter, on our Facebook page, and our website @ www.Foresightlearningcenter.com

SNOW DAYS

Snow Day Policy: On the Snow Day Schedule (public schools begin their session two hours late), Foresight Learning Center will be on our regular schedule (opening at 7:30 am.).

Cancellation of school at Foresight Learning Center will coincide with the cancellation of FUSD (public school). Snow day schedule or cancellation of school will be announced over local radio stations and posted on Flagstaff Unified School District website under "snow day schedule".

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

Foresight Learning Center

Child-Family-Community Support Services

1. **American Academy of Pediatrics** 1-866-843-2271
2. **Arizona Department of Health Services (ADHS)** 2625 N. King St. Flagstaff, AZ 86004 (928) 774-2707
3. **Arizona First Things First** www.AZFTF.org (602) 771- 5100
4. **Arizona Health Department** www.azdhs.gov (928) 522-7920
5. **AZ Dept. of Child Safety** (General Info) www.dcs.az.gov 602-255-2500
6. **AZ DES Child Protective Services** (928) 779-3681
7. **Az Early Intervention Program** (support & services for children under 3 years old with developmental delays) www.azdhs.gov/azeip/ (602) 532- 9960
8. **Birth to Five Helpline** swhd.org 602-266-5976
9. **Child Abuse Hotline** 1-888-767-2445
10. **Child Care Resource & Referral** <http://www.arizonachildcare.org/> 800-308-9000
11. **Child Care Resource and Referral** www.arizonachild.org (928) 714-1716
12. **Coconino Animal Control** (928) 679-4123
13. **Coconino Community College** (928)-527-1222
14. **Flagstaff Medical Center** (928) 779-3366
15. **Flagstaff Public Library** www.flagstaffpubliclibrary.org (928) 213-2348
East Branch (928) 213-2348
16. **Flagstaff Unified School District** www.FUSD1.org (928) 527-6000
FUSD Transportation for snow schedule (928) 773-4170
Family Resource Center (928)774-1103
17. **Guidance Center** 2187 Vickey St. Flagstaff, AZ 86004 <https://tgaz.org/> (928) 527-1899
18. **Immunization Program Office** - Ste 120 azdhs.gov/preparedness/epidemiologydisease-control/immunization/ 602-364-3630
19. **Infectious Disease Services** - Ste. 100 azdhs.gov/phs/oids 602-364-3860
20. **Let's Move Child Care** letsmove.gov
21. **NAEYC** (National Association for the Education of Young Children) www.naeyc.org 1-800-424-2460
22. **NARBHA Translator/Interpreter Services** 1300 S. Yale St. Flagstaff 86001 (928)774-7128
23. **National Center for Infants, Toddlers & Families** www.zerotothree.org
24. **Northern Arizona University**
Speech and Hearing (928) 523-8110
Dental Health (928) 523-3500
25. **Nutrition, Physical Activity, and Obesity Program** azdhs.gov/phs/bnp/nupao 602-252-5942
26. **Office of Children with Special Health Needs** azdhs.gov/phs/owch/ocshcn 602-542-1860
27. **Poison Control Center** 1-800-222-1222
28. **Quality First** www.qualityfirstaz.com

