

Eagles Crest
Child Enrichment Center
Statement of Services

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“Where Little Eagles Soar”

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Mission Statement

Eagles Crest Child Enrichment Center Strives to provide children with daily experiences that will expand knowledge, arouse curiosity, foster creativity, enhance social skills and nurture self-worth. We respect a child's need to develop and grow in their own special and distinctive way and encourage them to respect the freedoms and differences of those around them.

Eagles Crest Philosophy on Child Enrichment

We believe that child enrichment centers should be composed of a team where teachers, children, and parents work together to create the optimal learning environment. We encourage cooperative learning and age appropriate activities. We strive to provide the benefits of a loving, safe environment. We encourage good communication between teachers and parents. These are the formative years in a child's life and it is our job to help children grow and develop in a loving, caring, and stimulating environment. Our staff strives to provide experiences that will encourage the development of your child's positive self-concept. We believe that there are many styles of learning, and we incorporate all of the styles in our daily curriculum and learning activities.

We believe children learn by using all of their senses, repetition, physical and mental exercises, and being allowed choices. Our staff strives to develop and implement plans and activities that take individual ages, needs, and levels into consideration.

Eagles Crest Goals for Children

Social and Emotional Development for Infants, Toddlers, and Preschool Age Children

- **Goal 1:** Children will develop skills for engaging in positive interactions and relationships with teachers and adults.
- **Goal 2:** Children will practice developing personal relationships with their peers.
- **Goal 3:** Children will begin to learn how to control some of their behaviors and feelings (self-regulation).
- **Goal 4:** Children will start to learn how to comprehend routines, directions, and rules.
- **Goal 5:** Children will begin to develop a positive sense of self and a unique identity that is established from their culture and family values.

Approaches Towards Learning for Infants, Toddlers, and Preschool Age Children

- **Goal 1:** Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.
- **Goal 2:** Children will demonstrate persistence in learning and discovery.
- **Goal 3:** Children will learn and use words to describe what they are thinking and doing.

Language and Literacy Development for Infants, Toddlers, and Preschool Age Children

- **Goal 1:** Children will demonstrate receptive and expressive language skills and communication strategies in the home language/s (may be English or other language/s).
- **Goal 2:** Children will understand and begin to use oral language for conversation and communication.
- **Goal 3:** Children will hear and distinguish the sounds and rhythms of language.
- **Goal 4:** Children will begin to learn and demonstrate how print works.
- **Goal 5:** Children will engage with stories and books.

Cognition and General Knowledge for Infants, Toddlers, and Preschool Age Children

- **Goal 1:** Children will learn and begin to use math concepts during daily routines and experiences.
- **Goal 2:** Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.
- **Goal 3:** Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.

Physical Well-Being and Motor Development for Infants, Toddlers, and Preschool Age Children

- **Goal 1:** Children will develop control of large muscles for movement, navigation, and balance.
- **Goal 2:** Children will develop control of small muscles for manipulation and exploration.
- **Goal 3:** Children will learn and begin to demonstrate healthy and safe habits.

Hours of Operation

Monday-Friday
7:00 a.m.-4:30 p.m.

The Center follows the Flagstaff Unified School District 9 month calendar and offers an optional Summer Program. See the calendar provided in your enrollment packet.

If FUSD schools are canceled for a Snow Day, the Center will be closed. On late start snow schedules the Center will open at 9:00 a.m. The Center will notify parents by 1:00 p.m. if the Center will close early due to snowstorms. You may check snow closure status at www.fusd1.org/snow or call 527-6000.

We have an open door policy. Parents and guardians of enrolled children have access to their child at all times when the child is on the premises. Eagles Crest is located in a public school where no drugs, smoking, or firearms are permitted.

The Center will close at 12:00 p.m. on the days before Winter Break, Spring Break, and the last day of the regular school year.

1) Registration

The Center is open to children ages birth to five years of age.

A. Priority Registration

Priority registration is held annually for two weeks in the spring. This gives all currently enrolled children the first opportunity to enroll for the upcoming school year. Open registration begins immediately after the two-week priority registration.

B. Annual Registration

There is an annual registration fee of $150.00 per child. The following forms must be turned in to the director before your child's space in the program will be confirmed. We cannot accept a form without the $150.00 registration fee.

- Registration form
- Emergency Card which includes medical authorizations, emergency contacts
- Current updated immunization records
- Parent agreement, stating you have received, read, and understand the statement of services.
- Photo Release forms for the school district.

- Food allergy statement and Non-food allergy statement forms
- Parent tuition agreement form
- Signed parent responsibilities form
- Diaper cream and sunscreen consent forms
- Enrollment in the Eleyo billing system

You will be held financially responsible for the first two weeks of school, unless you notify the director at least two weeks prior to the start of the session/start date that your child will not be attending.

2) Tuition and Payment Procedures

Pre-payment for tuition is due every two weeks (there are no refunds).

Weekly Rates

Infants (Birth up to 18 months)	**$295.00**
Toddlers 12 months and walking on their own to 3 years	**$280.00**
Preschool Full-Time 3 years and potty trained to 5 years	**$265.00**

Rates are subject to change with a 30 day written notice provided.

A. Payment Procedures

Tuition is due by 3 p.m. the second day of the week (see payment schedule for due dates). Late tuition will result in a late fee of $25.00 per day and enrollment will be denied by the third day of non-payment.

A bi-weekly tuition amount will be based on coverage, co-pays, and amounts not covered by DES. Any amount not covered by the bi-weekly tuition will be billed at the end of the month. You must set up an account in https://fusd1.ce.eleyo.com/ which includes some type of payment method (checking account or credit card) which will be billed automatically. No accounts will be allowed to accrue an overdue amount. Any accounts not kept current may result in the termination of enrollment and collection proceedings. All co-pays and any additional fees must be prepaid.

B. Acceptable Forms of Payment

All payments must be made at https://fusd1.ce.eleyo.com/ . This program processes tuition payments automatically on the due dates.

C. Sick and Vacation Days

The Center has a flat tuition fate policy. Tuition will be the same regardless of closures or absences. The exceptions will be a week at winter break, a week at spring break, and sick/vacation days. Each child is given four sick/vacation days to use per year. The director must be notified by 9 a.m. the day of absence for a vacation/sick day to be used. Vacation/Sick days may not be used when the school is closed or used retroactively. Unused vacation/sick days will not carry over the next year and are not transferable to other students. Parents must request to use vacation/sick days; they will not automatically be deducted.

D. Returned Check/NSF

Insufficient funds are subject to a $25.00 fee. Payment of tuition and fee is due in full on the due date listed on the electronic invoice.

3) Subsidy and Scholarships

Various options are available to eligible families to offset the cost of childcare fees. It is the families' responsibility to fill out the appropriate paperwork and abide by all guidelines set out by the programs for continuing coverage. All co-pays and amounts not covered by the subsidy program are calculated based on coverage and are due two weeks in advance. Any unpaid amounts due to illness or change in coverage will be billed at the end of the month and due with the next scheduled payment.

A. DES

The Center is contracted with DES. Families that qualify for the Department of Economic Security subsidy must apply for this service through DES. Once the Center receives confirmation from DES of an approved child care subsidy, the Center will apply DES payments to tuition.

B. Navajo Nation Child Care and Development Fund Program

The Center is a certified provider for the Navajo Nation Child Care and Development Fund. This is a child care subsidy program that helps assist qualified Navajo families with tuition fees. If you feel that you would qualify for this program you must apply through the Navajo Nation Child Care and Development Fund Program. When this program has verified that you qualify, they will contact the center director with the amount that they will pay for your child. The remaining unpaid fees will be the family's responsibility to pay. Once the Center receives confirmation from the Navajo Nation of an approved child care subsidy, the Center will apply Navajo Nation payments for tuition.

4) Enrollment Termination and Withdrawal

A. Enrollment Termination

Your child's enrollment may be terminated at the discretion of the director for any of the following reasons:

1. Tuition accounts are not kept current.
2. Failure to pay late fees of penalties.
3. Three days of non-attendance without notice or payment
4. A child's behavior is presenting a physical or emotional danger to others.
5. The child's behavior is unmanageable and does not improve after implementing a two-week behavior plan.
6. A child's developmental level is inappropriate for the assigned classroom.
7. Parent or parents are unwilling to comply with the policies of procedures.
8. If the child's enrollment poses a hardship on the program.

B. Withdrawing Your Child

If you choose to terminate your child's enrollment for any reason, a two-week written notice is required. If you terminate your child's enrollment without notice, you are subject to collections and fees for two week tuition and the $25.00 per day late fee. If payments are not made within 30 days from the last day of your child's attendance the amount due will be submitted to a collection agency.

5) Child Admission and Release

Children are not allowed to leave the center at any time without written authorization. The person picking up the child must be listed on the emergency information card and must be at least 18 years of age. Identification will be required upon pick-up of the child.

A. Sign-in and Out Procedures

All parents and or guardians are required by law to sign their children in and out every **day.** State guidelines require full signatures. **Please sign in and out every day. Sign your full name, no initials please.**

B. Drop Off

Please have your child at school before **9 a.m. daily.** The Center does not open until 7:00 a.m. Please do not knock or ask our staff to let you in. FUSD employees are asked to adhere to the policy as well and asked not to open doors for themselves or other families. All applicable fees will be applied for children left in care outside of contracted hours.

C. Late Pick-up

The regular enrichment day ends at 4:30p.m. All families are asked to pick their child and allow time to leave the facility by 4:30p.m.

A late pick up fee of $5.00 per child for every 5-minute increment past the contracted hours will be charged. The iPad sign in and out will automatically place the time a child is signed in or out for the day. As we do realize that there are uncontrollable circumstances that occasionally arise, we do allow one late pickup free per family each year. Any late pick-ups after the first offense are subject to the fees listed above. Repeat offenders of late pick-ups are subject to enrollment termination at the discretion of the director. If your child is not picked up within 30 minutes of your contracted day and we are unable to contact you or any of your emergency contacts, The Department of Child Safety will be called to retrieve your child.

6) Family Responsibilities

As an enrolling parent or guardian we ask that you comply with the following family responsibilities. The safety and happiness of your child is our primary concern. To assist us, please agree to the following:

- The person dropping off and picking up a child must sign the child in and out of the center each day with your full name.
- Please call when someone other than the parent/guardian will be picking up.
- Call the Center by 9:00 a.m. when your child will not be attending.
- Please do not leave your vehicle idling by the preschool playground while dropping off and picking up your child.
- Check in with staff when entering and leaving the Center.
- Please do not drop off or pick up during nap time.
- Please bring your child (ages 1-5) daily before 9 a.m. so they may begin the day with their peers. We are not a babysitting service and ask that parents support us as an educational institution. (Exceptions include children in the infant room, doctor appointments,etc.)
- Please check your child's folder or cubby daily and remove items to take home.
- Provide diapers and wipes and check often to ensure a sufficient supply.
- Provide a nutritious lunch from home. Place clearly labeled items in cubbies or refrigerators.
- Provide food, formula, and bottles for infants.
- Provide a sippy cup.
- Provide a small blanket for nap time. Please wash and return sleeping items weekly. **(these items must fit in the bin provided).**
- Provide two extra changes of seasonally appropriate clothing (this includes shoes and underwear.)
- Send children in seasonally appropriate clothing. Provide full snow gear when snow is present outside, gloves, hat, boots, snow pants, and jackets.
- Label all personal items with the child's first and last name.
- Do not allow your child to bring toys from home. No electronic devices, cell phones, iPads etc.

- Please do not send gum, soda, or candy.
- Pay tuition on due dates.

7) Nutrition

A. Lunches

It is the parent's responsibility to provide or arrange for a lunch for their child. A child must have a lunch before the classrooms assigned lunchtime. Your child's lunch needs to be sent "ready to eat". If you want your child to have a hot lunch you need to prepare it and put it in a thermos**.**

The Department of Health requires lunches to be labeled with the child's full name. Lunch guidelines for children ages one and up require that your child's lunch include a drink that is 100% juice or low fat milk and must have items from the four food groups. No soda or candy please. We recommend using "My Plate" for planning and preparing your child's snacks and lunch for school https://www.myplate.gov/.

Place your child's lunch box in the classroom refrigerator. If your child has thermoses for warm food, place the thermos on top of the classroom refrigerator.

Please check your child's classroom schedule for the times that lunch will be served. If you plan to arrive after lunch or snacks have been served, **please make sure your child has eaten** so as not to interrupt the classroom schedule.

B. Beverages

All children must have a labeled cup for water and a cup must be sent with 100% juice or low fat milk for lunch (a separate bottle or cup must be available for each meal time). The Department of Health Services states that: children ages one may have whole milk, children aged two and up may be served low fat milk. All infants are required to have a separate bottle for each feeding, We may not reuse bottles or nipples. See infant feeding information sheet in your enrollment packet for infant feeding practices. If you use plastic products we encourage you to use and provide the program with plastic baby bottles/sippy cups that are labeled "BPA-free."

C. Snacks

Parents will be responsible to provide two snacks a day for their child in plastic sandwich bags MARKED Morning snack and Afternoon snack and your child's name. You will need to provide milk or juice for your child as well. A Sippy cup will need to remain at Eagles Crest with your child's name on it during the week. This Sippy cup should be brought home every weekend for washing. The classroom teacher will wash it daily. If your child arrives after the snack has been given you will need to make sure that your child has a snack before coming to school. Please check your child's classroom schedule for snack times.

8) Enrichment Programing

A. Classroom Sizes and Ratios

Infant Room - 5 infants to 1 teacher
Toddler Busy Bee Class - 6 toddlers to 1 teacher
Toddler Dynamic Dino's Class - 8 toddlers to 1 teacher
Preschool Room - 13 preschoolers to 1 teacher

B. Primary Caregivers

The center practices primary care groups with one special teacher for each primary care group. With this practice, it establishes a bond between your child and the teacher that makes them feel safe and secure and gives them the flexibility to explore their learning environment knowing that they have a specific teacher watching out for them.

Other caregivers in the classroom will also be there to assist as needed to ensure your child is always in competent hands. We believe that this system of primary caregiving helps young children feel secure and safe when they are away from home. It will also give you one person to talk to about your child.

C. Transitions

We strive to place your child in the classroom that is most beneficial to their development. A child may need to begin a school year in a younger classroom and then transition to an older classroom sometime during the year. Before each new school year Eagles Crest holds an open house in which parents get to ask questions about the program and the statement of services as well as the opportunity to spend time with their child's teacher. The children get the opportunity to explore their classroom, meet their teacher, and their families and classmates.

1. Transition plans

Families enrolling their child after the beginning of a school year can come and spend time shadowing their child to view their interactions and responses to their teacher and classmates for as long as they need to feel comfortable leaving their child. **All parents are welcome at any time to come and spend time with their children at the Center.**

It is our goal that children be placed in a learning environment that is appropriate for their developmental needs. When entering the program families are asked to spend at least 2 weeks transitioning their child into the program. We recommend starting out with the parent joining the child and staying for at least an hour each day. The second week we recommend you decrease the amount of time you spend with your child at the center until they are able to stay a full day on their own.

2. **Inter-classroom Transitions**

   It is the Center's policy to have children begin transitioning by attending the older classroom for a couple of hours a day (minimum of one week or until the child is completely comfortable) for them to get used to the new environment. Once a child is acclimated to the new classroom, they will be moved over permanently.

3. **Transition Infant & Toddler**

   When a child is 1 and walking and is developmentally appropriate the child can move into the toddler room. Two months before the child turns 1 the staff and family sit down together to create a transition plan and set goals to help the child prepare for the transition into the next room. We allow 2-4 weeks or longer if needed for the child to transition. We start with just a few short visits with the child's primary caregiver to go over and explore the toddler room, as the time increases the primary caregiver nurtures the relationship with the new caregiver allowing time to adjust. The time that the child spends in the room and the time the caregiver spends with the child decreases until the child has transitioned into the new classroom. The child will have cubbies in both rooms at this time. The staff and parents meet as a team to confer daily, and at the end of each week to discuss progress and make new goals. The only change is that the child must be potty trained.

4. **Transition out of the program**

   When a family is exiting the program, we want to provide a plan for transition not only for the child, but also the remaining children and staff during and after your departure. We ask for a 2 week notice to establish an exit plan appropriate for your circumstance. In addition, please schedule an exit interview to help us see how we can improve services and how we met your needs.

5. **Transition to Kindergarten**

   The Center begins to transition preschool children who will be entering Kindergarten in the following fall by scheduling activities that they will experience in Kindergarten. Throughout the year, the teacher and administration are available to discuss with families ways they can collaboratively support the transition. We also provide Kindergarten registration packets in February for families that will be attending Kindergarten programs within FUSD. In addition, when families choose a Kindergarten the preschool teacher is available to discuss your child's development with the new Kindergarten teacher and attend any IEP's or meetings to assist in transition.

D. Toddler and Preschool Curriculum and Activities

It is our belief that playing is fundamental to learning. Research has shown that your child can attain “kindergarten readiness” through play and hands-on experimentation. The Center uses several sources for curriculum, but our main source is Creative Curriculum. There is an emphasis on the teacher as a co-learner and the classroom as a third teacher. We are happy to discuss our philosophy and approach to learning. Each child’s parent will receive their child’s curriculum calendar in their parent handbook by email. Each class posts their curriculum calendar and lesson plans for parents to review.

In the preschool classroom we employ ten choice centers:

- Dramatic Play
- Writing
- Math
- Puzzles
- Reading
- Science
- Sensory
- Art
- Blocks
- Large and Small Manipulatives

We present the alphabet daily through activities. Supplemental activities designed to reach all learning styles include everything from painting with our toes to forming letters with spaghetti and sticks and drawing numbers in the sand. We will learn the numbers 1-31, days of the week, months, seasons, shapes and colors. Our daily activities teach patience, cooperation, boundaries, respect and tolerance of others, as well as manners, personal hygiene, and self-esteem, all of which are essential to your child’s learning process. Strengthening social development, self-esteem, and personal growth is also of the utmost importance. We provide outdoor playtime each day one hour in the morning and in the afternoon. We feel it is important to teach the whole child, as well as preparing them to succeed academically in Kindergarten and create a love of learning that will continue through adulthood. It is our goal that when a child graduates from the Center, they are happy and confident children with a strong sense of self-worth and a passion for learning.

We utilize a Preschool Observation Checklist Evaluation Tool for our developmental checklists, lesson plan formats, and children’s individualized plans. Lesson plans are posted in the classrooms and kept on file, and Newsletters are sent out once a month.

We also benefit from the considerable resources of Flagstaff High School. Some of the activities we have done in conjunction with the high school classes include, putting on a play, writing books with the creative writing class, creating art, and attending pep rallies. Child Development and Child Occupations students’ involvement has proven incredibly beneficial to all. The Child Development Program is an integral part of our program. They provide daily assistance to the teachers and provide a multitude of activities and friendships for the children.

E. Sharing Curriculum with Families

Eagles Crest uses the Creative Curriculum program. At the beginning of each school year, or when a family registers their child after the beginning of the year, parents are emailed a parent packet, which includes a monthly curriculum calendar. In addition to this, the teacher confers with parents at drop-off and pick-up times about their child's daily activities.

F. Parent Teacher Conference

The Center will hold two parent teacher conferences each school year in November and April. If you have questions or concerns about your child's progress, please contact your child's teacher and arrangements will be made to have a conference sooner.

G. Family Participation and Influence

The Center welcomes family participation in all aspects of our program. We greatly appreciate help and support during parties and special activities. If you are interested in helping in your child's classroom please speak with your child's teacher to make the necessary arrangements.

H. Child Evaluations

We utilize a Preschool Observation Checklist Evaluation Tool for our developmental checklists. The Center teaching staff does continuous observations on each child throughout the school year. This is a tool that the teachers use to help them plan and prepare lessons that will be interesting and appropriate for the children within the class. This information is confidential and is kept in the child's portfolio. Each child's portfolio contains a developmental checklist, anecdotal notes, observations, the child's artwork, work samples, and pictures.

I. Referrals and Screening

When a child demonstrates learning or behavioral difficulties, it is up to the classroom teacher to closely observe and document the child's behavior. In order to support the child who is having difficulties, the teacher will attempt to adapt the activities and environment to meet the child's distinct learning or behavioral needs. The teacher will also enlist the help of the child's parents as they are the primary source of information concerning their child. If the child is demonstrating learning or behavioral difficulties that persist after curriculum adjustments have been made, the teacher may refer parents to AzEIP or FUSD for services that will provide screening for the child to determine if the child will need special services.

9) Positive Discipline and Guidance

A. Guidance

Our mission is to provide the best education to the most children possible.We strive to help every child be successful and to achieve their highest potential. We implement the Behavior Intervention Procedure when needed to ensure this happens.

The Center uses the CSFEFEL(The Center on the Social and Emotional Foundations for Early Learning) approach for promoting social development and school readiness for children ages birth to five. You can find detailed information on this researched based technique at http://csefel.vandserbilt.edu/.



The basis for our guidance procedure is an organized classroom and prepared staff members. At the Center we strive to develop a positive relationship between the teacher and the child. We also believe that if an interesting and challenging program is offered to the child, then discipline problems are at a minimum. **If inappropriate behavior does occur, we begin with a positive approach.**

B. Intervention Procedure

The behavior intervention's purpose is to establish procedures for the parents, lead teacher, and a member of the leadership team to utilize when planning to meet the needs of the child with unacceptable or inappropriate behavior. A parent, the child's lead teacher and a member of the leadership team will be in attendance at a behavior intervention meeting.

A behavior intervention meeting may be called in three different manners:

- The primary teacher or a member of the leadership team may call for a behavior intervention meeting at any time prior to the third disciplinary action as the deem necessary.
- Either parent may call for a behavior intervention meeting at any time prior to the third disciplinary action as they deem necessary.
- A behavior intervention meeting is mandatory after the third discipline note.

Our first goal will be to determine and identify the behavioral difficulties the child is having. The child's primary teacher will document the circumstances surrounding the behavior and the current actions that are being taken to correct this. Parents will then be asked to provide information concerning any changes in the home and will give input if they have noticed this behavior and what actions they are currently taking to correct it. A plan of action will then be discussed and agreed upon by all members present. If problems continue, an additional intervention will be scheduled.

The approach will vary slightly in the case that a mandatory behavior intervention meeting has been called after the third discipline note. Our first goal will be to determine if our program is appropriate for the needs of the child. Services will be terminated if it is determined that we cannot meet the child's needs in our program. We will follow the steps listed above if we determine our program is appropriate for the child's special needs.

In addition to the above, the center will use three methods to track behavior and communicate with parents.

- Daily Reports-- a parent/center communication format that does not count as a written behavior report. The original is filed and the copy goes to the parent.
- Observation Form--- an inner center documentation of observed inappropriate or challenging behavior. These may be filled out at any time by any center team member and are used solely to track behavior patterns. These are to be turned in daily to the lead teacher over the student and then to the leadership team for filing.
- The Incident Report-- The original is placed in the child's file and the copy is given to the parent. These are pre-approved by a leadership team member. Each Incident Report counts as one of the three that would result in suspension.

  The Center expects parental involvement and cooperation in all aspects of guidance and discipline. Failure to comply can warrant termination. We reserve the right to discontinue working with any child/parent whose needs cannot be met.

C. Discipline Procedures

We believe that children need limits in order to feel secure about themselves and their environment. The purpose of discipline is to help children learn acceptable behavior and develop self-control. Good discipline does not mean punishing children and "laying down the law" , it is enjoying children and letting them see that they are liked.

Discipline will be handled firmly and quietly and be of a positive, re-directive nature. Age appropriate discipline will be used at all times. No physical punishment will ever be used in the classroom. If necessary, the child may be removed from a situation for a short period of time, If the behavior persists or if it is of a severe nature, a parent will be called to help deal with the situation along with the staff member. If necessary we will have a parent conference and implement a two week behavior improvement plan. If the behavior management plan is not achieved or if behavior issues increase, we reserve the right to terminate enrollment.

According to licensing procedures for child care centers in the state of Arizona:

109.7(7) Discipline
Corporal punishment including spanking, shaking, and slapping shall not be used.

- Punishment which is humiliating or frightening or which causes pain or discomfort to the child shall not be used.
- Punishment shall not be administered because of a child's illness, or progress or lack of progress in toilet training, nor shall punishment or threat of punishment be associated with food or rest.
- No child shall be subjected to verbal abuse, threats or derogatory remarks about the child or the child's family.
- Reasonable accommodation shall be made, based on special needs of children with disabilities. This accommodation shall be recorded in the child's file. Accommodation can be a specific treatment prescribed by a professional or a parent, or a modification of equipment, or removal of physical barriers.
- Each program shall have a written policy on the discipline of children which provides for positive guidance, with direction for resolving conflict and setting of well-defined limits. The disciplinary policy shall be designated to help the child develop self-control, self-esteem, and respect for the rights of others. The written policy shall be provided to team members and parents.

  The Following is considered unacceptable behavior:

  - Running in the classroom
  - Leaving the area or group without permission
  - Throwing toys, rocks, or sand
  - Being disruptive
  - Hurting themselves or others, such as hitting, bitting, spitting, kicking, and pulling hair
  - Abusive language
  - Using toys and materials inappropriately
  - Arguing with team members or other children
  - Removing shoes or other articles of clothing
  - Aggressive behavior
  - Lack of cooperation
  - Behavior determined by the director to be unacceptable

The teacher has these prime responsibilities when dealing with inappropriate behavior:

- **Redirection -** Encourage a child's good behavior and/or redirect his or her activity.
- **“Take a break” within their area**
    - If a problem still exists, the child is then removed from the situation.
    - One minute per year of age, no more than five minutes.
    - “Take a break” shall be defined as an area away from the group or activity yet within their area.
    - The child will be allowed, as soon as possible, to return, but will encourage him/her to be ready.
    - If redirection and “take a break” periods are not sufficient-intervene as soon as possible to prevent physical or emotional injury.
    - Help the child identify his/her unacceptable behavior and the possible alternatives open to him/her.
- **“Take a break” away from group**
    - If the child continues in the inappropriate behavior
    - And/or the “take a break” within the area becomes either inappropriate or ineffective.
- **Behavior Intervention Meeting**
    - If the child’s behavior continues to be inappropriate, a behavior intervention meeting may take place.
    - Those in attendance will be the parents, lead teacher, and a member of the leadership team.
    - This may be called by any of the individuals listed above.
- **Behavior Report**
    - If the child’s behavior continues to be inappropriate.
    - OR the severity denotes an unresolved problem.
- **Sending a child home**
    - When a child becomes out of control
    - And/or when the child fails to respond to the measures taken by the Behavioral Planning Team.
    - This action will be at discretion of the most senior Leadership Team member present.
- **Suspension**
    - Three written behavioral reports within a nine week period constitute the child being suspended from the child care program for one week.
    - Behavior Intervention Meeting - During this time the parent or guardian, the lead teacher and a member of the leadership team will meet in an attempt to determine if the child is capable of drastically changing his/her behavior to allow re-entry into the program. This is the mandatory behavior intervention meeting described in the Behavior Intervention Policy.
    - Fees will still be paid for this week to retain the child’s space in the Center.

        - If the child does continue in the program and does receive a fourth behavioral report within a 30 day period, termination of services may occur.
    - **Termination of services**
        - When the severity of a problem is great enough that it could endanger the safety of the child[ren]'s welfare.
        - Termination may be effective immediately after consulting the most senior Leadership Team member present.
        - The parent or guardian will be notified.
        - The Center considers this to be a drastic measure and would not resort to such unless the child's behavior significantly and directly threatens the physical or mental health, safety or well-being of one or more of the other children or team members and that threat cannot be eliminated.

The Center expects parental involvement and cooperation in all aspects of discipline. Failure to comply can warrant termination. We reserve the right to discontinue work with any child/parent whose needs we cannot meet. The key to effective discipline is consistency. We try to be as consistent as possible in all areas. We provide the child with a warm and loving atmosphere in which to grow and learn.

D. Biting Procedures

- **Common Reasons Why Kids Start Biting**
    - **Teething**
    - **Excitement and overstimulation.** When some very young children are very excited, even happily so, they may behave in an out-of-control fashion.
    - **Impulsiveness and lack of self-control.** Infants/toddlers sometimes bite because there is something there to bite. This biting is not intentional in any way, but just a way of exploring their world.
    - **Making an impact.** Young children like to make things happen, and the reaction when someone is bitten is usually pretty dramatic.
    - **Frustration** This is particularly common with infants and toddlers, especially before they have the capability to express frustration through using language.

- **Actions we take to minimize biting while at the Center.**
  Staff members are trained to do the following to minimize the biting behavior which parents can also try at home.
    - Let the child know in words and manner that biting is unacceptable.
    - Remove the child with the behavior of biting from the situation and focus caring attention on the bitten child.
    - Examine the context in which the biting occurred and look for patterns. Was it crowded? Too few toys? Too little to do? Too much waiting? Is the child that is biting getting the attention and care he/she deserves at all times?
    - Change the environment, routines, or activities if necessary.
    - Work with the child who has a short-term behavior of chronic biting to get an idea about when he or she is likely to bite. Some children, for example, may bite not when they are angry or frustrated but when they are very excited.

- Identify children likely to be bitten and make special efforts to reduce their chance of being BITTEN.
- Do not casually attribute willfulness or maliciousness. Infants and toddlers explore anything that interests them with their mouth, and that includes other bodies.
- If biting continues,continue to observe the group closely. We will apply additional resources as necessary to shadow the child.

- **IF YOUR CHILD IS BITTEN-**Child development research indicates that approximately 50% of all children enrolled in childcare centers will be bitten. Toddlers especially will use biting as a form of communication. The Center will strive to minimize biting incidents. However, it is highly likely that your child may be bitten at some time. If this should occur, we will do our best to comfort your child and care for his or her needs immediately. We will inform you of the incident.

10) Health and Safety

A. Immunizations

State law requires that daycare centers maintain records of immunizations for each child enrolled. Please be prepared to provide this information about your child, as well as keep your child current with all age appropriate vaccinations.

B. Illness and Health Procedures

For health reasons, the Center can only accept healthy children. Please use your best judgment and **DO NOT SEND YOUR CHILD TO SCHOOL IF ANY OF THE FOLLOWING CONDITIONS EXIST:**

- If your child is running a fever over 100.0 (Please **do not** give your child Tylenol or any other fever reducer to keep the fever down so they can attend school. **A masked fever can still infect others.**

- If your child has a continuous runny nose, and/or green (infectious) drainage from the nose, please keep them at home. It is impossible to stop the spread of germs when a child's nose is continuously running.

- If your child has a cough or wheezing which causes them pain, stress, discomfort, or produces excessive phlegm, please keep them at home.

- If your child is suffering from diarrhea, vomiting, sore throat or other flu-like symptoms, they need to be kept home until they are **symptom free for at least 24 hours.**

- If your child has a contagious disease, virus, undiagnosed rash, red draining eyes, or open cold sores, they cannot return until they are **symptom free for at least 24 hours.**
- **If your child receives antibiotics or medication from the doctor for any infection** (viral or bacterial) they need to stay home for at least 24 hours.**

If your child develops a temperature of 100.0 or higher, or any of the above listed symptoms of illness while at the Center, the staff will need to make arrangements for your child to be picked up, or pick your child up **within 30 minutes from the time of notification.**

We realize that these guidelines are often hard to adhere to, however we are required by state guidelines to have sick children removed from the center until the child has been symptom free for 24 hours or obtains a doctor's note stating that the child is not contagious and free to return to school.

C. Medication Administration procedures

The first dose of any medication must be administered at home or by your child's physician. This includes all medications and those medications delivered by device (epiPen, Inhaler, Nebulizer). A Medication Administration form will be provided for parents to provide written instructions including medication name, the time and amount of dose to be given. This form must be used for all medications, including Tylenol, teething gel/tab, and anything over the counter. We are unable to administer eye, ear drops or injections. We cannot administer herbal remedies and supplements without a medical physician written prescription. The form will also contain the current date as the last dose will be given. The medication will be labeled with your child's full name. It must be in the original container and consistent with the labeling on the box or consistent with the doctor's instructions. The medication must not be expired. Medication can be given **only** with a signed and completed medication administration form, Medication is given only by designated staff trained in administration of medication. Children that receive medication while at school will be monitored throughout the day to ensure they do not have a negative reaction to the medication.

A separate form is available for diaper rash cream, ointment, and powders and is provided in your enrollment packet. All medications, including medications for life threatening symptoms (EpiPen) will be kept in an accessible location for staff, but inaccessible to children in the room the child is present in.

We may only keep medication on site that is:

- Current, not expired
- Original prescription label or pre packaged and labeled for use with children
- Labeled with your child's first name and last name
- The dose, name of drug, frequency of dosing, and instructions as indicated on manufactures label
- Complete medication consent form

Please take home your child's expired medication

Medication Delivered by Device (EpiPen, Inhaler, Nebulizer):

- Parents or Health Care professionals provide written instructions in indications for use that include signs and symptoms that the medication is needed.
- Parent or health care professionals will need to demonstrate use of the device and any special care after use to all staff who will be administering the medication. Training on use and care annually or as needed with staffing or device changes. Documentation will

be noted with the date of demonstration, and the staff member trained on an individualized Plan form.

D. Diapering and Potty Training

Parents with children in diapers are responsible for bringing all items necessary for diapering. Parents are also responsible for keeping these items replenished as needed. Please provide diapers, wipes, and any needed ointments or powders. All ointments and powders must be accompanied by a signed and dated authorization form and must be in original containers.

All children that wear diapers must come in a clean diaper to school; if your child had an accident on the way to school it is your responsibility to change them before they are checked in. Please speak to the director or your child's teacher for any individual questions.

E. Potty Training Procedure

The Center cannot assume the responsibility of potty training your child, but we are willing to work with you. To be considered potty trained and allow your child to come in underwear, **we require that a child be in underwear at home, daily for a minimum of two weeks with limited accidents, and going to the bathroom on their own. We are still available to help with buttoning clothing and wiping, but children need to initiate going into the bathroom on their own when needed.** We ask that you communicate to your child's teacher your goals and requests for potty training. Please do not send your child in underwear to school before discussing with your child's teacher and meeting the required two week period. If your child is at school wearing underwear after being potty trained and has two or more accidents a day for two or more days, you will be asked to bring them in diapers until the two week period is successfully completed. Please keep in mind that because of the time required for potty training, your child's teacher is limited in how they can assist you in potty training. The director will be happy to sit down with you to discuss this policy.

F. Hand Washing

To ensure the health and safety of our program, we request all persons entering the center wash their hands and their children's hands.

G. Infant Safe Sleep

The Center wants to ensure the safety of all children attending our program. We practice safe sleep by placing infants to sleep in a crib lying on their backs in a sleep sack and nothing else in the crib with them.

H. Emergency Procedures

1. Medical/Dental Emergencies

The Center is required by state licensing guidelines to have “Emergency Medical Release " forms signed and on file for each child. One or more present staff members are certified in First Aid CPR at all times. The school nurse will be called for any injury requiring more than basic first aid. In the event of an emergency we will administer first aid and call 911 when needed. We will also make every effort to contact you. In the event that we are unable to contact you, it is very important to have the Medical Release form signed in order to get medical care for your child. **It is also very important that the names, phone numbers, and addresses on this form are kept current.** This includes the names and numbers of other people with permission to transport and oversee proper medical care for your child.

If a minor accident occurs, we will administer first aid, and if necessary make every effort to contact you, or the emergency contact person. If your child is involved in a minor accident and receives first aid from a staff member, you will receive an “ouch report”. An accident form is a detailed description of what occurred and what form of first aid was administered.

2. Fire Drills

When the fire alarm goes off, we exit through the double doors of the 300 hallway. We pass through the auto shop gate and go to the fire pit across the parking lot until the administration notifies us we can re-enter the building. In case of a real fire we will evacuate to Marshall Elementary School located on Bonito Street.

3. Lock Down Drills

When the administration announces “intruder on campus” over the speaker, teachers check that all the doors are locked, windows closed and covered, and all children are accounted for. Teachers continue on with activities according to procedure. After administration and the Flagstaff Police Department have checked all the halls and verified all is clear, they make an announcement and we unlock our doors and continue with our day.

In case of a real Lock Down due to an “intruder on campus” we will follow procedure and wait for instructions from administration and the police department. No one will be allowed to enter or exit the building. Parents will be notified as soon as possible and when released by Flagstaff Police Department parents may pick up their children and the center will close for the remainder of the day.

4. **Severe Storm**

Flagstaff weather varies greatly throughout the day. FUSD rarely closes school due to weather once the day is already in session but the Center may close early at the discretion of the director if they feel their staff and the children may not be safe to travel in the late afternoon. In this situation, the director will call parents/emergency contacts to pick up within 30 minutes due to the center closure. The director will stay with all the children until they are picked up and will call the Department of Child Safety (DCS) after a reasonable time has passed if parents/emergency contacts cannot be reached. Assume we will reopen the following day unless a snow day is called by FUSD.

In case of an evacuation, the Center evacuates to Marshall Elementary School located at 850 North Bonito Street. The Center's staff and attending children will walk to Marshall Elementary School. We will not transport the children in vehicles, unless the FUSD/Flag Police Department evacuates the building with approved vehicles. The director on call will contact parents once they are back at the school after receiving FUSD administration/FPD permission to return. If we are unable to return to the school after two hours of our evacuation, the director on call will contact parents and emergency contacts to pick up their children within 30 minutes. The director on call will stay with all children at Marshall Elementary School until they are picked up. After 4:00pm. or if Marshall Elementary School has to be evacuated, and all attempts to call parents and emergency contacts have failed, the director will have no choice but to call DCS to retain custody of the child.

If phone lines and cell towers are down and we are unable to contact parents by phone, Flagstaff Police Department will assist in contacting parents/guardians. You can contact the FUSD switchboard at the Administration building at (928) 527-6000, Flagstaff High School's main number is (928) 773-8100.

The Center will close the building due to severe weather, loss of electricity, loss of phones, or any emergency administration deemed worthy of closure. We will try our best to notify you as soon as we are aware of closures and avoid unscheduled closures at all costs. Please be supportive and assist us in our need to close the center.

It is essential that your child's emergency information card is updated and correct at all times in case of an emergency.

5. **Recognition of Child Abuse/Neglect and Manadorty Reporting**

All staff members are trained to recognize child abuse/neglect and are mandatory reporters by state law.

11) Confidentiality

In order to ensure confidentiality of personal information, the Center has established the following procedures:

- Children's records will be available for parent's inspection at all times.
- When custody has been awarded only to one parent, access to the child's records will be limited to the custodial parent providing that all legal documents of custody have been provided and maintained in the directors office.
- Sharing personal records with anyone other than the child's teacher and/or director will require a written permission slip from the parent.
- Information about injuries that are either sustained or caused by your child will remain confidential by all staff members.
- Information regarding illness. Infestations that are present in the center will be posted in each classroom. No personal information as to which child has contracted the illness/infestation will be provided except to authorized personnel.

12) Social Media and Technology Usage

The center does not use computers or iPads for the children's learning. Teachers will take photos of your child for observation purposes to help develop lesson plans that are meeting the needs of the children. All photos are used in the classrooms and/or in your child's portfolio.

13) Transportation and Field Trips

A. Transportation

The Center does not provide transportation for the children or staff members.

B. Field Trips

Children's parents will be notified of planned field trips on campus that the child will be out of the classroom. Permission slips must be signed and on file for each child to participate. A field trip plan will be left at the facility during the field trip. Scheduled activities will be posted. If you arrive to drop off your child while the class is on a field trip you must take your child to the field trip site or you will not be able to drop your child off until the class returns.

14) Insurance

The Center has liability coverage only through Flagstaff Unified School District. Liability Information can be found posted in the Director's office.

15) Non-Discrimination Statement

The center is defined by state and federal law as a place of public accommodation. The center shall not discriminate in employment practices or client services on the basis of race, color, creed, national origin, religion, sex, age, or disability**.**

16) Licensing

The Center follows regulations of the Arizona Department of Health Services.
Arizona Department of Health Services
1500 East Cedar Avenue
Flagstaff, AZ 86004
(928) 774-2707

17) Inspection Reports

Department of Health Services Child Care Licensure inspection reports are available upon request for any person who is interested. Please see the director.

18) Administration of Pesticides

The facility will post notification on the premises at least 48 hours in advance of any pesticides being used. The FUSD Facilities Department is responsible for said posting and notifications.

19) Anti-idling Policy

Federal regulations strongly recommend that parents dropping off and/or picking up their child turn off their car engine while parked next to that childcare facility so that the children don't inhale the exhaust fumes.

20) Grievance Procedures

As our clients, we hope that you are always happy with the care and education given to your child. However, if at some point you have questions or concerns about your child's care, we encourage you to come to us immediately. Concerns can be voiced to your child's teacher, the center director, or the district's Director of Educational Enrichment Frank Garcia (fgarcia@fusd1.org)