

Del E. Webb

Family Enrichment Center

Early Childhood Education and Lab School

Family Handbook



Yavapai College

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Handbook Updated June 2024

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WELCOME

Welcome to the Del E. Webb Family Enrichment Center/ Lab School. We are pleased that you have chosen to have your child participate in our program and that your family will be joining our community.

The Family Enrichment Center (FEC) is committed to providing the highest quality programming for children three months to five years of age who are not yet eligible for kindergarten. A child is eligible for kindergarten if s/he turns five years of age by August 31 of a given, new school year.

The heart of our program lies with our teachers, selected for their knowledge of child development, educational background, and extraordinary commitment to working with young children and their families.

The FEC honors childhood and focuses on supporting families; we nurture relationships, build confidence, support learning, and foster a sense of community shared by all.

The FEC also serves as a laboratory school for the Early Childhood Education program at Yavapai College (YC). Under the guidance and supervision of our professional teaching staff, YC students share their growing skills and knowledge in our classrooms daily.

This institution is an equal opportunity provider.



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MISSION

The Family Enrichment Center provides a developmentally appropriate learning environment for children 3 months through 5 years of age who are not yet eligible for kindergarten. We also serve as a laboratory school for students in the Early Childhood Education program at Yavapai College. The FEC offers a quality program based on best practices, promotes parent involvement, and serves as a model for the broader community.

PHILOSOPHY

We believe that children learn best when they actively explore and engage with the world in the context of trusting and respectful relationships. Our goal is to build on children's natural inquisitiveness and to cultivate a lifelong passion for learning.



PROGRAM OBJECTIVES

- To value the individuality and learning style of each child
- To provide children with daily challenges and opportunities for success
- To stimulate children's thinking and problem solving skills
- To provide daily opportunities for creative expression
- To build a sense of community in each classroom based on respect for others
- To support the development of social skills like cooperation, generosity and empathy
- To promote safe and healthy habits
- To facilitate pre-literacy, math and science skills through hands-on activities
- To create partnerships with families
- To serve as a lab school, providing mentoring and guidance to YC students pursuing a career in early education

LICENSING, ACCREDITATION, AND STATE RATING SYSTEM

The Del E. Webb Family Enrichment Center at Yavapai College maintains a license with Arizona Department of Health Services, located at 150 North 18th Avenue, Phoenix, AZ 85007 (602-364-2539). All records of inspection are available for viewing in the director's office. The FEC maintains liability insurance as required by the Arizona Department of Health Services and the Arizona Department of Economic Security.

The FEC maintains accreditation through Early Learning Leader's National Accreditation Commission (NAC) and participates in Quality First, Arizona's statewide quality rating system.

PROGRAM DAYS AND HOURS OF OPERATION

The FEC is a full-day program, open Monday through Friday, from 7:45 a.m. to 5:15 p.m., on a modified year-round schedule. The FEC does not offer part day or drop-in care.

Scheduling options:

1. Monday through Friday
2. Monday, Wednesday, Friday
3. Tuesday and Thursday



ANNUAL CALENDAR AND CLOSURES

An annual FEC calendar is available in advance of each fiscal year, which starts in July, with specific closure dates.

The FEC closes for all major holidays including MLK Day, Memorial Day, Independence Day, Labor Day, Veteran's Day and Thanksgiving (Wednesday through Friday).

The FEC is also closed for a two-week winter break which includes Christmas Eve/ Day and New Year's Day, a one-week spring break in March, a long weekend during Memorial Day, and a one-week late summer break in late July/ early August.

The FEC closes for seven to nine Fridays each year for teacher in-service days for the professional development of our teachers, including our student teachers. By supporting the professionalism of our staff, we are able to assure continuous quality improvements to benefit our entire learning community.

CLASSROOMS – GROUP SIZES AND RATIOS

The FEC's five classrooms serve children three months through five years of age who are not yet eligible for kindergarten. The FEC offers small group sizes and low child to teacher ratios.

- Our infant room has a maximum of eight children, ages three months to twelve months, or fifteen months if not walking. The typical teacher-child ratio is 1:3-4.
- Our younger toddler classroom (Toddler A) has a maximum of twelve children, ages twelve months to two years old. The typical teacher-child ratio is 1:4-5.
- Our older toddler classroom (Toddler B) has a maximum of thirteen children, ages two to three years of age. The typical teacher-child ratio is 1:5-6.
- Our preschool classrooms (Preschool A and B) have a maximum of twenty-two children, ages three to five. The typical teacher-child ratio is 1:8-9.

STAFFING

Each classroom includes three teachers:

1. Mentor Teacher
2. Teacher
3. Teacher Assistant



Mentor Teachers have extensive experience working with young children and families and have a terminal degree, such as an Associate, Bachelor, or Master's Degree in Early Childhood Education or a related field. The Mentor Teacher is responsible for planning and implementing the curriculum, assuring that the program meets the needs of each child, leading the teaching team, and mentoring assistants.

Teachers have experience working with young children and have a minimum of an Associate's Degree in Early Childhood Education or have an Associate's Degree in progress. Teachers are responsible for implementing the curriculum, establishing positive relationships with parents and children, planning developmentally appropriate activities, and guiding assistants in the absence of the Mentor Teacher.

The third teacher in the room is a Student Teacher Assistant, Substitute Teacher Assistant, or Practicum Student, who works under the guidance of the Mentor Teacher. The practicum students are fulfilling their requirement for their ECE Certificate or Associate's Degree in ECE. Many of our students are also close to obtaining their Certificate or Associate's Degree in ECE. Substitute teachers have experience and education in the field.

Each person who works at the FEC goes through a background check, has a valid Arizona Fingerprint Clearance card, and has provided us with proof of a negative TB test. In addition, we check each prospective employee's references and educational background.

INITIAL ENROLLMENT

The FEC serves Yavapai College students, faculty, staff, and the greater Prescott community.

A child is placed on our wait list once an application is received. Applications can be found on our website at: yc.edu/fec

The FEC follows an internal process that is confidential and fair regarding each child's enrollment.

Parents are notified periodically throughout the year regarding each child's status on the wait list.

The FEC welcomes the enrollment of all children regardless of race, religion, gender, disability, or national origin.

SCHEDULE CHANGES

An enrolled family can request a schedule change by completing a Schedule Change Request form. Parents are encouraged to complete the request as far in advance as possible. We may or may not be able to accommodate changes, including requests to drop from full-time to part-time status.



DISENROLLMENT PROCEDURE

Families must complete a Disenrollment Form a minimum of two weeks in advance of their child's departure from the FEC. Failure in giving the FEC two weeks' notice will result in forfeiting the enrollment deposit. If a family has a credit on their account, Yavapai College will issue a check.

It is our goal to work with families to maintain their child's enrollment. Yet, there may be times when it is necessary for us to withdraw a child from our program such as:

- Chronic delinquent payments
- Failure to follow through on an agreed upon payment plan
- Failure to update records (such as immunizations and emergency cards) when requested
- Failure to follow through on agreed upon action plans
- Continual late pick-ups
- Dangerous behavior on the part of a child or family member, which poses a threat to themselves or to the safety of others
- Disregard for the policies set forth in this handbook
- Other reasons as deemed necessary by the director

TUITION AND BILLING (See current Monthly Tuition Rates schedule)

Tuition schedules are available upon enrollment and the FEC revises the tuition schedule annually on July 1. The FEC calculates tuition on a monthly basis. Monthly tuition includes three nutritious meals a day (breakfast, lunch, and afternoon snack, prepared in our kitchen. Tuition also includes standard formula, baby food, diapers, and supplies.

Tuition is due on the fifth of each month. The FEC charges a \$20 late fee when families do not pay tuition in full by the 5th of the month. The FEC may waive the late fee if there are extenuating circumstances. If there is still an outstanding balance at the end of the month, the family must complete a payment plan with the director for a child's continued enrollment.

The FEC calculates tuition rates so parents pay a consistent monthly rate, regardless of the number of days the FEC is open, except we charge families for three weeks in December. Your child's tuition remains the same regardless of absences due to any reason, including sickness, vacations, or other FEC closures.

The FEC contracts with the Department of Economic Security (DES) and enrolls children receiving childcare subsidies. Families receiving DES are responsible for paying the difference between the FEC tuition and the DES reimbursement rate, and full day rate for absences in excess of five per month.

Scholarship funding and emergency tuition assistance may be available for families who qualify. Yavapai College students with financial need are also encouraged to complete the Free Application for Federal Student Aid (FAFSA) and meet with a financial aid advisor.

The FEC tuition does not cover the total cost of operating our program. Because we are a lab school providing fieldwork opportunities for YC students pursuing a degree in early childhood education, the college financially supports the instructional aspect of our program. In addition, the YC Foundation works with FEC on fundraising efforts each year to help generate additional revenue to help cover expenses and support families who would not be able to enroll their child at the FEC without a scholarship.

ENROLLMENT PROCEDURE, ORIENTATION, AND TRANSITION PLANS

Smooth transitions are important for your child and your family. We make every effort to ensure successful transitions into our program, between classrooms, and when leaving. We recognize the importance of both parents and children knowing what to expect during transitions. To that end, we have established the following transition plans:

Enrollment Procedure and Orientation:

Enrollment packets will be sent to all families via email. All parents must complete the enrollment packet before their child can attend, including an Emergency Card listing contacts and important health information, and supply us with a copy of their child's current immunizations. Parents must also turn in a Physician's Statement of Health for their child stating their child is healthy enough to attend childcare in a group setting within six months of enrollment.

During the orientation process, families will also meet with the Mentor Teacher to share important information about their child. The teacher provides information about the classroom including schedule of the day, curriculum, policies, and opportunities for you to participate in the program.

Transitions between Classrooms:

As your child grows, he or she will transition to new classrooms based on the developmental level and needs of your child while also following licensing requirements. Although physical age can serve as a general guideline, the teachers also consider your child's emotional, social, cognitive, and physical development. The Mentor Teachers in both classrooms work together to plan and support the transition specifically designed for your child.

Three to four weeks prior to the transition, you will have the opportunity to meet with your child's current classroom teacher to discuss the transition. The Mentor Teacher will write a plan to include dates of classroom visits and the anticipated start date in the new classroom. If possible, children transition with one or more of their peers to help them feel more comfortable about the change.

One to two weeks before the transition, you will have an opportunity to meet with the new teacher(s) and provide updated family information. This will be a chance for you to ask questions and share information about your child, as well as get to know the teachers.

You may feel both excitement and a sense of loss surrounding the transition due to strong attachments made between your child, family, and staff. However, you can help your child focus on the positive aspects of moving to the new classroom, and this will help minimize your child's worries. All of our teachers are committed to creating continuity between classrooms.

Transitioning out of the Center:

Whether your family is moving or your child is transitioning to kindergarten, we want to ensure a smooth transition. We ask for the two week written notice to not only allow us to fill the vacancy, but also to make sure the children and teachers prepare for the child's departure.

When a family notifies our program that a child is leaving, the teachers discuss the transition with all of the children and offer emotional support as children process the change. Before the child leaves, you will receive your child's portfolio containing photos, anecdotal notes, developmental checklists, and work samples.

The FEC hosts a special graduation ceremony each spring for the children who are transitioning to kindergarten in the fall. We are happy to provide you with information about schools in the area; however, the FEC does not endorse any specific program.



ATTENDANCE AND ABSENCES

Please call the FEC by 8:00 a.m. if your child will be absent or late. This allows us to prepare properly for meals and activities, and finalize the daily attendance. Please call us if your child is sick so we can record the illness and keep families informed about communicable illnesses. The FEC may call you if we do not hear from you.

ARRIVAL AND DEPARTURE TIMES

Arrival time is between 7:45 and 8:45 each morning. Arriving before 8:45 enables children to participate fully in the daily activities, including the morning meal. Arrivals during breakfast disrupts the meal for other children and limits the ability of the teacher to welcome you and your child, and does not allow for important communication. **All children must arrive before 8:45 a.m. to participate for the day.** Children may not arrive between 8:45 a.m. and 10:00 a.m. If you have a special circumstance that require you to bring your child in at 10:00 a.m., we require prior notification to your child's teacher or our director.

The FEC closes at 5:15 p.m. All families should plan their pick up so they arrive before 5:05 p.m. so all families can exit the building by 5:15 p.m. The FEC charges a late pick-up fee if you arrive after 5:15 p.m. Please plan for enough time to communicate with the teacher about your child's day and check your child's cubby for artwork, notes, or other information before closing.

SIGN IN AND SIGN OUT PROCEDURES

You must sign your child in and out on the iPad using the ProCare app when you first enter through the secure door because the FEC is required to track attendance electronically.

The administrative staff will perform a morning wellness screening of your child upon arrival. This may include temperature checks and observation of visible signs of illness. If your child is found to have a fever or is exhibiting signs of illness, they will not be able to participate for the day. Please see our Health and Illness Policy beginning on page 20 for more information.

Parents are responsible for supervising their children when dropping off and picking up. Please make sure the teacher knows your child is present before leaving, and make sure that the teacher is aware that you are picking up your child. Children can easily run through the front doors and enter the parking area if not supervised. Under no circumstances should a child leave out the front door ahead of families.

When dropping off and picking up siblings, please drop off your older child first, and pick up your older child last, while supervising your youngest child closely. We find this is the safest routine.

Older children should not enter the infant room due to cleanliness and safety.

RELEASE OF CHILDREN AND SECURITY MEASURES

The FEC will only release children to parents, legal guardians and/or persons authorized by the child's parent/guardian on the Emergency Card. We will not release children to anyone not listed on the form. If you have relatives or friends visiting from out of town who are going to pick up your child, please add them to the emergency card beforehand.

We also ask that you remind the individuals that they will need to show their ID when they arrive at the FEC. In an emergency or last minute needed arrangement, you can call the FEC to arrange for another person to pick up your child. In these instances, we may ask you to prove your identity by asking an identifying question.

CHILD CUSTODY

We must have legal documentation on file, such as a restraining order or court ordered custody decree, in order to prevent a parent from picking up his or her child. In addition, the FEC cannot legally restrict the non-custodial parents from visiting the child unless the FEC receives current court orders. Please talk to the director for more information.

CURRICULUM

The curriculum in each of our classrooms builds upon our belief in the importance of the learning environment, developing trusting relationships between children and teachers, and supporting children's physical, social, emotional and cognitive growth. Teaching young children is a creative process. We encourage teachers to use a variety of strategies and an emergent approach rather than following just one teaching methodology.

Teachers post weekly lesson plans for parents to view daily activities, learning goals, and other events. This plan often evolves and changes based on the needs and interests of the children and individual and group learning objectives. Teachers take time to reflect on the week's experiences prior to developing their lesson plan. Teachers develop lesson plans based on their own expertise and strengths and the children's interests and needs. However, all plans and learning objectives are aligned to either the Arizona Infant Toddler Developmental Guidelines or the Arizona Early Learning Standards.

Teachers use a variety of methods to share information about curriculum with families, including posted weekly lesson plans, conversations at drop-off and pick-up, daily logs for infants and toddlers, e-news, bulletin boards, parent nights, bi-annual conferences, and other meetings.

The classroom environment is carefully prepared and includes different interest areas (e.g., dramatic play, art, blocks, science and discovery, library, and table toys. These areas provide children opportunities for choice, discovery, and skill development.

The daily schedule includes predictable routines, time for extended free play, indoor and outdoor activities, small and large group times, and both child and teacher directed activities.

Creating a sense of community within each classroom and throughout the program is a priority at the FEC. Teachers model empathy and respect for others and encourage children to value each other's differences. Cultural diversity, gender equality, non-violence, and conflict resolution are valued in every aspect of our program.

Play is an essential element of the FEC philosophy and curriculum and is foundational for learning. Play challenges and extends developing skills and knowledge, stimulates thinking, increases ability to formulate and carry out plans, and helps regulate emotions. During play, children learn how to work together, learn to listen to other's ideas, and negotiate to reach common goals. Children who engage in physical play also are learning how to master their own bodies and develop self-regulation. Woven through all kinds of play is the development of language skills critical for children who are learning to express themselves.



Regular outdoor play is a very important part of a child's growth and development. In addition to providing opportunities for physical activity (running, jumping, riding bikes and climbing, it gives children rich opportunities to explore, discover, and learn. The experiences of weather changes, stomping in puddles, feeling rain and making tracks in the snow are all wonderful opportunities for children to learn about the natural world. Providing children with opportunities to garden, observe insects and lizards, and dig in the sand and dirt also promote children's engagement with nature. These experiences are powerful ways to promote children's appreciation for the natural world from an early age. All age groups will play outdoors daily if conditions for children's health and safety allow. If it is under 32 degrees or over 90 degrees, staff will shorten the outside play periods.

YC CAMPUS WALKS

We take advantage of the beautiful Yavapai College Prescott campus by walking to various sites, such as the gym, library, performance hall, sculpture garden, and cafeteria. We do not take field trips off campus or use motor vehicles to transport children on field trips. The FEC requests you to sign a permission slip for all of our on-campus walking trips when you enroll your child. Our infants and toddlers will also take trips in our four-passenger stroller.

PHOTOS AND VIDEOS

The FEC takes many pictures of the children enrolled in the program as a valuable part of the curriculum. When enrolling your child in our lab school, you are required to sign a photo/video release form giving us permission to use images of your child for instructional and educational purposes. Photos will also be displayed on bulletin boards at the FEC, in FEC newsletters (circulated in hard copy and via email, during FEC family events and fundraisers, on the FEC website, in media presentations featuring the FEC, and other educational purposes in the broader early childhood educational community. The FEC does not use children's names publicly without specific written permission from the parents or legal guardian.

We also ask parents to sign a permission form allowing us to use photos for other purposes, such as media releases, marketing and advertising purposes.

ARTWORK

The FEC displays children's artwork within the classrooms and hallways at the FEC as an important part of the curriculum. We also ask parents to sign a permission form allowing us to use their child's artwork for additional purposes, including fundraising events and marketing.

ASSESSMENT PORTFOLIOS

The teaching staff assess the children in each developmental domain on an ongoing basis using our Developmental Checklist, which aligns with the Arizona Early Learning Standards and the Arizona Infant Toddler Developmental Guidelines.

In addition to the Developmental Checklist, the teachers enter quarterly anecdotal notes, photographs, and work samples into the child's portfolio to share with families at bi-annual parent-teacher conferences. Family input, including intake information and goal sharing during conferences, is included in the portfolios. Information gathered from the assessment portfolios help inform lesson planning not only for the individual children but also for small groups and the classroom as a whole.

CHILDREN'S SCREENING AND REFERRAL

During the course of the teachers' ongoing observations and assessment of children, which begins within the first month of attendance, teachers may have a concern related to a child's development. When there is a concern, the Mentor Teacher schedules a meeting with the family within 15 days to gather more information to determine if a referral is appropriate.

The FEC refers families with children ages 3 months through 2 years 10 months to Arizona Early Intervention Services, and children ages 3-5 to Child Find, a service offered through the local school districts. The FEC may also refer a family to our Early Childhood Mental Health Consultant who can help families and teachers address specific concerns.

The FEC follows up with the family as necessary and within 2 weeks after the child receives a formal screening or assessment. Teachers may participate in Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) meetings to provide input and to support the attainment of the identified goals for the child. The teachers incorporate individualized goals into the weekly lesson plan.

The FEC also keeps a resource binder available for families listing community agencies and family support services.

It is our goal to meet the needs of all children enrolled in our program. However, if we feel a child has needs beyond our expertise, or if a family chooses not to follow through on obtaining early intervention or other support services, we may ask the family to find another placement.

REQUESTING ACCOMMODATIONS

The FEC staff is committed to making reasonable accommodations for children with special needs. A parent may request an accommodation for their child's enrollment at the FEC by contacting the director and completing an application. If applicable, parents supply the FEC with the current Individual Family Service Plan (IFSP) or other service plan. After reviewing the documentation, the director will determine if the child is eligible for accommodations under the Americans with Disabilities Act (ADA).

Teachers receive training and written instructions regarding child's individual service or medical needs and accommodations. The FEC keeps medical information confidential and shares information only on a need to know basis. Records are stored in the child's file.

The director will notify parents verbally and in writing of any denied accommodation. Parents may appeal the denial.

SUN SAFETY AND PROTECTION

The FEC play yards get a lot of sun exposure and we want to make sure to protect your child's skin. The FEC provides sunscreen and asks parents, as part of the morning routine, to apply sunscreen to their child. Parents who prefer to bring in their own sunscreen may do so. The child's first and last name must be on the container and the parents must provide us with written authorization to apply it. Staff will then reapply sunscreen in the afternoon. Sunscreen is applied several times a day throughout the year since protection is needed even on cloudy days in the winter months.



If your child has a very fair complexion, we encourage you to consider sending them in lightweight long sleeve and long pant clothing throughout the year. We ask that all families send a hat for their child; we have had great success helping children learn to keep hats on!

While outdoors in warmer temperatures, the children will be encouraged to get drinks of water often, to rest or lower their activity level as needed, and to play in the shade.

CLOTHING

With varying temperatures throughout the year, please make sure your child has clothing available that is appropriate for all kinds of weather. It is advisable to dress children in layers. All children need a warm jacket, hat, and mittens in winter, and a lighter sweater or jacket and sun hat in the spring, summer and fall. Water play is available during warm weather, and teachers will notify parents when to bring swimsuits, towels and water shoes.

Please provide at least one change of weather appropriate clothing including underwear, socks and shirts. Children who are in the process of toilet training should have at least two changes of clothing. Please take soiled clothing home each day and bring a clean replacement set the next day. Please label your child's clothing with their name using a permanent marker.

Please make sure your child is dressed in comfortable clothes that are appropriate for a play environment including messy and dirty activities (e.g., water, sand, mud, and art play). The FEC may provide smocks for messier activities, but they may not always protect clothing completely. In addition, some children may be resistant to wearing protective clothing. Please make sure your child is wearing clothes that can get dirty because teachers will not exclude a child from participating in messy activities based on their clothing.



Clothing should be easy for children to take off and put on (sweatpants, shorts, loose dresses), especially as children are beginning to use the toilet. Please avoid belts, suspenders, overalls or tights as they are difficult for a child to manage when toileting.

Footwear should be sturdy and comfortable, and allow for walking, running, and climbing. We suggest closed toe athletic shoes. Please do not send your child in flip-flops or sandals without back straps. These make it difficult for children to engage safely in active play. We recommend soft shoes for infant learning to walk.

Please do not bring a jacket, sweatshirt or other clothing with cords or strings because they can catch in equipment and pose a strangulation hazard.

DIAPERING AND TOILETING

The FEC views diaper changing as an opportunity for positive caregiver-child interactions. The teachers follow proper diapering procedures to ensure cleanliness and sanitation. Diapers are changed regularly and immediately when soiled.

The FEC views toilet learning as a process designed around a child's readiness. The teachers and the family discuss toilet learning and develop a plan tailored to the individual child. This process typically starts in the older toddler classroom.

Children must be able to use the toilet before they enter the preschool rooms as required by licensing, and the FEC cannot allow children to wear pull-ups or diapers in the preschool classrooms unless there is a documented special need. Occasional accidents are expected and we support the children and families with their toileting efforts. Preschool children are encouraged to be independent while using the bathroom; however, bathroom doors always remain open for supervision. Parents must take home soiled clothing the same day.



NAPTIME

The toddler and preschool nap times occur between the hours of 12:00 and 3:00 p.m. Please check with your child's teacher for the daily schedule. The FEC provides a cot or a mat and fitted sheet. Your child may bring a blanket from home as well as a small comfort item, such as a small stuffed animal. Children are not obligated to sleep, yet teachers encourage the children to quietly rest. Teachers set up quiet activities for children when they do not fall asleep.

The teachers create a restful environment by turning off the lights, shading windows, and providing a comfortable temperature. If necessary, teachers give individual attention to children who need support at nap time. This includes appropriate touching such as rubbing or gently patting a child's back, arms or legs. It may also be appropriate to rock some toddlers to help them relax enough to go to sleep. There is enough light in the rooms to allow for visual supervision.

The FEC practices safe sleep practices for infants. Teachers place infants on their back to sleep with no other objects in the crib other than a pacifier if needed.

GUIDANCE METHODS

An important goal of guidance and discipline is to help each child develop a sense of self-control and autonomy. In a positive manner, teachers establish clear and consistent limits for children. We help children understand that there are consequences to their actions and give them opportunities to practice making appropriate choices. We believe that with guidance from adults, children can learn to solve conflicts. Children who feel confident and capable of solving problems in a fair and meaningful manner will internalize rules of cooperative behavior and are more likely to follow these rules.

Teachers use positive guidance strategies to help children develop self-regulation and build self esteem:

- Limits and expectations are clearly stated in positive terms
- Children are provided with acceptable choices
- Children are encouraged to use words to solve problems with others
- Teachers help children reflect on their behavior and consider the perspective of others
- Children are redirected to acceptable activities and behaviors

Under no circumstance does staff use physical punishment or consequences related to napping, food, or toileting. We also do not use emotional punishment, such as shame or ridicule or any other method that might hurt, frighten or humiliate a child.

CHALLENGING BEHAVIORS

Teachers make every effort to understand a child's needs when a child repeatedly exhibits a challenging behavior, so that the teacher can make modifications to the environment, the routine, or the interactions so that the child will be successful in the classroom. Teachers will work closely with families to set goals and develop strategies for the child. Teachers work to anticipate problems ahead of time and intercede before they escalate so they can help a child choose appropriate behaviors.

Teachers stop children immediately when needed for their safety or the safety of others. We may also have to remove a child from a situation. Teachers allow children to rejoin the group as soon as the child is able to regain control and the teacher can ensure the safety of all of the children.

Teachers notify parents immediately if there is a behavior concern that risks the safety of the child or others. The teachers work with the child and family to support the child. We expect all parties involved to work cooperatively and with community resources if deemed necessary, to support the child. The FEC reserves the right to dis-enroll a child if a parent fails to work cooperatively with the FEC and the child's placement in the classroom continues to compromise the safety of the other children or staff.

MEALSANDSNACKS

The FEC provides breakfast, lunch and an afternoon snack. We practice family style meals with children and adults all sitting at the table together. Teachers model and encourage children's social and language development as well as their self-help skills. Children are encouraged to taste all foods served, but are not required to eat any particular food item.

The FEC cook posts the current week's menu in each classroom.

The foods children eat influence their growth, development, capacity to learn and overall behavior. Since food is such a critical part of our lives and culture, at the FEC we are dedicated to making mealtimes healthy and meaningful. We serve fresh fruits and vegetables, whole grains and whole foods. Teachers model healthy eating habits and talk with the children about the importance of healthy foods.

The FEC is an equal opportunity provider and participates in the USDA Child Nutrition Program (CNP Child and Adult Care Food Program (CACFP. CACFP provides additional guidelines in the areas of food handling, meal patterns and meal service. The program also requires us to serve specific meal components at each meal, limits the amount of sugar and fats served, and requires that parents provide us with written documentation from a physician for all food allergies. Due to the severe nature of peanut allergies, we are a peanut-free environment. Families must complete an annual income eligibility form that determines the meal reimbursement amount for the FEC.

If your child is allergic to any foods, you must let us know. We will provide you with a form for your child's physician to complete with information about the allergy, substitute foods, and reactions that could result from ingestion. It is mandatory that we have this written information from a physician or other health care provider. The information provided should be as specific as possible. For example, if your child has an egg allergy, we need to know whether your child can still eat foods with eggs cooked in them.

If you would like to request a special diet (e.g., vegetarian for your child, you can discuss this with our cook. The cook will determine the approved substitutions. We will attempt to accommodate your request but cannot guarantee that we will be able to do so.

We begin serving breakfast beginning at 8:45 am, lunch at 11:45 am, and snack at 3:30 pm. Times may vary based on the ages of the children.

The FEC does not allow food, gum, drinks, or candy from home. If your child is eating upon arrival, please either discard the food item or have them finish eating outside of the classroom.

CELEBRATING HOLIDAYS

Our goal is to celebrate holidays in ways that are appropriate and meaningful to a young child. This means that celebrations make sense to the children at their level of development. Every classroom will handle each holiday in an age-appropriate and respectful manner.

Please share with the FEC the celebrations that are important to your family, so we can respectfully honor your family's culture and traditions. We feel that recognition of families' differing traditions can enrich children's lives, foster appreciation for diversity and build a stronger sense of community.

The FEC does not allow outside food into the center due to special dietary restrictions and allergies. However, we acknowledge special days with our food preparation (e.g., pumpkin pie at Thanksgiving, special cooking projects). If you are interested in sharing something special with the class, please consider alternatives to food such as books. For additional ideas, please speak with your child's teacher.

Because of the young age of the children in our program, we do not celebrate Halloween and ask that you do not bring your child in a costume. Costumes, especially masks, can often be unsettling and even frightening for children. Classrooms will offer alternative seasonal activities.

CELEBRATING BIRTHDAYS

If you would like to celebrate your child's birthday at the FEC, we ask that you coordinate with your child's teacher. Each classroom has its own way of acknowledging birthdays, which may include bringing in a personal birthday book or singing a special song. Please do not bring in balloons, as they are the number one non-food choking hazard for young children. Since the FEC does not permit outside food, we are happy to provide our kitchen prepared cookies for each child as part of our lunch or snack service. Families may distribute birthday invitations at the FEC only when all children in the class are invited.

FAMILY RELATIONS AND CONFERENCES

We believe that families are children's first and most important teachers, and we respect the important job you have. It is our goal to support you as a family and to establish open lines of communication that will help us better support your child's development. Positive relationships between families and teachers facilitate easier transitions from home to school. They also help provide children with a more cohesive view of the world.



Teachers offer parent-teacher conferences twice a year, typically in the spring and fall, and upon request. Conferences are a time when both teachers and parents share information about the child's development and discuss the Developmental Checklist, anecdotal notes, work samples, and shared goals. Families are able to pick a day and time that is convenient for them. The FEC also encourages parents to schedule a meeting with their child's teacher whenever they feel the need.

We hope to provide you with many opportunities to participate in our program. From volunteering in the classroom, participating in workshops and workdays, to bringing in needed supplies, your involvement is encouraged and appreciated. Talk to your child's teachers for more information about ways you can participate and support both your child's classroom and the FEC.

Additionally, you are encouraged to talk to the Mentor Teacher or the Director at any time you have questions or concerns.

The FEC encourages families to join the Friends of the Family Enrichment Center (FoFEC). FoFEC offers additional volunteer opportunities to help support the FEC with fundraising efforts, including our annual Framing the Future event.



YC STUDENT OBSERVATIONS

In addition to the YC students who are working regularly at the FEC, you will see students observing and/or implementing activities with children. Our lab school collaborates with YC to provide fieldwork opportunities for Early Childhood Education, as well as students studying nursing and psychology. This partnership brings financial support from the college. We limit the number of adults in a classroom in order to maintain the integrity of the learning environment for our young children.

HEALTH AND ILLNESS POLICY

The FEC staff maintains the highest standards of cleanliness and sanitation. Teachers clean and sanitize toys, eating surfaces, and toileting and diapering areas regularly and according to licensing standards. Teachers and children follow proper hand washing procedures. Please help your child wash their hands upon arriving in the morning.

Please arrange for a back-up person to care for your child when your child is sick. Teachers conduct a daily health check upon arrival and will not admit a child if symptoms of illness are present.

We ask that families not give fever reducing or pain medication to their child in the morning before bringing them. Generally, the medicine wears off and the child becomes uncomfortable during the day. This may also put other children and staff at risk for getting sick.

Please do not bring your child if he or she has any of the following symptoms. When symptoms appear while your child is at the FEC, parents must pick up their child within one hour of notification; we may temporarily separate your child from other children to avoid the spread of a contagious illness.

Fever of 100.4 degrees or more: Your child must be fever free without the aid of medication for 24 hours before returning. Your child may not return the next day.

Cough, wheezing, difficult or rapid breathing: Your child must be symptom free prior to returning. A physician's statement may be required for return.

Severe and persistent runny nose with discoloration: Your child must have reduced symptoms or a physician's statement to return.

Vomiting: Your child must be symptom free for at least 24 hours without the aid of medication to return. Your child may not return the next day.

Diarrhea: We will send a child home who has two or more diarrheas. Your child must be symptom free for 24 hours without the aid of medication to return. Your child may not return the next day.

Rash: The FEC will exclude your child with any unexplained rash, especially if there are open sores. A child may return when symptom free or there is a physician's statement that the condition is not contagious.

Eye discharge (or pink eye): Your child may return when symptoms subside, or 24 hours after first antibacterial treatment has begun.

Head lice, scabies or other infestations: Your child may return 24 hours after treatment with a pediculicide has begun.

Strep throat: Your child may return 24 hours after antibiotic treatment has begun.

Chicken pox: Your child may return after being fever free for 24 hours without the aid of medication and all sores have dried up and healed over.

Impetigo: Your child may return 24 hours after treatment has begun and if sores can be covered.

Hand, foot and mouth: Your child may return after being fever free for 24 hours without the aid of medication and all sores have dried up and healed over.

Excessive fatigue or other behavioral changes (tired, lethargic, inconsolable): Your child may return when your child is feeling well enough to participate in the daily routine including outdoor play and walks in all types of weather.

The FEC makes the final decision whether or not to exclude a child. We exercise the right to exclude a child despite a physician's statement, if that statement contradicts FEC policies.

The FEC posts communicable diseases in our front entry and each classroom affected.

The FEC follows [The Infectious Disease Flip Chart](#), a publication of the Arizona Department of Health Services.



COVID-19 Symptoms based on CDC Guidelines

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19.

- Fever (100.4 or higher) or chills
- Cough
- Shortness of Breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore Throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea (loose or runny stool)



EXTENDED ILLNESS / ABSENCE POLICY

Typically, tuition does not change even if a child has been absent due to illness. However, if a child is not able to attend for an extended period of time, the absence may fall under the FEC's extended absence policy. To be eligible, the absence must be the result of either an illness or an injury, and must be documented by a doctor. If the absence meets these criteria, the following policy will be applied. The family will be responsible for paying the normal tuition for the first two weeks of the absence. After that, the Center will hold the child's spot for up to four additional weeks at no cost to the family if the family provides documentation that the continued absence is medically necessary for the child's well-being.



MEDICATIONS AND DEVICES

When it is necessary for a child to receive prescription medication during the day, parents must give the prescription medication to the front desk personnel and complete a Medical Consent Form. Parents may not give prescription medications to the teachers or leave prescription medications in cubbies or backpacks. The FEC locks and properly stores prescription medications according to State licensing. Trained FEC full-time staff administer medication, including epi-pens and breathing treatments.

Medication Guidelines:

- Prescription medication must be in original container, with a prescription label to include child's first and last name, date, directions, dosage, and physician's name.
- Non-prescription medication must include a note from the physician and be labeled with your child's first and last name.
- Parent must complete a Medication Consent Form with instructions that match physician's instructions ("as needed" is not enough information).
- Parents must bring in medication cup, spoon, or dropper for liquid medications.
- The FEC will not administer the first dose of any medication (parents to monitor potential reaction).
- The FEC will not administer prescription medication prescribed twice a day, unless the physician specifically instructs a dosage time during the hours the child typically attends.
- The FEC will not administer allergy and cough suppressant medications. Parents may come to the FEC to administer allergy and cough suppressant medications.
- The FEC will not administer Tylenol, Motrin, Benadryl or their generic equivalents without a physician's note that specifies the dosage.
- Parents must also complete a Consent Form for any medicated topical creams or ointments.
- Parents are responsible for picking up medication at the end of the day if they need to administer the medication at home.
- Parents are responsible for picking up expired medication or the FEC will dispose of it.
- Epi-pens must be in original prescription container and include both in the pair.

Medications delivered by a device:

- Parents provide written instructions on indications for use that include signs and symptoms.
- Parents demonstrate use of the device and any special care after use to all staff administering.
- Documentation of training is made on the medication form including date and staff trained.
- Medication is given only by staff trained on use of the device.
- Training on use and care of the device is annually or as needed with staff or device changes.

PERSONAL PRODUCTS

Parents must complete a consent form for non-medicated personal products (e.g., diaper cream, lip balm). Label the product with the first and last name of the child. The FEC locks up (or keeps inaccessible) all products labeled "keep out of reach" of children. Parents must give personal products directly to the front desk personnel. The FEC supplies a specific brand of lotion for children; parents must sign a permission slip form for application.

ACCIDENTS

Minor accidents requiring first aid, such as scrapes, bumps, and scratches will be communicated to families on Procure through an “Ouch” report on the day the injury occurred. Please know that we always do our best to ensure your child’s safety, yet accidents may happen from time to time.

There may be minor incidents that go unnoticed despite our best efforts to supervise children closely. If your child comes home with a bump, scratch or bite, and you did not receive an “Ouch” report on Procure, please discuss the incident with your child’s teacher.

MEDICAL EMERGENCIES

If we believe that a child needs medical care beyond basic first aid or needs a medical evaluation, we will contact the parent/guardian immediately. In this case, we would ask you to come to the FEC to evaluate the situation. If we cannot reach the parent, we will call the emergency contact numbers in an effort to track down the parent’s whereabouts. If we are unable to locate the parent, we will ask that one of your emergency contacts pick your child up.

When responding to a medical emergency, we will take the following steps:

- Call 9-1-1 (YC Campus Police will automatically be notified and respond to the call)
- Call the parent or guardian
- Call the emergency numbers provided when we cannot reach the parent or guardian
- Call the child’s physician when we cannot reach the parent or guardian

A trained staff member will provide first aid and/or CPR if needed. All full-time staff have current Infant/Child CPR and First Aid training. A staff member will accompany your child in the event your child needs transportation by ambulance. The parent or guardian is responsible for any costs incurred for emergency care. Please keep your emergency contact information current on your Emergency Card.

EMERGENCY ALERT SYSTEM

Yavapai College has a system in place called **alertYC** to notify the YC community in the event of an incident or emergency on campus including closures, delayed starts, and early releases due to weather, or if there is an unsafe situation (e.g. gas leak, police chase, fire, wild animal sighting). Families can choose to receive alerts either via email or via text. There is no cost for the service; however, your mobile phone provider may charge you to receive text messages.

EVACUATION PROCEDURES

The FEC posts primary and alternate evacuation routes in each classroom and next to emergency exits. The FEC staff receives annual emergency training and practices monthly fire drills and quarterly lock down drills.

During an evacuation, the staff will relocate children to a safe place on campus. The first choice will be the grass area in front of Building 1 (west of the FEC, or the lobby of Building 1. We will assemble in front of Building 19 if Building 1 is unsuitable. YC could assign other locations depending on the nature of the emergency. YC has an Emergency Preparedness Plan and conducts periodic training with campus personnel.

CHILD ABUSE AND NEGLECT

In an effort to protect the well-being and safety of children, the State of Arizona requires anyone who suspects child abuse and neglect to report it to the proper authorities. The FEC trains staff to identify potential signs and symptoms of abuse and neglect, and documents and reports incidents to the Department of Child Safety (DCS). The FEC cooperates, as required by law, with any investigation of child abuse and neglect.

CARSEATS AND UNATTENDED CHILDREN IN CARS

Drivers must properly secure children in a passenger restraint system when traveling in a motor vehicle according to Arizona Law. The FEC does not have car seat loaners.

Parents are responsible for making sure that whoever picks up their child has a car seat. FEC staff may call Campus Security if they see a child under the age of five transported without the appropriate car or booster seat. Please talk to the director about community resources available to help families obtain car seats if needed.

The FEC has very limited room to store car seats. We ask that parents make other arrangements for the transfer of car seats rather than leaving them at the FEC if possible.

Parents must bring all of their children into the FEC when picking up or dropping off their child to avoid leaving any child unattended in their vehicle. The FEC may call Campus Security if staff observe an unattended child.

PARKING

The FEC recommends parents use the 10-minute loading and unloading zone in front of the FEC or the nearby 30-minute parking spaces. For families staying on campus, you may want to arrive before 8 a.m. to secure a spot in the parking lot (Parking Lot C in front of the FEC. Please be aware campus police monitors both the 10-minute zone and the 30-minute spaces.

BABYSITTING

The FEC does not provide babysitting services. Parents must make private child care arrangements outside of the FEC, and no such arrangements may interfere with the operation of the FEC or the individual staff member's job schedule. The FEC does not accept responsibility or liability for childcare arrangements made between FEC employees at any other location. FEC staff and student workers may not transport children who are not their own from the FEC.

RESOLUTION PROCESS

The FEC will make every effort to answer your questions and resolve any concerns you may have. Please direct any questions or concerns regarding the Del E. Webb Family Enrichment Center policies and procedures to the Mentor Teacher. Please direct any unresolved concerns to the FEC Director. Please contact the Director's supervisor if your concerns or problem remains unresolved. The director will provide you with the appropriate name, title and contact information.

