

School Year 2022 - 2023



STARTING BLOCKS PRESCHOOL

42101 N 41st Dr, Ste 136

Phoenix, AZ 8508

. . . . let us run with endurance the
race that is set before us." Hebrews
12:1

Table of Contents

Welcome.....	1	Head Lice.....	15
Contact Information.....	2	Health and Safety.....	15
Mission, Vision Statements, and Goals..	3	Holidays, Vacations, & Birthdays.....	17
Preschool Philosophies.....	3	Illnesses.....	18
Approach to Learning.....	4	Immunization Requirements.....	18
Assessment.....	6	Medication.....	19
Attendance/Tardiness.....	8	Nap Time.....	19
Bringing Toys to School.....	8	Nutrition/Snacks/Lunches.....	19
Communication.....	8	Parent/Teacher Conferences.....	20
Confidentiality.....	9	Referral Process.....	21
Curriculum.....	9	Responsibilities to Protect Children.....	21
Daily Schedule.....	11	Sign In & Out	21
Differentiated Instruction.....	11	Staff Qualifications	22
Discipline.....	12	Sun Screen Policy	23
Dress Code.....	12	Termination of Enrollment	23
Emergency Information Form.....	13	Toilet Training.....	23
Emergency Procedures.....	13	Tuition Policy.....	24
Family Engagement.....	14	Sample Lesson Plan.....	25

Welcome

During the preschool years, children develop and learn at a faster pace than during any other time in their life. Because preschoolers who experience a high quality preschool education become successful life-long learners, it is the mission of the Starting Blocks Preschool to prepare one and-a-half to five-year olds socially, emotionally, academically, and spiritually by providing a nurturing Christian environment that builds Biblical truths for the implementation of developmentally appropriate activities that align to the Arizona Early Learning Standards. Starting Blocks Preschool is a comprehensive child-focused program with the overall goal of increasing social competence in a Christian environment that promotes school readiness of young children.

Starting Blocks Preschool recognizes parents as the first and most important teachers children will ever have, and values the strengths each parent can bring as engaged members of our learning community. Starting Blocks Preschool works together with parents and family members by offering opportunities that encourage participation in their child's education and with the goal to provide high quality preschool experiences that will not only prepare children for success in school, but success throughout their lives.

This STARTING BLOCKS PRESCHOOL ALMANAC has been designed to provide important information that parents need when sending their child to school for the first time as well as to give the methodology the Preschool uses to carry out the mission of providing a high quality Christian preschool experience. The dedicated, caring staff at Starting Blocks Preschool wants to be certain that each child has the very best preschool experience, excellence, and education.

Sincerely,

Nick Cicogna
Director

Contact Information

Address and Phone:

Starting Blocks Preschool
42101 N 41st Dr, ste 136
Phoenix, AZ 85086
623-551-9606

CHILD CARE LICENSING CDC 18893

**THIS AGENCY IS REGULATED BY CHILD CARE LICENSING.
INSPECTION REPORTS ARE AVAILABLE FOR VIEWING AT
THE OFFICE OF CHILD CARE LICENSURE AT:**

**150 NORTH 18TH AVE.
SUITE #400
PHOENIX, AZ 85007
(602) 364-2539**

Vision, Mission and Goals

Vision Statement

Starting Blocks Preschool will promote a Christian-based preschool experience that promotes academic excellence for each child and the vision to be a life-long learner.

Mission Statement

Starting Blocks Preschool will teach preschool children Biblical truths in concrete ways to reinforce academic excellence that aligns to the Arizona Early Learning Standards by providing knowledge and skills for continuous learning through a high quality Christian program, services, and support.

Goals

Starting Blocks Preschool believes a preschool education is a series of new beginnings and challenges that can bring purpose and successful outcomes that will last a lifetime. In order to provide opportunities for each child with a high quality preschool experience, Starting Blocks Preschool will:

1. Teach preschool children in concrete ways through hands-on experiences that allows for reflection and reasoning.
2. Teach preschool children to apply their learning to real-world problems.
3. Teach preschool children Biblical truths that will drive academic understanding and successful Christian living.
4. Teach preschool children to care about people other than themselves and to think about the effects of their actions both in the present and in the future.
5. Teach students to use their knowledge to promote values, such as sincerity, love of God and Jesus, integrity, respect, honesty, compassion, etc.

STARTING BLOCKS PRESCHOOL PHILOSOPHY

Starting Blocks Preschool is structured to provide each child a rich experience preparing him/her to be a lifelong learner. Education is more than understanding knowledge found in a book. It is a gift given when students are allowed to explore, investigate, and discover the world around them. Starting Blocks Preschool believes knowing how to teach, what to offer, when to engage, and where to facilitate contributes to the success of a high quality preschool education.

Starting Blocks Preschool is a fully integrated preschool program that fosters every child's social and emotional growth as well as his/her physical, mental, and spiritual development. Starting Blocks Preschool will give equal attention when preparing a curriculum to fit the needs of each child and will plan and implement the curriculum knowing that each child's self-expression, creativity and analytical thinking develop through play.

Approach to Learning

Starting Blocks Preschool will support all areas of social and emotional, cognitive and language, physical, and spiritual development through a “S.T.E.A.M.” approach to the learning environment. “S.T.E.A.M.” stands for **Science, Technology, Engineering, Arts, and Mathematics**. S.T.E.A.M. will be fostered in learning labs that will be equipped with materials and daily activities that promote mature play and higher level thinking.

S



Because foundational **Science** skills help young children to think critically, problem solve, and better understand the world around him/her, the science learning lab will include a grow lab, an aquarium, etc. and authentic scientific materials that support the study of anatomy through zoology.

T



Because **Technology**, when properly utilized, help children to develop positive peer relationships, grow in their abilities of self-regulation and self-control, and develop positive self-esteem, it will be integrated through the daily schedule by the use of a Smart Board, an iPad, and a children’s computer with higher level thinking activities.

E



Engineering experiences will be dispersed through the creative use of materials forming engineering processes of trial and error, cause and effect, construction, design, cooperation, collaboration and decision-making that transpires throughout the learning labs.

A



Because the **Arts** teach children life skills, areas of development will be promoted through the study and appreciation of master artists in the field of painting, sculpturing, drama, and music that will develop informed perception, articulate a vision, help learn how to solve problems and make decisions, build self-confidence and self-discipline, and develop the ability to imagine what might be and accept responsibility to complete tasks from start to finish.

M



Mathematic development will be taught by promoting mathematical thinking and basic math concepts through hands-on activities. Math will be embedded in all learning labs, i.e. measuring during a food experience, patterning to creating an

art masterpiece, counting to learn how to rhyme, etc.

Starting Blocks Preschool will ensure that all child development is supported by a balanced program of learning experiences. Children will be provided opportunities to take initiative, make meaningful choices, and learn the consequences of decision making. A highly qualified preschool experience for all children will be accomplished by giving children a balanced daily program of child initiated and adult directed activities, including individual, small group, and large group activities. Teachers will keep large group activities to an appropriate limit as time will be used as an opportunity to guild a sense of community and shared purpose. Children will be introduced to cooperative learning and the benefits of technology through a Smart Board, an iPad, and a children's classroom computer.

In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, Starting Blocks Preschool's will support all areas of development:

Social and Emotional: **METHODOLOGY FOR SOCIAL AND EMOTIONAL DEVELOPMENT:**

Starting Blocks Preschool will encourage development which enhances each child's strengths by:

- building trust
- fostering independence
- encouraging self-control by setting clear, consistent limits and having realistic expectations
- respecting the feelings and rights of others
- supporting each child in ways that promote his/her health and well-being
- planning for routines and transitions to that occur in a timely, predictable and unrushed manner according to each child's needs

Cognitive/Language: **METHODOLOGY FOR COGNITIVE DEVELOPMENT:**

Starting Blocks Preschool will provide for the development of each child's cognitive and language skills by:

- supporting each child's learning
- using various strategies including experimentation, inquiry, observation, play, and exploration
- ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue
- promoting interaction and language use among children and between children and adults

- supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child

Physical:

METHODOLOGY FOR PHYSICAL DEVELOPMENT:

Starting Blocks Preschool will provide for the physical development of each child by providing sufficient space and equipment, materials, and adult guidance for:

- active play and movement that support the development of gross motor skills
- the development of fine motor skills according to each child's developmental level
- the participation of children with special needs.

Spiritual:

METHODOLOGY FOR SPIRITUAL DEVELOPMENT

Starting Blocks Preschool will provide for the spiritual development of each child by:

- providing a Christ-centered education including daily classroom devotions and a weekly Chapel service
- supporting thematic lesson planning utilizing a Bible story that will lay the foundation for scripture understanding as well as academic application
- developing relationships that value commitment to work together, serve one another, and build respect

Assessments

Each child will be given two developmental screenings:

- (1) Speed DIAL (Developmental Indicators for Assessment of Learning) assessment for areas of Motor, Concepts, Language, Self-Help, and Social Development.

METHODOLOGY FOR ASSESSMENTS:

Speed Dial™: Starting Blocks Preschool will utilize the *Speed Dial™* screening tool as its standardized developmental screening tool for all children. Families will be provided with an explanation of purpose and uses for the developmental screenings during the initial home visit. Results will be discussed with parents no later than the first parent/teacher conference. Children who fail the screenings will be re-screened thirty days after their initial screening. Whenever the teacher observes developmental concerns or the screening results indicate consistent potential delay, the teacher will plan and implement



- (2) DECA (Devereux Early Childhood Assessment) assessment and screening for potential risks in the social and emotional development of very young children will be completed between the 31st and 44th day of enrollment.



Starting Blocks Preschool will use Teaching Strategies Gold®, an authentic assessment program that is based upon teacher observations of children's developmental progress.

The assessment data is used to drive instruction and plan for individual children. For further information see www.teachingstrategies.com

differentiated instruction for the child and, with parent consent, also complete a referral packet that will be provided to the family for assistance in the Child Find process for the child's school district evaluation process.

DECA: DECA is the screening tool that will be used to determine children's social/emotional level of development. Should screening results indicate a child's needs of social and emotional (behavioral) support, the teacher will meet with the parents and resource information will be provided and an RTI (Response to Intervention) team will be formed in order to plan and implement differentiated instruction that will meet the child's need both at home and at school.

Families will be provided a screening results letter during the parent/teacher conference. A copy of the screening results letter will be placed in the classroom child file.

Teaching Strategies Gold: Starting Blocks Preschool will use the electronic Creative Curriculum Teaching Strategies Gold aka TSG. TSG is an ongoing developmental assessment based upon observation and a record system that documents children's developmental progress. The teacher will complete two assessments for each child in all areas of the TSG developmental domains (38 objectives). The first assessment is completed within the first 45 days of enrollment and the second assessment is completed at the two-thirds point in the school year. A report will be completed, discussed and provided to parents at the conclusion of each assessment period.

Observations will be documented by using a combination of check-lists, child work samples, photographs, videos and written anecdotal observations. Observations and documentation will begin the first week of enrollment, will include parent input gathered through a Parent Survey form completed at the initial home visit, and will continue without interruption throughout the school year.



Attendance/Tardiness



In order for your child to receive the maximum benefit from his/her preschool experience, regular attendance is very important. Regular attendance establishes routines that are valuable for learning and a consistent approach to implementing the planned differentiated instruction for his/her development.

If your child will be absent, we ask that you call Starting Blocks Preschool at 623-551-9609. To report an absence, please leave a message, give your child's name and the purpose for the absence.

Arriving on time is also essential for your child. It models for your child the importance you place on his/her preschool experience, the value you give to him/her education, and contributes to an effective learning environment, minimizing unnecessary interruption.

Bringing Toys to School



In order to maintain a unity within the learning environment, children are discouraged from bringing toys to school. There will be a time and opportunity for children to bring something from home to share as teacher will provide a weekly time for "Show and Tell". When helping your child make the item he/she brings, please do not allow him/her to bring anything to school that would break your heart, or your child's heart, if it got lost or broken. **Toy**

guns, play weapons, and action figures are absolutely not allowed at school. A favorite book, an item that introduces a family value, a memorable and cherished gift, a picture that tells about a family adventure, etc. are all great opportunities for children to share not only what they like but their family and the people most dear.

Communication

General Communication

Starting Blocks Preschool ensures that timely and accurate information is provided to parents, staff, and the general community with the use of memos, flyers, regular meetings, newsletters, written notices both electronically and in hard copy format. Parents will be regularly updated regarding program issues and classroom meetings.

Family Communication

Two-way comprehensive communication will exist between staff and parents on an on-going basis throughout the program year. This will

be accomplished through the use of letters, flyers, telephone calls, monthly parent meetings, home visits, and parent/teacher conferences.

**Staff
Communication**

Starting Blocks Preschool will have mechanisms for regular communication among all staff to facilitate quality outcomes for children and families. These mechanisms will include but not limited to weekly scheduled meetings and memo.

**Recordkeeping
Systems**

Starting Blocks Preschool will maintain efficient and effective recordkeeping systems in order to provide accurate and timely information regarding children, families, and staff, and will ensure appropriate confidentiality of this information. A written Confidentiality Policy will be signed by staff, consultants, parents, and volunteers. Files on all children and family records will be guarded by keeping all records together and secured in a locked cabinet. A sign-in system is required for any authorized person wishing to review records.

Starting Blocks Preschool will maintain efficient and effective reporting systems that generate periodic reports in order to improve program quality and maintain program accountability. Reports will include Excel spreadsheets for budget tracking and development and documents for tracking expiration dates of staff immunizations and certifications.

Confidentiality

Starting Blocks Preschool maintains the confidentiality of children/family records at all times keeping them in a secure status. No one other than Starting Blocks Preschool and Child Protective Services (CPS) will have access to the children's files. A parent may see their individual child's file upon request. No others are authorized to access child files unless the Director provides approval.

Starting Blocks Preschool requires parents for permission to release any personal information, i.e. name, telephone number, etc. Parents will be asked to provide written permission to photograph and/or video taping of his/her child. Any parent who indicates denial, requests will be honored and his/her child will be excluded from photographs or video clips.

Curriculum



Starting Blocks
Preschool's curriculum,
The Creative Curriculum®
for Preschool is an
award-winning curriculum
for preschool success.

Featuring research-based content and daily resources that are fully aligned with the *Head Start Child Development and Early Learning Framework* and state early learning standards, *The Creative Curriculum for Preschool: Daily Resources* help teachers offer individualized instruction to meet the needs of every learner. The Creative Curriculum® for Preschool daily resources:

- Offer daily opportunities to differentiate instruction, helping teachers meet the needs of every type of learner.
- Address all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.
- Offer daily, built-in opportunities for observations, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.
- Offer complete support for working with all children, including detailed guidance that helps to build teachers' knowledge about best practices.

Contain guidance for working with all learners, including advanced learners and children with disabilities

Lesson Plans: Weekly thematic lesson plans will be followed that establishes knowledge for individual children to spiral to higher levels of development. Lesson plans will be designed for each day and will document materials and

METHODOLOGY FOR THE IMPLEMENTATION OF THE CURRICULUM

Materials included in the classroom will be developmentally appropriate and serve the purpose of achieving desired family/teacher goals and the early learning standards. These materials:

- Materials will offer a rich variety of experiences for children to learn the functions and properties of objects, and to classify materials into groups.
- Materials will offer experiences for children to extend their thinking to support their interests.
- Materials will support developmentally appropriate emerging literacy and numeric development.
- Classrooms will provide learning environments that are rich in environmental print.
- Classroom materials will include at a minimum dramatic play, dolls, books of all sorts, other language/literacy materials, puzzles, blocks, and other construction materials, manipulative toys and games, cars, trucks and people, computers, language games, art media, science tools for exploration, writing center media, musical instruments, sensory experiences with tools for measuring, etc.

Teaching staff will post on Monday morning a weekly lesson plan to include the focused learning objectives that align with the State of Arizona Early Learning standards. The lesson plan will document daily activities and will be based on written observations, running records, work samples, and other documentation.

activities for each learning lab as well as large motor activities that will be implemented in classroom, gymnasium, and outdoors.

Lesson plans will be based on written observations, running records, work samples, and other documentation gathered, recorded, and analyzed in the TSG assessment tool.

Starting Blocks Preschool will also ensure that ongoing child assessment (a) is linked to curriculum goals; (b) provides for the collection of information on children's progress; and (c) includes the eight (8) domains of language, literacy, mathematics, science, creative arts, social and emotional development, physical development and social studies.

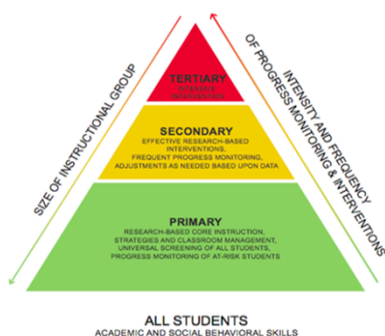
Daily Schedule

Daily Schedule will include but not be limited to:

- Health Routines
- Greeting Circle
- Clues and Questions
- Learning Labs
- Outdoor Time
- Story Time
- Questions and Reflections
- Snack and/or Meals

The classroom is set up with Learning Labs that will be introduced each day. Because young children learn through active exploration and hands-on experiences, Learning Labs will be prepped daily to not only give interesting and challenging activities but opportunities for children to form a foundation of knowledge and to work upon prior knowledge as they explore and discover new concepts, build and expand vocabulary, and exchange quality feedback loops with teachers and peers. As a result, Starting Blocks Preschool structures the schedule and environment utilizing play wherein children can explore their world, find out how to get along with others, test their skills and muscles, try out new ideas and feel competent enough to try different things.

Differentiated Instruction



Starting Blocks Preschool will use the information from the developmental, sensory, and behavioral screenings, ongoing observations, and insights from the child's family to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths, and needs.

Instructional staff will implement Tier 1 of the Response to Intervention (RTI) for every student. Tier 1 of RTI recognizes each student as being unique. The process utilizes information gathered from a variety of sources to identify activities that are embedded into the curriculum to meet the individual learning styles and developmental levels of individual children. Tier 2 and 3 will be implemented by providing effective research-based interventions.

Discipline Policy

Preventive Measures to Produce Acceptable Behavior

In order to maintain a happy, healthy, disciplined environment, the children are taught the importance of safety, care of property, good habits, rules of conduct and consideration and respect for others.

Constructive methods of discipline are used to maintain group control and handle individual behavior. Starting Blocks Preschool's focus on discipline (teaching/training) is preventative in nature with the intention of building self-discipline in the child.

Constructive Measures to Stop Unacceptable Behavior

When a child exhibits unacceptable behavior or attitudes, he/she is instructed as to what is wrong and then directed to a positive alternative approach/behavior. Along with these new attitudes and behaviors, the child is guided in the direction of self-discipline by encouraging him/her to make as many good decisions as possible.

Documents Required for Enrollment

- Emergency Card
- Up-to-date Immunization
- Liability Form

Dress Code



Uniforms are not required at Starting Block Preschool. However, it is important that your child wear comfortable playwear. Shoes should have ties or straps or be closed style; no “flip-flops”.

In case of an accident, please provide a complete outfit that will remain at school (shirts, pants, underwear, socks, etc.). Mark all items with your child's name and place in a plastic bag with your child's name on it. It will be required the first day of school and will be returned the last day of school.

If the extra outfit is used, please provide a replacement outfit the following school day.

Emergency Information Form

In accordance with Childcare Licensure Regulations, before an enrolled child receives childcare services, the enrolled child's parent is required to complete an Emergency, Information, and Immunization Record that is signed by the enrolled child's parent containing:

- The child's name, home address, city, state, zip code, telephone number, gender, date of birth
- The date of the child's enrollment
- The name and contact telephone number of at least two individuals authorized by the child's parent to collect the child from the center in the event of an emergency, or if the child's parent cannot be reached
- The name, address, and telephone number of the child's health care provider
- The written authorization for emergency medical care of the enrolled child when the parent cannot be contacted at the time of an emergency
- The name of the individual to be contacted in case of injury or sudden illness of the child
- A password for an emergency pickup by someone not listed on the form.
- The written instructions of the child's healthcare provider for nutritional and dietary needs of the child
- The written instructions of the child's healthcare provider for medical accommodations for special health conditions

Emergency Procedures

- If an emergency occurs, 911 will be called immediately. Starting Blocks Preschool will administer aid to the child until help arrives. The child will be transported to the nearest hospital and the parent will be notified immediately.
- Small cuts, bumps and bruises will be washed and bandaged if needed. An Ouch Report will be completed and a copy provided to the parent.



- If your child has had an accident or injury at home, please notify Starting Blocks Preschool, so we can be aware of this injury.
- A fire drill will be conducted monthly.
- Safety awareness will be embedded in the curriculum for children to practice 911, stop-drop-roll, and other safety procedures.

Family Engagement

Starting Blocks Preschool is family-centered, following the tenets that children develop in the context of their family and culture and that parents are respected as the primary educators and nurturers of their children. Starting Blocks Preschool offers family members opportunities and support for growth and change, believing that people can identify their own strengths, needs, and interests and are capable of finding solutions.



Research tells us that the earlier in a child's education family engagement begins, the more powerful the effects. Families will be invited to become integrally involved in the development of the programs curriculum and approach to child development and education.

METHODOLOGY FOR FAMILY ENGAGEMENT:

Starting Blocks Preschool provides parents with various opportunities to be involved in their child's education, from attending quarterly parent training classes and sharing in decision-making for the program, to working directly with their children on learning activities at home.

- The classroom welcomes parents as visitors to work alongside their child and experience first-hand what their child does at school each day.
- Teachers will send weekly At-Home Activities designed to be an extension of the classroom curriculum and to provide parents the opportunity to support their child's learning at home.
- Parents are included in the ongoing assessment of their child's development. Initially, parents will be asked to share information to assist the teacher with getting to know each child. This information will be included with classroom observations to establish a developmental level baseline for establishing individual child goals. Two times during the year, the teacher will schedule a parent/teacher conference to share assessment data with parents and to establish, as a team, new child goals.
- Parents are encouraged to share information about his/her child, special family occasions, music, art, food and stories that reflect family values.

Head Lice

This is a very common occurrence in young children and has nothing to do with cleanliness. Lice are very easily transmitted by leaning back in an upholstered chair where someone had previously sat who had head lice, sharing caps or helmets, hair accessories, brushes, combs, even sitting close and touching heads. If head lice is found on a child, the following steps are taken:



- Parents are notified and the child must be picked up from school.
- The child's head must be treated with a product formulated to remove head lice.
- Nits must be removed with a special nit comb included in product.
- The child will be excluded from school the following day.
- Once it has been verified that the child is nit-free, the child may return to school.

To avoid infestation, it is important to inspect all family members for two weeks and treat if infected. Nits on the scalp may be seen more easily on the hair at the back of the neck and above the ears.

Please be assured that we will do everything possible to prevent infestation at Starting Blocks Preschool. With your support, we will stop the lice from spreading.

Health and Safety

Starting Blocks Preschool will support health and safety practices that prevent illness or injury and that promote a healthy and safe environment.

Healthy Emergency Procedures



METHODOLOGY FOR HEALTH EMERGENCY PROCEDURES

Starting Blocks Preschool staff will be provided with Blood Borne Pathogens training. Staff will be trained in the proper clean up and disposal of blood borne pathogens and spills involving bodily fluids.

Child Emergency Information Cards will be completed for each child as required by the Arizona Department of Health Services prior to the child's first day of class. Emergency cards will be updated regularly and will be monitored monthly.

All Starting Blocks Preschool staff will be trained and hold a current credential in First Aid/CPR (pediatric level).

Injury Prevention



Instructional staff will maintain Health Board postings that will include the location of the nearest phone and all necessary phone numbers, first aid posters and Emergency Evacuation Procedures.

METHODOLOGY FOR INJURY PREVENTION

Starting Blocks Preschool's Director will monitor to ensure that staff and volunteers can demonstrate safety practices. Staff will maintain effective supervision and safety awareness and these will be shared with children and parents by incorporating it into child and parent activities.

Injury prevention programs for staff, family, and children will include such topics as: Stop-Drop and Roll; at home fire plans; fire department safety programs; water safety; stranger danger; pedestrian safety; food safety; etc. These activities may be found throughout the curriculum as activities or resource specialist.

Hygiene



Starting Blocks Preschool will ensure that the physical environment and facilities are well maintained and hazard free. Daily/weekly/monthly safety checks will be conducted and any necessary repair or correction completed as quickly as possible.

METHODOLOGY FOR HYGIENE

Starting Blocks Preschool will promote effective implementation of hygiene, sanitation, and disinfecting procedures to significantly reduce health risk to children and adults by limiting the spread of infectious germs. The Preschool will use an approved product Rejuvenol© for disinfecting and sanitation of classroom surfaces and materials. Materials will be sanitized routinely as outlined by the State of Arizona, Bureau of Child Care Licensing Regulations.

Staff, volunteers, and children will wash their hands with soap and running water at all of the following times: upon arrival, after toilet use, before food preparation, handling, consumption, or any other food related activity (i.e., setting the table), whenever hands are contaminated with blood or other bodily fluids, and after handling pets or other animals, before or after treating or bandaging a wound (nonporous gloves should be worn if there is contact with blood or blood containing body fluids), and after assisting a child with toilet use.

First Aid



Staff will ensure that soap is used and that hands are rubbed together for at least twenty seconds and that the water is turned off with a paper towel. Hand-washing education will be provided in each classroom during the first weeks of school and will be repeated throughout the year as necessary. Staff will model appropriate hand-washing techniques.

All staff and volunteers handling food must have a Food Handlers Certification.

METHODOLOGY FOR FIRST AID KITS

Starting Blocks Preschool instruction staff will maintain readily available, well-supplied first aid kits and fanny packs emergency kits. Each kit will be accessible to staff at all times, but out of the reach of children. Staff will restock first aid kits after use.

First aid kits will be stocked with the following: Band aids of assorted sizes; antiseptic or sealed packages of antiseptic; sterile bandages; scissors, medical tape (adhesive); sterile gauze pads; disposable latex gloves; self-closing 1 gallon size plastic bags, etc.

Illness

Colds, flu and other contagious diseases seem to occur frequently and spread easily among preschool children. To help protect your own child's health and to minimize the possibility of contagion at school, please keep your child at home if you observe any of the following symptoms:

- Nasal discharge that is green or yellow
- Complaints of ear pain
- Productive cough
- Severe sore throat
- Eyes that are pink, burning or itching or producing discharge
- Diarrhea or vomiting
- Fever

If these symptoms of possibly contagious conditions are observed in your child during the school day, you will be called to come pick up your child immediately.

When your child has a fever, please keep him/her at home an additional 24 hours after the temperature returns to normal. This will help to ensure that the illness has actually passed and that your child will be well enough to resume school activities.

Immunization Requirements

- A child may not attend classes until Starting Blocks Preschool receives an immunization record with documentation that the child has received all required immunizations or the required documentation for exemption from immunization.
- Parents will receive written notification if a child's immunizations are in danger of becoming delinquent. A child may not attend the program for more than 15 days after the immunizations have become delinquent.



Medication



Parents are encouraged to work with their physicians to schedule medication administration before or after school hours. When this is not possible, in accordance with State of Arizona, Bureau of Child Care Licensing, medication prescribed by your physician must be stored and administered in the Starting Blocks Preschool Office.

Medication must be in the original container with the child's name on the label, as well as the prescription number, name of the medication, dosage and expiration dates. A *Medication Consent Form* must be completed to accompany the medication. If your child has a chronic health problem that will require an extended use of medication, a *Medical Information Request Form (MIR)* will need to be completed and signed by your health care provider prior to your child's entry into Starting Blocks Preschool. [This form are provided by the Starting Blocks Preschool Office.] Upon receipt of the MIR, a Health Care Plan will be created and signed by the Starting Blocks Preschool administration and Starting Blocks Preschool teacher, and the parent.

Nap Time

Preschoolers who are in full day care are required by the State of Arizona Office of Childcare Licensure to be provided with a mid-day rest period. Starting Blocks Preschool's Daily Schedule includes a rest period each day from 1:00 p.m. to 2:30 p.m. for all children. Each child is assigned his/her own mat complete with a mat sheet and a light blanket which are provided for each child. Your child's mat sheet and blanket will be stored in a zip lock bag with your child's name on it. Mats will be sanitized and disinfected and bedding laundered each week. Children

who do not require sleep at mid-day will be expected to observe rest time by engaging in quiet activities on their mat. Books, puzzles or other quiet activities will be available for children who do not sleep. A peaceful environment is maintained during rest time by providing low-level lighting and soft music.

Nutrition/Snacks/Lunch

Because meals are a special time for social and emotional development, snack time and lunch will be experienced as a learning community. Children will assist teachers with setting the table and/or clean up. Each participating family will be responsible for their child's nutritional snack(s) and/or lunch and are encouraged to void high levels of sugar and sodium. Prepackaged lunches, although convenient, often contain levels of sugar and sodium that alter the learning experience. Full day children will need two snacks and a lunch and part day children will need one snack.



Lunch should consist of:

1. Milk, fluid
2. Vegetable and/or fruit
3. Bread or bread alternative
4. Meat or meat alternate
5. Desserts should be nutritional

Snacks should consist of:

1. Milk, fluid
2. One nutritional item, i.e., fruit, granola bar, vegetable, etc.

Parent/Teacher Conferences

Parent-teacher conferences will be held once the first semester assessments are completed. Another follow up conference will be done in the spring semester.

Ongoing communication will be provided through our app, and directors and or teachers are always available upon request to speak about a child's progress.

Physical Aggression

Although it is rare, occasionally children go through behavioral issues. Any behavior issue regarding a child is confidential to ensure the privacy of the child and family and to prevent bias. Starting Blocks Preschool will keep all parents informed as to what happened as well as to the steps taken to remediate the situation.

In situations of physical aggression the following actions will be taken:

- Discussing a better solution with all children involved
- Separation of involved children
- Ensuring the environment provides enough interesting and engaging activities
- Carefully observing the involved child to identify precipitating events and prevent recurrences
- Maintaining a log to track when the behavior occur
- Begin a Response to Intervention (RTI) plan, to include parent participation, to promote self-regulation and provide successful strategies for children to implement when facing difficulty challenges.

Responsibilities to Protect Children Child Protective Services (CPS) Policy

Starting Blocks Preschool staff and volunteers are required by Arizona Law (HB2293) to report any suspected cases of child abuse or neglect to the Child Protective Services Agency at 1-888-SOS-CHILD (1-888-767-2445). As a part of each daily health check and throughout the day children will be routinely observed.

Sign In and Out

Every child must be signed in and out each day in order to meet the requirements of the State of Arizona, Bureau of Child Care Licensing. Individuals must be at least 18 years of age and must sign the sign in/out sheet using his/her first initial and full last name and the exact time of arrival or departure.

In order for parents to provide those individuals authorized to sign their child in and out of Starting Blocks Preschool, they will complete at registration time a blue Emergency Information Form. Only individuals listed on the blue Emergency Information Card will be allowed to sign a child in or out. [Parents are required to keep the information on the blue Emergency Information Card current and to update the card when changes occur]

For an individual to be able to pick up a child, who is not listed the blue Emergency Information Card, the parent will first need to establish a password. This password will be used to securely identify any individual who the parent has asked to pick up his/her child for one isolated situation. The parent must notify Starting Blocks Preschool prior to



the individual's arrival providing the person's name. When the person arrives he/she will provide the password along with a photo identification.

Staff Qualifications

All Starting Block Preschool staff shall meet the minimum qualifications as outlined in the State of Arizona, Bureau of Child Care Licensing. All staff shall have an annual performance evaluation utilizing The Classroom Assessment Scoring System™ (CLASS™) which is an observational tool that provides a common lens and language focus on what matters – the classroom interactions that boost student learning. Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS™ tool

- focuses on effective teaching
- helps teachers recognize and understand the power of their interactions with students
- aligns with professional development tools

All Starting Block Preschool staff will hold the following conditions of employment:

- Fingerprinted and licensed with the state.
- First Aid and CPR Certification.
- Diphtheria/Tetanus/Pertussis (DPT) Shot
- Current MMR
- Negative Mantoux T.B. skin test
- Teachers have a Bachelor's Degree in Education, preferably Early Childhood.
- Preferred teachers hold a Certificate in Early Childhood Education through the Arizona Department of Education or K-8 Certification; If not, they are working towards certification.
- Preferred teacher Assistants have a Bachelor's Degree or a CDA (as a minimum) or are working towards obtaining an AAS Degree in Early Childhood Education.

The teachers of Starting Blocks Preschool are highly qualified early childhood professionals. One of the reasons your teachers are "the best" is because the Starting Blocks Preschool offers ongoing professional development with highly qualified trainers so they can continue to improve their skills and qualifications. All Starting Blocks Preschool staff are encouraged to be in a continuous professional development plan that includes participation in a Professional Learning Community (PLC) as well as ongoing higher level educational opportunities.

Sun Screen

Arizona has the highest rate of skin cancer in the United States. Regardless of skin color, research has shown that prevention needs to start early, and for all children.

The Center for Disease Control and the Office of Child Care Licensing (R95-501 B7) mandate that all programs have a “Sun Screen Policy.” Starting Blocks Preschool has a policy of providing the best services we can for our children and families, therefore our policy is:



All parents need to administer sun screen at home prior to the child’s arrival at school. Teachers will include sun protection tips in their lesson plans.

Termination of Enrollment

Should the parent choose to terminate enrollment, one month’s notification is required. Notification should be in written form and submitted to the Starting Blocks Preschool office in order to effectively fill vacancies and plan for best transition of the child leaving.

In certain circumstances, it may be necessary for the Starting Blocks Preschool to decide to discontinue a child's attendance. Such a decision would only be based on whether it is in the best interest of that child. Every effort will be made to correct a problematic situation before a final decision is made. Termination of enrollment may be the result due to the following:

- Chronic abuse of other children, staff or property
- Disruptive or dangerous behavior
- The center's inability to meet the child's needs

Tuition Policy

Starting Blocks Preschool endeavors to provide a preschool experience for as minimal a cost as possible while providing an environment richly designed with materials and opportunities and a highly qualified staff. Because Starting Blocks Preschool is tuition based, for the school to operate efficiently, families must honor their financial obligations. Starting Blocks Preschool believes that this commitment is an investment in a child's educational and spiritual formation. In return, it is Starting Blocks Preschool's responsibility to ensure that financial resources are used to provide the best possible Christian-based preschool education/experience possible for each child enrolled.

Program	Days	Hours	Non Refundable Fees	Tuition
Pre-K Half Day	Available for 2, 3, 4 or 5 days per week	8:00am to 11:30am or 12:30pm to 4:00pm	\$100.00 Pre-Registration	\$40 per day 2 - \$80.00 week 3 - \$120.00 week 4 - \$140.00 week 5 - \$200.00 week
Full Day	5 days per week Monday thru Friday	8:00am to 4:00pm	\$100.00 Pre-Registration	\$ 50.00 per day \$250.00 per week
				\$35 per day
Extended Day – AM	Monday thru Friday	7:00am to 8:00am		\$8.00 per hour
Extended Day – PM	Monday thru Friday	4:00pm to 6:00pm		\$10 flat fee
●				

Sample Lesson Plan

“Planning Changes to the Environment: Here We Go!

Objectives: The student will:

- Learn most vehicles have wheels and that wheels are round like circles
- Graph the results of simple wheel experiments
- Identify vehicles that travel on roads
- Learn trains travel on railroad tracks, airplanes in the air & boats on water
- Classify vehicles according to the surface they travel on
- Identify vehicles based on the sound they make
- Understand that feet, legs, and arms help us travel.
- Will name means of transportation powered by feet, legs or arms

LEARNING LABS

<p>Block Lab: TSW use blocks and props to build a city for transportation vehicles</p> <p>Language Objective: Encourage children to talk about traffic signs, what they mean and how they help us stay safe</p>	<p>Dramatic Play Lab: TSW dramatize riding to school in various types of transportation (turn DP into Bus Depot)</p> <p>Language Objective: TSW answer open-ended questions</p>	<p>Manipulative Lab: TSW play transportation lotto and assemble theme related puzzles</p>	<p>Arizona Early Childhood Standards</p> <p>Standard: Science Strand 1: Inquiry Concept 2: Investigation Indicator: b</p> <p>Standard: Mathematics Strand 1: Number Sense and Operations Concept 1: Number Once Indicator: c</p>
<p>Art Lab: TSW use vehicles with wheels to make patterns with paint</p> <p>Language Objective: TSW predict what will happen if wheels are dipped in paint and rolled along the “roads”. Encourage use of the words “axle”, “circle”, “road”, “roll”, “round” and “wheel”</p>	<p>Library/Listening Lab: TSW match, sort and classify vehicles and lotto pieces</p> <p>Language Objective: TSW answer open-ended questions about transporting, transportation, and various vehicles.</p>	<p>Science Lab: TSW make wheels and axles and graph results</p> <p>Language Objective: TSW make predictions about what will happen and explain Why</p>	<p>Strand 2: Data Analysis Concept 1: Data Collection and Organization Indicator: a,b</p> <p>Strand 5: Structure and Logic Concept 1: Logic and Reasoning Indicator: a</p> <p>Standard: Language and Literacy</p>
<p>Sand/Water Lab: TSW drive vehicles in the sand</p> <p>Language Objective: TSW describe how each vehicle moves</p>	<p>Writing Lab: TSW use writing materials to make signs for other labs</p> <p>Language Objective: TSW explain their writing</p>	<p>Computers/Tech: The Smart Board will introduce various types of wheels and vehicles, i.e. Caterpillar tractor, helicopter, unicycle, etc.</p>	<p>Strand 3: Pre-Writing Process</p> <p>Engineering: TSW form axels and wheels</p>
<p>Gross Motor Play: TSW engage in theme related cooperative games. Safety: TSW learn how traffic signs and signals help us stay safe.</p>	<p>Scriptural/Devotional: Genesis 6 and 7 – The Story of Noah</p> <p>[Monday] TSW learn the story of Noah, “a just man, perfect in his generations, Noah walked with God,” Gen 6:9</p> <p>[Tuesday] TSW learn “. . . according to all that God commanded him, so he did.” Gen 6:14-22.</p> <p>[Wednesday] TSW learn “God remembered Noah, and every living thing, and all the animals that were with him in the ark.” Gen. 8:1</p> <p>[Thursday] TSW learn “Noah built an altar to the Lord.” Gen. 8:20</p> <p>[Friday] TSW learn “God smelled a soothing aroma . . . and said in His heart, “I will never again . . . destroy every living ting as I have done.”</p>		

Planning for Groups

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Greetings/Readings:	TSW engage in morning routines and conversations with peers and adults TSW share Home Link investigations and lives with teachers and peers TSW participate in Daily Message activities to demonstrate alphabetic knowledge	TSW engage in morning routines and conversations with peers and adults TSW share Home Link investigations and lives with teachers and peers TSW participate in Daily Message activities to demonstrate alphabetic knowledge	TSW engage in morning routines and conversations with peers and adults TSW share Home Link investigations and lives with teachers and peers TSW participate in Daily Message activities to demonstrate alphabetic knowledge	TSW engage in morning routines and conversations with peers and adults TSW share Home Link investigations and lives with teachers and peers TSW participate in Daily Message activities to demonstrate alphabetic knowledge	TSW engage in morning routines and conversations with peers and adults TSW share Home Link investigations and lives with teachers and peers TSW participate in Daily Message activities to demonstrate alphabetic knowledge
Clues/Questions:	TSW use clues to name vehicles that have wheels	TSW use clues to identify vehicles that travel on roads	TSW use clues to identify trains	TSW use clues to guess traveling by airplane or boat	TSW use clues to guess ways people travel using arms, feet and legs
Rhyme Time:	TSW learn the rhyme “Feet” using “My Turn, Your Turn”. TSW “Jump Right In” with the rhyming words “new”/”too”, “neat:”/”feet” Phonological Awareness Activity: TSW listen for and identify rhyming	Review “Feet” and pat to a steady rhythm, TSW “Jump Right In” with second rhyming word of each pair TSW learn the rhyme “The Wheels on the Bus” using “My Turn, Your Turn”	TSW learn the song “A Train’s a Coming” (Ella Jenkins CD) Phonological Awareness Activity: TSW echo, sing, and listen for words that rhyme	Introduce New Rhyme: TSW learn the rhyme “Row, Row, Row Your Boat” Phonological Awareness Activity: TSW will play the “Same Sound Game” to identify words that begin the same as row	Review “Feet” with knee tapping, TSW “Jump Right In” with second rhyming word of each pair Phonological Awareness Activity: TSW Buddy Buzz words that rhyme with teacher selected words

	words by stomping their feet				
Learning Labs: Small Group		Art Lab: TSW construct a freight train from boxes		Manipulative Lab: TSW sort vehicles into appropriate category on graph	
Story Tree:	TSW participate in an interactive literature experience by looking at, listening to, and talking about the story <u>Wheels Around</u> TSW listen to learn that wheels are round and help us in many ways	TSW participate in an interactive literature experience by looking at, listening to, and talking about the story <u>The Car Washing Street</u> TSW listen to find out what they need to wash a car and recall the steps to do it	TSW participate in an interactive literature experience by looking at, listening to, and talking about the story <u>Freight Train</u> TSW listen to recall the names of the different cars on a train	TSW participate in an interactive literature experience by looking at, listening to, and talking about the story <u>Flying</u> TSW listen to learn new vocabulary related to flying	TSW participate in an interactive literature experience by looking at, listening to, and talking about the story <u>The Car Washing Street</u> TSW use “Curiosity Can” items to retell the story
Questions/Reflection	TSW sort items by circles and non-circles	TSW create a pictograph showing the type of vehicle they saw: car/truck/bus	TSW recall colors by playing a color game	TSW sort vehicles by air or water travel	TSW review the many forms of transportation they have experienced.
Home Link:	TSW engage family in school related conversations by telling someone about the different kinds of vehicles that have wheels	TSW engage family in school related conversations by asking someone if they have ever flown in an airplane asking how big the airplane was.	TSW engage family in school related conversations by asking someone if they have ever ridden on a train	TSW engage family in school related conversations by asking someone if they have ever been on a boat.	TSW engage family in school related conversations by looking for different types of transportation over the weekend

	TSW look for different vehicles and count the wheels				
--	--	--	--	--	--