

# BURBANK

EARLY CHILDHOOD SCHOOL

## Parent Handbook

Updated 7/2017



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**BURBANK EARLY CHILDHOOD SCHOOL  
PARENT HANDBOOK  
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## **MISSION STATEMENTS**

### **UPPER ARLINGTON SCHOOLS**

The Upper Arlington City School District provides each student with an innovative and superior education that instills integrity and promotes personal achievement in an ever-changing society.

### **BURBANK EARLY CHILDHOOD SCHOOL**

Burbank Early Childhood School strengthens the community by providing quality school programs which foster family life and promote self-reliance, resourcefulness, curiosity, an appreciation of diversity, and good citizenship.

## BURBANK EARLY CHILDHOOD SCHOOL CURRICULUM DESIGN

Teachers with degrees in Early Childhood Development (ECD) develop curricular activities based on knowledge; experience and the children's interests. Of great consideration when making curricular decisions are: current research and recommended practice, cultural backgrounds and traditions, and parental insight and preferences. Our school is licensed by the Ohio Department of Education (ODE) and our Early Learning Curriculum guide is based on ODE's Early Learning and Development Standards. A copy of that guide is available in the office.

Teachers work with children in mixed age groups to promote maximum development. This grouping allows teachers to focus not on chronological age but where children actually are developmentally. Curriculum can be developed then to help children master new skills, refine skills they have progressed with, or act as a peer model for others.

Teachers ensure that classrooms function as caring communities, and they help children learn how to establish positive, constructive relationships with adults and other children. Teachers also encourage an environment that appreciates and respects diversity. They support children's beginning friendships and provide opportunities for children to learn from each other as well as adults. Children are offered the opportunity to act as peer models both in their classrooms and other classrooms in the building. Teachers foster children's learning and intellectual development by ensuring ample time for sustained play, interactions and collaboration with peers, problem solving, and speculating which provide the foundation for intellectual growth.

Teachers take active roles in promoting children's thinking and acquisition of concepts and skills. They encourage children to engage in challenging, meaningful problems and enterprises, *e.g.*, helping them plan and review their work and represent what they know verbally, pictorially, and through other modes and media.

Children are provided a variety of concrete learning materials such as blocks, books, dramatic-play props, art and modeling supplies, sand and water for measuring, and simple science tools.

Teachers do not focus on isolated skill building, worksheets, or learning by rote, drill, and memorization.

Our school does not emphasize getting children ready for the next year of school, rather the focus is to help children make the most of who they are at this time in their lives.

## **BURBANK EARLY CHILDHOOD SCHOOL COMPLIANCE POLICIES**

Burbank Early Childhood School (BECS) operates year round from 7 a.m. to 6 p.m., Monday through Friday. School calendars are distributed to parents.

BECS follows the prescribed rules and procedures set forth by the Ohio Department of Education. A copy of the rules along with compliance reports from the health, building, and fire departments are available in the office upon request. The Department of Education number is 466-0224 for any person suspecting violations.

BECS observes and maintains the following staff/child ratios and group size

Age Group	Staff/child ratios	Maximum group size
2 1/2 - 3 1/2 years	1/8	14
3 - 5 years	1/10	21
Kindergarten	1/12	24

BECS does not discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin.

Custodial parents and legal guardians of enrolled children may visit at any time.

Parent/teacher conferences and home visits are offered annually.

Parents are encouraged to contact their child's teachers if they have classroom problems or concerns and the director if they have program concerns.

Any suspected child abuse or neglect will be reported to Franklin County Children's Services in compliance with Ohio law.

Meals and snacks: The lunch meal includes foods from the four basic food groups which supply 1/2 of the child recommended daily dietary allowance. Meals are served to every child present at the center from 11:00 a.m. through 1:00 p.m. inclusively. Snacks which include 2 foods from the four basic food groups will be served between 8:30 a.m. to 10:30 a.m. (morning snack) and 3:00 p.m. to 5:00 p.m. (afternoon snack). Monthly menus are placed in parent mailslots and posted in each classroom. Sack lunches may be brought occasionally or daily. Tuition adjustments will be made in advance upon request by parents who choose to send a packed lunch daily. Packed lunches will be inspected and supplemented, if necessary, to meet requirements set forth by the U.S. Department of Agriculture. **BECS IS A NUT FREE SCHOOL. NO NUT PRODUCTS OR NUT BUTTER PLEASE!**

### **SPECIAL NEEDS POPULATIONS POLICY**

Burbank Early Childhood School (BECS) does not discriminate against otherwise qualified disabled children. Parents of special needs children are encouraged to communicate with the director and teachers regarding reasonable accommodations needed for their children.

Parents of special needs children are also encouraged to communicate with their school district regarding services available to special needs preschoolers. There is a Franklin County preschool unit available in our building. Upper Arlington residents should contact Intervention Services at 487-5197 for more information.

Rvsd: 11/89; 3/98, 8/07,5/10,3/14

# **BURBANK EARLY CHILDHOOD SCHOOL**

## **ENROLLMENT PROCEDURES**

### **General Guidelines**

MTWThF, MWF, or TTh enrollment is possible except summer part day preschool (TWTH). September 30th is the cut-off date for age eligibility. Children may be in diapers or pull-ups only in the young preschool class.

At parent request, children may be placed on a waiting list for openings that become available during the school year. The waiting list will be maintained on a first come, first serve basis based on the date of application and regardless of residency.

The date of application is the date on which Burbank receives the completed registration form and nonrefundable fee.

### **Preschool Age Guidelines**

Enrollment applications will be accepted for the next school year at any time, but until February 1 priority order is given to: (1) children currently enrolled in the Burbank program (regardless of residency), (2) children of Upper Arlington City School District employees, and (3) Upper Arlington residents. Families enrolled school-year-only must pay a \$200 summer holding fee to maintain their priority status as a Burbank family. This fee is not applied to tuition.

Children not currently enrolled at Burbank who are not district residents may be enrolled only if space remains in classes after priority enrollments have been made. The date of application is the tiebreaker when situations are identical. Non-residents pay higher tuition.

### **Kindergarten Age Guidelines**

Enrollment applications will be accepted for the next school year at any time, but until February 1 priority order is given to district residents': (1) children currently enrolled in the Burbank program and, (2) children of school employees. The date of application is the tiebreaker when situations are identical. The date of application is the date on which Burbank receives the completed registration form and nonrefundable fee.

### **Attendance**

Attendance is not mandatory; however, we do ask you to call your child's classroom so the teachers can plan appropriately for the day.

## BURBANK EARLY CHILDHOOD SCHOOL

### LATE ARRIVAL NOTICE

Parents:

School hours are 9 a.m. ~ 1 p.m. (part day preschool), 7a.m. ~ 6 p.m. (full day preschool and kindergarten).

If you arrive late ~

\$20 is assessed for the first 15 minute period or fraction of period.

**AN ADDITIONAL** \$25 is assessed for every fifteen minute period or fraction of period after that.

The fee provides modest compensation to the teacher who works beyond the school day.

Recurring late arrival will result in dismissal from the program. Thank you for your cooperation.

Parent/Guardian Name:

\_\_\_\_\_

Date: \_\_\_\_\_

Arrival Time: \_\_\_\_\_

Fee Due: \$ \_\_\_\_\_

**DUE UPON RECEIPT. PLEASE SUBMIT THIS SLIP WITH YOUR PAYMENT.**

### LATE TUITION POLICY

Failure to make prompt tuition payments will result in the following actions:

- 1) When tuition is two weeks late, written notice will be provided to the family.
- 2) If all tuition due has not been paid by the last day of the month, withdrawal of the child will be mandatory effective immediately.
- 3) If the child is withdrawn, the family deposit will be used to pay the outstanding tuition amount.
- 4) Any outstanding tuition amount not covered by the deposit will be billed to the family.

# BURBANK EARLY CHILDHOOD SCHOOL

## SAFETY POLICY

### GENERAL SAFETY PROCEDURES

- No child will be left alone or unsupervised. The exception will be kindergarteners who run building errands or use restrooms.
- Children will be supervised by at least 2 staff members during outdoor play.
- Spray aerosols shall not be used at any time when children are present.
- Parents will be required to bring their children directly to the classroom, sign them in, and retrieve them at the end of the day in the same fashion.
- Staff will have immediate phone access to parents at all times via emergency cards (filed alphabetically near classroom telephones). Emergency numbers will also be posted by each classroom telephone.
- Qualified teachers trained in CPR and first aid and communicable disease recognition will be present throughout the program day.
- An *Incident Report* will be completed when a child gets a bump, scratch, or abrasion which requires basic first aid or when a child requires professional medical attention or the administration of syrup of ipecac. Two copies will be made, one for the office and one for the parents or guardian. Parents will be contacted if more than basic first aid is required.
- Franklin County Children's Services will be notified when staff suspect child abuse or neglect.

### OUTDOOR PLAY POLICY

At Burbank Early Childhood School we encourage children to extend the curriculum of the classroom to the outside. We have flower gardens, vegetable gardens, sandboxes, climbers, bike paths, and more. This is an important time for children to exercise, develop various motor skills (both large and fine), and to participate in many social interactions.

We will go outside at our scheduled times if it is warmer than 20 degrees (including wind-chill factor) and less than 95 degrees (including heat index). We will NOT go outside when there is an Air Quality Alert in effect. The length of time we are outside will be determined on a day to day basis depending on the weather.

#### **UPDATE 06-13-11**

When there is an Air Quality Alert in effect, we will take the children outside for 10 minutes if it is less than 95 degrees (including heat index).

### FIELD TRIPS

- Parents will provide written permission for field trips (see page 14).
- Children will be accompanied by at least three adults and will wear school identification tags.
- Teachers will follow vehicle restraint rules according to age and weight of children.
- First aid supplies, a notebook with emergency information, and a person trained in first aid shall be present on each trip.



## **EMERGENCY DRILLS AND PROCEDURES**

- Fire and weather emergency plans will be posted in each classroom near the door.
- Teachers will identify evacuation and alert plans to all classroom substitutes.
- Teachers will be familiar with both primary and secondary fire evacuation routes.
- Unannounced fire drills will be held monthly and a record will be maintained by the office.
- Teachers will evacuate the children at the sound of the alarm and take the attendance sheet.
- Teachers and office staff will direct children to their designated shelter spots.

## **All Evacuation, Lockdown, and Rapid Dismissal Procedures are in Safety Plan**

- Board of Education Policies can be located at: [www.uaschools.org](http://www.uaschools.org)

Rvsd: 8-07, 3-14

**BURBANK EARLY CHILDHOOD SCHOOL  
INCIDENT REPORT**

A copy of this form is to be given to the child's parent on the day of the incident. The preschool program must also keep a copy of the form at the facility.

Name of Program: B.E.C.S.

Child's Name:

Director: Joe Coffey

Child's Age:

Program Address: 4770 Burbank Dr., 43220

Date and Time of Incident:

1. Describe the incident

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2. Where in the facility did it happen?

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3. What area of the child's body was injured?

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4. Name(s) of staff supervising the child at the time of the incident.

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5. Name any witness(es) to the incident.

---

Title (if appropriate)

6. How did the child respond after the incident?

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7. Was first aid given or some other action taken?     YES     NO

    If yes, by whom? \_\_\_\_\_ Describe:

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Signature of Staff Member Completing the Form:

Date:-

---

Signature of School Administrator:

Date:

---

I have received a copy of this report.

Parent/Guardian Signature:

Date:

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## **BURBANK EARLY CHILDHOOD SCHOOL GUIDANCE POLICY**

Our BECS guidance policy is centered around positive reinforcement and redirection. A preschool staff member in charge of a child or a group of children shall be responsible for their guidance. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

All young children need help learning to manage their behavior at times. Appropriate behavior in children is encouraged by a staff who model courtesy and respectfulness. With help from their teachers, children practice nonviolent forms of conflict management and resolution. In addition, children are allowed to learn from safe mistakes.

Behavior management/guidance policies and procedures shall ensure the safety, physical and emotional well-being of all individuals on the premises.

Inappropriate behavior will be limited when children

- infringe on the rights of others.
- endanger themselves or others.
- misuse materials or equipment.

Teachers will respond by

- stopping the inappropriate behavior.
- supporting feelings.
- encouraging discussion of the issue with relevant others.
- enforcing necessary repairs to individuals or equipment.

Teachers will respond to repeated infringements by

- redirecting children within the classroom.
- removing distraught and/or out-of-control children from the classroom to an adult-supervised area until they are composed, prepared to accept limitation, and ready to pursue an acceptable course of action.

We will respond to children with chronic problems by

- enlisting parent cooperation and assistance as intervention plans are designed.
- consulting with outside professionals for diagnosis, if necessary.
- including parents throughout the course of intervention to its desired end.

Children will be dismissed from school when

- parents or guardians are uncooperative.
- intervention efforts are unsuccessful.

The school's actual methods of guidance shall apply to all persons on the premises and shall be restricted as follows:

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about the child or the child's family or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
- Techniques of discipline shall not humiliate, shame or frighten a child.
- Discipline shall not include withholding food, rest, or toilet use.
- Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.

The school's actual methods of guidance shall apply to all persons on the premises and shall be restricted as follows: The school shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

All parents of enrolled children and all preschool staff members shall receive a written copy of our guidance policy.

# BURBANK EARLY CHILDHOOD SCHOOL MEDICAL POLICY

**Children need to be healthy enough to fully participate in school activities including active indoor and outdoor play.**

**Children exhibiting any of the following symptoms will be made comfortable in a separate area with adult companionship until they can be taken home.**

- diarrhea (more than one abnormally loose stool within 24 hours)
- vomiting (when accompanied by lethargic behavior)
- severe coughing
- difficult or rapid breathing
- yellowish skin or eyes
- inflamed or irritated eye
- unclear discharge from eyes or nose
- a temperature of 100 degrees F (auxiliary method) in combination with other symptoms
- undiagnosed skin rash or sores
- stiff neck
- unusually dark urine and/or gray or white stool
- evidence of lice
- lethargic behavior

**Children who become ill during the day are to be removed from group activity and released within an hour to parents or designated others.**

**Children may return for readmittance after:**

- 1. They are symptom-free for 24 hours, and/or they have seen a doctor.**
- 2. They are fever-free for 24 hours without the aid of medication.**

Staff may administer medication to children only if parents or guardian have completed and signed a "Request for the Administration of Medication" form (available in classrooms and the office).

- **Prescription** medication must be submitted in its prescription container with the child's name and the written times and amounts of dosage. Administration of prescription medication requires a physician signature on the "Administration of Medication Form."
  - Over-the-counter (no aspirin or codeine products) medication must be in original bottle and can be given for 3 days only.
- Non - Prescription** Administration of non- prescription medication requires a physician's signature on the "Administration of Medication Form."

Staff will notify parents of any childhood disease that may be communicated to another child by posting a fact sheet and note about the disease within the classroom. A communicable disease chart is posted in the office for staff to use as a resource.

To prevent the spread of infection:

1. All staff will be trained in recognizing signs and symptoms of illness and in proper hand washing and disinfecting procedures.
2. All staff will remain at home and qualified substitutes will work their scheduled hours.

### **Is your child too sick for school?**

Does your child show symptoms of a contagious illness such as a sore throat, runny nose, general achiness, or rash? How comfortable will s/he be in a group setting? Please help to keep the classroom healthy. Be prepared with alternative care on days when your child is too sick for school, and report your child's absence to Burbank by 9 a.m. Thank you!

Rvsd: 3/14

**BURBANK EARLY CHILDHOOD SCHOOL  
CHILD'S MEDICAL STATEMENT**

This is to certify that I have examined \_\_\_\_\_ on  
and have found that he/she

- 1) has had the immunizations required by SECTION 3313.671 of the OHIO REVISED CODE for admission to school, or has had the immunizations required by the OHIO DEPARTMENT OF HEALTH for infants and toddlers, or \_\_\_\_\_ is to be exempted from these requirements for medical or religious reasons.

IMMUNIZATION RECORD: Enter month/day/year of each immunization.

<b>HEP B</b>	<b>1</b>	<b>2</b>	<b>3</b>		
<b>DTP</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5*</b>
<b>POLIO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4*</b>	
<b>MMR**</b>	<b>1</b>				
<b>HIB</b>	<b>1</b>				

\*\* If measles, mumps, rubella not given as MMR, give dates for each immunization:

Measles \_\_\_\_\_ Mumps \_\_\_\_\_ Rubella \_\_\_\_\_

\* The 5th DTP and 4th Polio should be administered just prior to preschool or school entrance.

- 2) is free from apparent communicable disease and is in suitable condition to attend a preschool program, based on his/her medical history and physical condition at the time of this examination.

Physician's Signature	
Physician Name (Please Print)	
Address	
City, State, Zip Code	
Parent Name	
Child's Birth Date	



# Student Acceptable Use Acknowledgement

7540.03 F1  
05.03.13

Computer Network and Internet Use | Use of Copyrighted Materials | Administrative Guidelines for the Development and Maintenance of Web Sites and Web Pages

Complete *one form for each student* in your family. Please print information when appropriate.

Student's Last Name (please print) \_\_\_\_\_ First Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

My parent/guardian and I have read and talked about the District's *Student Acceptable Use Policy for Computer Network and Internet Use (7540.03)*, *Use of Copyrighted Materials (2531)*, and *Administrative Guidelines for the Development and Maintenance of Web Sites and Web Pages (7540.02 AG)*. I understand the rules about what I may and may not do when using computers and other technology in school. If I break these rules, I understand that I will not be allowed to use school computers and that I may be disciplined.

## For the Parent or Guardian

I have read and reviewed with my child the District's *Student Acceptable Use Policy for Computer Network and Internet Use (7540.03)*, *Use of Copyrighted Materials (2531)*, and *Administrative Guidelines for the Development and Maintenance of Web Sites and Web Pages (7540.02 AG)*, and I understand their rules and regulations. I understand my child's responsibilities under these rules and regulations and have discussed them with my child. I approve my child's use of District technology including access to the Internet.

I hereby release the District, its personnel, and any institution with which it is affiliated, from any and all claims and damages of any nature arising from my student's use of, or inability to use, the District's system. This includes, but is not limited to, claims that may arise from the unauthorized use of the system including purchase of products and services.

I will instruct my child regarding any family restrictions against accessing materials that are in addition to the restrictions set forth in the *Student Acceptable Use Policy for Computer Network and Internet Use (7540.03)*, the *Use of Copyrighted Materials (2531)*, and the *Development and Maintenance of Web Sites and Web Pages (7540.02 AG)*. I understand the school is not responsible for monitoring my child's personal restrictions above those restrictions enforced by the school. I will emphasize to my child the importance of following the Policy's rules and regulations for his/her own personal safety. I give permission for my child to use instructional technology under the supervision of his/her teachers or other supervising staff members of his/her school.

I certify that the information we (child & parent/guardian) have provided on this form is correct (signature required).

signature → \_\_\_\_\_  
Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian's Name (please print) \_\_\_\_\_

Home Address \_\_\_\_\_ Phone(s) \_\_\_\_\_

Parent/Guardian's Email \_\_\_\_\_

Please complete this form and return it to your child's school office.



# Universal Consent Form Regarding Release of Student Information

8330 F16  
06.27.13

In keeping with the requirements of the *Family Educational Rights and Privacy Act (FERPA)*.

Complete *one form for each student* in your family. Please print information when appropriate.

Student's Name \_\_\_\_\_ Student's Building \_\_\_\_\_ Grade or Homeroom \_\_\_\_\_ Teacher \_\_\_\_\_

Student's Home Address and Phone \_\_\_\_\_

### I. Permission for Release of Directory Information:

I give consent (or do not give consent) for my student's school and/or for the District to release *Directory Information* [student's name, address, telephone number; parent's/guardian's names; date and place of birth; major field of study; participation in officially recognized activities and sports; weights and heights of members of athletic teams; dates of attendance; date of graduation; awards received; honor rolls; scholarships] according to the restrictions of Board of Education policy B330, "Student Records."

I give my consent  I do *not* give my consent

I give my consent to release *only* to parent-teacher organizations and booster groups supporting school-sponsored activities and programs.

### II. Permission to Display Photograph, Audio, Video, or Electronic Images:

I give consent (or do not give consent) for photographs, audio, video, or electronic images of my student, to be used by the Upper Arlington City School District for exhibition, public display, publication, publicity materials, advertising, a news media story, video, audio, or other electronic media, such as the district/school building website, district/school building social media outlets, television, CD-ROM, or DVD. I understand that my student's full name may also be used with such display except that only my student's first name will be used on the district/school building website or in a social media environment.

I give my consent  I do *not* give my consent

### III. Permission to Display Student Work:

I give consent (or do not give consent) for original written materials, artwork or other work created by my student during the course of instruction to be used by the Upper Arlington City School District for exhibition, public display, publication, publicity material, advertising, a news media story, video, audio, or other electronic media, such as the district/school building website, district/school building social media outlets, television, CD-ROM, or DVD. I understand that my student's full name may be used with such display except that only my student's first name will be used on the district/school building website or in a social media environment. If consent is denied, such denial shall not apply where the student's material is incorporated into a greater or larger body of work (such as a student's voice in a choral recording).

I give my consent  I do *not* give my consent

### IV. Permission for News Stories:

I give consent (or do not give consent) for quoted statements given by my student, or photographs, audio, video or electronic images of my student, with possible identification by full name, to be used for the purpose of news stories or interviews about Upper Arlington City Schools or educational experiences by our area news media.

I give my consent  I do *not* give my consent

### V. Permission for Educational Correspondence:

I give consent (or do not give consent) for my student to participate in letter writing as part of the educational experience to people outside the school district (e.g.: pen pals, thank-you letters, letters to authors, or letters to public officials), and I understand these letters may include the student's full name and may include other personally identifiable information about the student.

I give my consent  I do *not* give my consent

Signature of Parent or Responsible Custodian/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Printed Name of Parent or Responsible Custodian/Guardian \_\_\_\_\_

Please complete this form and return it to your child's school office.

Rev. 15 June 2012



## **BURBANK EARLY CHILDHOOD SCHOOL**

### **SAFETY AND SECURITY PLAN**

#### **Visitors**

- Burbank staff stop all strangers to ask their business in the building.
- Door signs require visitors to register when they enter the building and to wear a visitor badge.
- A building map and directory in the front lobby entrance enable visitors to move directly to their place of business in the building.

#### **Building Access**

- Access to the building will be through the front (south) entrance & the Burbank entrance at the NE corner of the back parking lot.
- Staff lock their classrooms and offices when their areas are unattended.

#### **Crisis Manual**

- Staff is familiar with the sections of the school district's Crisis Communication Plan which provide staff with information on how to respond to different school- related emergencies.

#### **Safe Places**

- If the evacuated building cannot be reentered, teachers and office staff will walk children to the UA Fire Station on Coach Rd. until district buses come to transport students and staff to Hastings Middle School. Teachers will take their attendance sheets and the children's emergency contact cards with them.
- If an emergency situation requires children and staff to stay secure in their classrooms and offices, lock down procedures will be initiated. Teachers will keep children in locked classrooms until they are told that it is safe to leave.

Rvsd: 8/07

## **ATTENTION PARENTS:**

**For the safety of all of our children, please observe the following rules when in the Burbank parking lot:**

1. Please SLOW DOWN!
2. Please DO NOT use your cell phones or any other electronic device until you have left the parking lot.
3. Please DO NOT leave your children unattended in the parking lot.
4. Your child should be in either a car seat or booster seat as appropriate.
5. DO NOT use the handicapped parking spot unless you are handicapped.

**BURBANK EARLY CHILDHOOD SCHOOL**  
**CLASSROOM MEDICAL EMERGENCY PLAN**

Room Number: \_\_\_\_\_

The first aid kit is located \_\_\_\_\_

Children's records are located: \_\_\_\_\_

Staff trained in first-aid for the \_\_\_\_\_ school year are:

The following measures will be taken in the event of a medical emergency:

1. The child will receive general first aid from a staff member.
2. The child's parent or guardian will be telephoned for notification and consultation. Alternate authorized contact names on the child's registration form will be called if parents can not be reached.
3. The child will be comforted and isolated for observation until his or her parent arrives.
4. An *Incident Report* will be prepared for the parent by the attending staff member.

**Staff will call 911 for severe medical problems requiring immediate attention.**

If a child is in need of emergency assistance at a source away from BECS, and permission to transport the child is on file, the child's **registration, emergency transportation, and health record forms** will be transported with the child to the source of emergency assistance.

When a staff member accompanies a child to a source of emergency care, s/he will remain with the child until the child's parent or guardian assumes responsibility for the child's care.

rvsd:  
12/01, 11/02

## BURBANK EARLY CHILDHOOD SCHOOL

### DENTAL EMERGENCY PLAN

#### KNOCKED OUT TOOTH:

- Find the tooth but do not handle it by the roots.
- If dirty, rinse tooth gently with only water.
- For permanent tooth: Gently place tooth back in mouth socket; have child hold it with finger or tissue. If tooth will not enter socket, place it in a glass of milk.
- For primary or baby tooth: Place tooth in a glass of milk.
- If milk is not available, wrap the tooth in clean wet cloth or sterile gauze.
- Contact the parent immediately for dental visit.

#### LOOSENED OR CHIPPED TOOTH:

- Clean the area with warm water.
- Find the chipped portion of the tooth.
- Avoid movement of the tooth.
- Apply cold compress to face to minimize swelling.
- Contact parent immediately for dental visit (taking along chip).

#### TOOTH PUSHED INTO GUMS:

- Wash area with warm water.
- Do not attempt to move tooth into correct position.
- Contact parent immediately for dental visit.

#### BROKEN OR DISLOCATED JAW:

- Immobilize jaw by placing a scarf, necktie, or towel under the chin and tying the ends on top of the head.
- Contact parent immediately for emergency room visit.

#### INJURY TO LIPS, TONGUE, CHEEK:

- Rinse affected area with warm water.
- Place cold compress over area to minimize swelling.
- Contact parent for consultation

**BURBANK EARLY CHILDHOOD SCHOOL**  
**Request for Administration of Prescription and Non-Prescription Medication**

**Section 1: Parent Request for Administration of Medication or Supplement**

I hereby request and give permission to the authorized staff member to administer the following medication to my child:

Name of Child \_\_\_\_\_ Age of Child \_\_\_\_\_

Name of Medication to be administered \_\_\_\_\_

Dosage \_\_\_\_\_ Time (s) of Dosage \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Section II: Physician's or Dentist's Instructions**

Name of Child \_\_\_\_\_

Is under my care and should receive:

\_\_\_\_\_  
Name of Medication

\_\_\_\_\_  
Dosage

Specific instructions for administration: \_\_\_\_\_

\_\_\_\_\_

Possible side effects: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Physician or Dentist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone

Please print Physician/Dentist's Name \_\_\_\_\_

Date/Time of Dosage	Amount of Dosage	Signature of Authorized Staff Member

**BURBANK EARLY CHILDHOOD SCHOOL  
FIELD TRIP PERMISSION**

\_\_\_\_\_ has my permission to travel

by \_\_\_\_\_ to \_\_\_\_\_  
(mode of transportatin) (destination)

on \_\_\_\_\_. Children and adults will leave Burbank Early Childhood  
(date)

School at \_\_\_\_\_ a.m./p.m. and return by \_\_\_\_\_ a.m./p.m.

Activities will include:

Teachers will make certain that:

- No child will be placed ina seat with an air bag device
- All children wear seat belts (unless traveling by school bus)
- All chlidren under 40 lbs or 4 yrs. Will be in child restraint seats (unless traveling by school bus)
- The adult-to-child ratio is no more that \_\_\_\_\_ to \_\_\_\_\_.
- A teacher trained in first aid,a first aid box, and emergency transportation forms are taken.
- Children wear identification tags, shirts with tags printed with the schools address and phone.

**BURBANK EARLY CHILDHOOD SCHOOL**

**SWIMMING AND WATER PLAY PERMISSION FORM**

**PRESCHOOL ONLY:** At Burbank Early Childhood School, children who are in young preschool and preschool will participate in water play days throughout the summer. The water play will be held on the Burbank playground. Children will have the opportunity to play in and around sprinklers and wading pools. The wading pools that are used are less than 2 feet in depth.

**Signing below grants permission for child to participate in water play.**

**KINDERGARTEN ONLY:** Children who are in the Kindergarten classrooms will visit the Tremont Pool 2 times per week for 1 to 2 hours. The dates and times for these visits will be posted in advance. Children will travel to and from the pool in school vans. While at the pool, each teacher will be responsible for the same group of children (as determined by age).

The pool experience is planned to help children feel comfortable and relaxed in the water. We understand that many children are non-swimmers still. Teachers and children play together in shallow water. Children are NOT transported to lessons and lessons are NOT incorporated into the visits.

Teachers will be in charge of these special outings and will assure the following:

- Children will wear seat belts in the vans and follow safety rules.
- A first aid box and children's Medical Emergency forms travel with the group.
- A teacher trained in first aid will accompany the group.

**A PHOTOCOPY OF YOUR CHILD'S POOL PASS IS REQUIRED BY THE FIRST DAY OF PROGRAMMING.**

## **BURBANK EARLY CHILDHOOD SCHOOL**

### **OUTDOOR PLAY POLICY**

At Burbank Early Childhood School we encourage children to extend the curriculum of the classroom to the outside. We have flower gardens, vegetable gardens, sandboxes, climbers, bike paths, and more. This is an important time for children to exercise, develop various motor skills (both large and fine), and to participate in many social interactions.

We will go outside at our scheduled times if it is warmer than 20 degrees (including wind-chill factor) and less than 95 degrees (including heat index). We will NOT go outside when there is an Air Quality Alert in effect. The length of time we are outside will be determined on a day to day basis depending on the weather.

### **UPDATE 06-13-11**

When there is an Air Quality Alert in effect, we will take the children outside for 10 minutes if it is less than 95 degrees (including heat index).

## **BURBANK EARLY CHILDHOOD SCHOOL BUS SAFETY PLAN FOR KINDERGARTNERS**

### **Bussing Preparations**

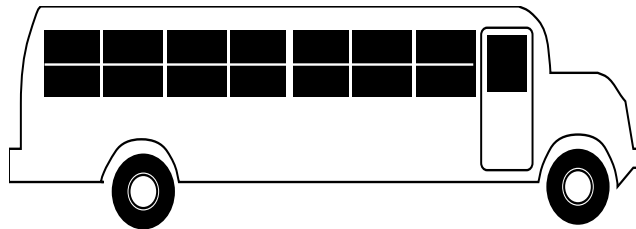
1. A list of all BECS kindergartners and their respective elementary schools is sent to the Director of UA School Transportation services before school begins.
2. A roster is prepared for teachers and sent to elementary schools listing a.m. and p.m. kindergartners and their public school sites.
3. A bus tag is prepared for each child bearing name, school destination, and "Return to Burbank."
4. Teachers initiate frequent classroom discussions about the bus routine.

### **Boarding at Burbank**

1. Children wear bus tags. (Tags are kept at Burbank and used until the routine is established and familiar.)
2. Teacher(s) and children await arrival of buses at Burbank main entrance (outdoors when weather is permissible).
3. Teacher ushers children to appropriate buses, using her roster.
4. If your child's bus routine changes, you must prepare the transportation department at 614-487-6477 with at least one day's notice.

### **Returning to Burbank**

1. Teacher awaits bus arrivals at Burbank main entrance with roster of names.
2. Teacher checks roster to make sure all who ride that bus have returned.
3. Teacher waits for all buses to arrive. Children walk upstairs together, relaying messages to classroom teachers.
4. If a child is expected but does not return, phone calls are promptly placed to the elementary school, parents, bus dispatcher, and emergency contacts accordingly.



**PARENTS: PLEASE NOTIFY YOUR CHILD'S BURBANK KINDERGARTEN  
TEACHER EACH TIME YOUR CHILD IS NOT SCHEDULED TO RETURN.**

**Burbank: 487-5158 ext.:**

- Room 101 = 1256**
- Room 210 = 1262**
- Room 211 = 1263**



## BURBANK EARLY CHILDHOOD SCHOOL

### RESTS/NAPS AT SCHOOL

ODE licensing requires quiet times for resting or napping. These are routinely provided at BECS for preschoolers. Children are stimulated and active in classrooms, more so than at home. They need a calming change of pace for healthy growth and development.

Classrooms are prepared in the early afternoon with cots, snuggly toys from home, picture books, and quiet music. Sleep is encouraged but not expected. Teachers are always present to rock, rub the backs of, and read to children to help them relax and feel comforted. Sleeping children are left to awaken on their own and non-sleepers arise after awhile for snack and group activities. Check your child's classroom daily schedule for details.

Occasionally parents will express these concerns to teachers:

***"My child doesn't nap anymore."***

Children are more apt to want and need sleep at school. They play harder and tire more easily in a group setting than at home. Additionally please refer to ODE's preschool licensing requirements above.

***"Naps at school have made bedtimes at home more difficult."***

If bedtime has become difficult, talk with staff for their suggestions and cooperation in preparing a schedule that works for your family.

***"My child complains about nap time at school."***

We hope nap time will become a pleasant time for your child. Children learn they are expected to lie down and rest their bodies. Staff encourage youngsters who aren't sleepy to enjoy looking at storybooks, and listening to the quiet music. Nap time allows teachers the opportunity to provide affection and comfort to each child.

After this quiet, relaxing rest time we see children refreshed and ready to be with their friends again.

## **BURBANK EARLY CHILDHOOD SCHOOL**

### **TOY WEAPONS AT SCHOOL**

Toy weapons at school are controversial. Some argue that toy weapons promote militaristic thinking and aggressive behavior while others think toy weapons enable children to play out their aggressions. Unfortunately, no research firmly substantiates either claim.

Experience demonstrates that when toy weapons are forbidden, children will create them using blocks, plastic bananas, or fingers. In addition, because young children can not understand the concept of death, their weapon play is just that, play. Children younger than seven years "kill" or "die" with no understanding of finitude or moral implications.

As long as our media emphasizes the power of knives, guns, and bombs, the toy weapon debate will continue. In the meantime, BECS teachers will discourage play with weapons and will offer children other alternatives which help them feel strong and courageous (fire fighting, taming wild animals, rescuing others in dangerous situations, wrestling) while satisfying their aggressive tendencies.

## BURBANK EARLY CHILDHOOD SCHOOL CLASSROOM DAILY SCHEDULES

### **ROOM 105 (487-5158 ext. 1260)- YOUNG PRESCHOOLERS, FULL DAY & PART DAY (9-1)**

7:00-8:00	Welcome, Free Play
8:00-9:00	Creative Play, Snack Table Open
9:00-9:30	Climbing Room
9:30-10:45	Toilet, Diapering
10:45-11:15	Outside Time or Story Time
11:15-12:15	Free Play, Climbing Room
12:15-1:00	Lunch
1:00-1:15	Group Time
1:15- 1:30	Toilet, Diapering
1:30-3:30	Nap time
3:30-4:00	Toilet, Diapering
4:00-4:15	Hand Washing, Snack
4:15-6:00	Outside, Free Play, Climbing Room

### **ROOM 103 (487-5158 ext. 1258)- YOUNG PRESCHOOLERS, FULL DAY & PART DAY (9-1)**

7:00-8:00	Welcome, Free Play
8:00-9:00	Creative Play, Snack Table Open
9:00-9:30	Climbing Room
9:30-10:45	Toilet, Diapering
10:45-11:15	Outside Time or Story Time
11:15-12:15	Free Play, Climbing Room
12:15-1:00	Lunch
1:00-1:15	Group Time
1:15- 1:30	Toilet, Diapering
1:30-3:30	Nap time
3:30-4:00	Toilet, Diapering
4:00-4:15	Hand Washing, Snack
4:15-6:00	Outside, Free Play, Climbing Room

### **ROOM 102 (487-5158 ext 1257) - PRESCHOOLERS, FULL DAY**

7:15	Greet Children
7:15-10:15	Free Choice Play
7:30-9:45	Snack Available
9:45-10:15	Downstairs Climbing Room, Computer Time
10:15-10:45	Large Group Time
10:45-11:05	Small Group Time, Journal Time, Free Choice
11:05-11:15	Lunch
11:45-11:55	Group Bathroom Trip
11:55-12:30	Outdoor Play, Gross Motor Activities
12:30-12:50	Carpet Square Time, (Climbing Room Available)
12:50-1:45	Options, Free Choice Play, Outdoor Play, Upstairs Climbing Room
1:45-2:00	Large Group Time, Chapter Book
2:00-3:30	Nap
3:30-6:00	Snack available, Free Play, Outside, Climbing Room
6:00	BECS Closed

### **ROOM 213 (487-5158 ext. 1265)- PRESCHOOLERS, FULL DAY**

7:30-9:30	Greet, Welcome Children, Self-Directed Exploration
9:30-10:00	Group Gathering
10:00-11:00	Large Muscle Experience Offered
11:00-11:40	Outside
11:40-12:00	Lunch
12:15-12:45	Partner Time, Project Work, Small Group
12:45-1:45	Outside, Small Climbing Room
2:00-3:00	Quiet Time, Nap
3:00-4:30	Snack, Free Choice
4:30-5:30	Outside
5:30-6:00	Classroom Choice

### **ROOM 107 (487-5158 ext. 12555)- PRESCHOOLERS, PART DAY (9-1)**

9:00	Doors Open
9:15	Gather and Talk about activities available.
9:30-10:00	Art , Free Choice
10:00-11:15	Climbing Room, Snack
11:15-12:00	Outside Activities
12:00-12:15	Bathroom and hand washing
12:15-12:50	Lunch
12:50-1:00	Stories, Dismissal

**ROOM 107 (487-5158 ext. 12555- PRESCHOOLERS, PART DAY (9-1))**

9:00 Doors Open  
9:15 Gather and Talk about activities available.  
9:30-10:00 Art , Free Choice  
10:00-11:15 Climbing Room, Snack  
11:15-12:00 Outside Activities  
12:00-12:15 Bathroom and hand washing  
12:15-12:50 Lunch  
12:50-1:00 Stories, Dismissal

**ROOM 215 (487-5158 ext. 1267) - PRESCHOOLERS, PART DAY (9-1)**

9:00-9:15 Children Arrive  
9:15-10:50 Free Play; Planned Art/Science Activities, Water Table and Easel, Snack Offered  
10:50-11:00 Room Cleanup  
11:00-11:20 Circle Time; songs, stories, discussions  
11:20-12:10 Large Motor Activities, Outside, Climbing Room  
12:10-12:20 Bathroom and Hand Washing  
12:20-12:50 Lunch  
12:50-1:00 Stories, Dismissal

**ROOM 100 (487-5158 ext. 1256) - MORNING KINDERGARTEN**

7:00-9:25 Arrival, Free Choice, Snack, Project Work  
9:25-9:30 Clean up  
9:30-10:00 Climbing Room, Journal & Book Groups  
10:00-10:20 Group Gathering  
10:20-10:50 Outside Play  
10:50-11:00 Quiet Book Time  
11:00-11:05 Bathroom, Hand Washing  
11:05-11:25 Lunch  
11:25-11:30 Hand Washing  
11:3-12:00 Depart on Buses

**ROOM 100 (487-5158 ext. 1256) - AFTERNOON KINDERGARTEN**

3:15-3:45 Bus Arrivals, Quiet Play, Snack  
3:45-4:00 Group Gathering  
4:00-4:30 Climbing Room (Schedule Rotates)  
4:30-6:00 Free Choice, Project Work, Outdoor Play

**ROOM 210 (487-5158 ext. 1262) - AFTERNOON KINDERGARTEN**

11:15-11:45 Buses Arrive, Classroom Choices  
11:50-12:15 Lunch  
12:15-12:45 Large Group  
12:45-1:45 Outside  
1:45-2:45 Inside Reading Groups, Project Work, Free Choice  
2:45-3:15 Quiet Time  
3:15-4:30 Snack, Free Choice  
4:30-5:00 Climbing Room  
5:00-5:30 Library  
5:30-6:00 Clean up, Inside, Outside

**ROOM 211 (487-5158 ext. 1263) - AFTERNOON KINDERGARTEN**

11:15-11:45 Buses Arrive, Classroom Choices  
11:50-12:15 Lunch  
12:15-12:45 Large Group  
12:45-1:45 Outside  
1:45-2:45 Inside Reading Groups, Project Work, Free Choice  
2:45-3:15 Quiet Time  
3:15-4:30 Snack, Free Choice  
4:30-5:00 Climbing Room  
5:00-5:30 Library  
5:30-6:00 Clean up, Inside, Outside

**ROOM 214 (487-5158 ext. 1266) - PRESCHOOLERS, FULL DAY**

7:30-8:30 Free Choice  
8:30-9:15 Project Time  
9:15-9:45 Snack  
9:45-10:15 Group Time  
10:15-11:00 Climbing Room  
11:00-11:30 Outside  
11:40-12:10 Lunch  
12:15-1:00 Small Group, Story, Individual Time  
1:00-1:30 Outside  
1:30-2:00 Climbing Room  
2:00-3:30 Nap  
3:30-4:00 Snack  
4:00-6:00 Climbing Room, Outside

## BURBANK EARLY CHILDHOOD SCHOOL FIRST DAYS OF PRESCHOOL

by Lilian Katz, professor of early childhood education at the University of Illinois at Urbana-Champaign, and Director of the ERIC Clearinghouse on Elem. and Early Education.

The first days at preschool can be unsettling to many preschoolers and to some of their parents as well. Some children become anxious about how to cope all at once with the new adults, groups of strange children, and unfamiliar surroundings. Other children are more upset by the separation from home than by the new experiences. Still others make the transition to the new world with few hesitations. Whatever your youngster's pattern of adjustment, the following ideas may help.

**I'm okay, you're okay.** It is easier to help your child through the adjustment period if you are sure the environment she is entering is a sound and sensitive one. Such confidence will make it easier for you to reassure her that she will be all right. Many children pick up their parents' uncertainties and anxieties and persist in behavior that will either get them reassurance or cause a change in plans.

**Easing in.** It is invariably helpful to plan one or two visits to the setting with your youngster in advance of enrollment. Having a friend or sibling who already attends the school or who starts at the same time as your child can make the new experience easier and more interesting.

Some children find it comforting to take along a favorite object, like a teddy bear, small toy, or a favorite story book, that can serve as a "bit of home" during the adjustment period. It is best to wait for a child to ask for such a "transition object" rather than to suggest it yourself. It is not a good idea for adults to behave as though they agree with the child that a piece of old blanket can keep her safe, but it is generally wise to respect a child's desire to cling to something familiar in times of stress. Most children spontaneously give up these symbolic comforts by the time they enter kindergarten.

If you suspect your child will put up a struggle, or find the new experience painful, plan to spend some time with her in the class during the first few days. Ask the teacher to help you decide when it is all right to reduce the time.

**Avoid mixed signals.** If you react to your child's hesitation or upset about going to preschool by offering a reward or a bribe, such as promising a special treat for good behavior, you may signal that there is cause to be upset.

**Tears are understandable.** Resist the temptation to threaten or tease a child about being a "cry baby." Rarely does such a strategy help. Reassure your child that it is all right to cry when you miss someone you love. Remind him that you will be reunited every day and that as he gradually makes new friends and gets used to things, he will not miss mommy so.

**...but please hold yours till he's out of sight.** If you are one of those parents who is tempted to cry when the little one disappears into the preschool crowd, hold on until the child is well out of sight and sound! While it is only natural to become upset at separation, one frequent reaction to such crying is irritation and anger with oneself - mainly because of feelings of helplessness in the face of your child's tearful suffering. But anger usually makes matters worse and may even set the stage for a power struggle. It is usually helpful to make the good-byes short, sweet, warm, and firm.

**Offer support and understanding.** Instead of asking your child whether she'll be okay, indicate that you believe she will do fine, and there will be people at the school ready to help her if necessary: Be careful not to promise that it will be all fun and laughter from the word "go." For some children that may be so, but for most, who feel they belong to their families, some upset at separation and uneasiness in the new surroundings should be expected. Accept the child's feelings without dwelling on them, and let her know that you understand that it takes time to get used to new people and places.

# BURBANK EARLY CHILDHOOD SCHOOL

## WHAT SHOULD PRESCHOOLERS BE TAUGHT?

by Lillian Katz, professor of early childhood education at the University of Illinois at Urbana-Champaign, and Director of the ERIC Clearinghouse on Elem. and Early Education.

What preschoolers should be taught, as well as when and how, are controversial topics among parents and educators. According to the National Association for the Education of Young Children (NAEYC), the largest membership organization concerned with young children, “early childhood learning activities must be appropriate to the child’s age and stage and personal interests” to be successful.

**Developmentally speaking.** The developmental approach is used in shaping appropriate teaching practice in two senses: The normative sense, which concerns what most children at a given age and stage can and cannot do; and the dynamic or individual sense, which, according to NAEYC, takes into account that “each child is a unique person with an individual pattern and timing of growth.”

While the normative dimension tells us what most young children *can* do and *can* learn, it does not tell us what they *should* do or *should* learn. The question of what is most appropriate for young children to do and to learn must be judged against our best understanding of what best serves their developmental interests later on.

**Categories of learning.** There are at least 4 categories of learning to be considered:

**Feelings.** While most feelings are probably innate, some that should be learned in the preschool period would include feeling comfortable with some people outside of the immediate family and away from home and feeling reasonably confident and generally accepted by other children.

**Dispositions.** Some that need to be strengthened in the early years include curiosity, inventiveness, cooperativeness, and persistence in doing tasks. Neither feelings nor dispositions are learned through lecture or instruction. Feeling accepted is learned from interactive experiences in which other’s acceptance is clearly communicated. Dispositions are most likely learned from role models; they are also strengthened, or weakened, by adults’ responses to their manifestations. If we want to strengthen a child’s disposition to be curious, for instance, opportunities to be curious must be provided and followed up by acknowledgment and appreciation.

**Knowledge.** While there are seldom arguments about what feelings and dispositions should be learned in the early years, the matter of what knowledge and skills are appropriate is likely to be more controversial. Developmentally, the knowledge most appropriate for young children is that which helps them to make better sense of their own experiences and environment. When the knowledge presented is too far in advance of children’s understanding, it may undermine their confidence in their own intellects in the long term. They are likely to learn to hide their confusions and misconceptions, to withhold their questions and doubts.

**Skills.** The list of skills to be learned in the early years is potentially very long and varied. They would include social skills, communicative skills, fine and gross motor skills, and many others. Many parents want their children started on academic skills like the 3 Rs in preschool, but there is reason to believe that when children work too soon and too long at academic exercises, they do so at the expense of their dispositions to apply the very skills they are learning. This is sometimes called “academic burn-out,” suggesting that the negative consequences of starting preschoolers on the 3 Rs show up later - when their earlier willingness to do meaningless exercises becomes exhausted, and they begin to tune out a large proportion of learning tasks at school.

**Words of Wisdom.** From a developmental point of view, it is better to begin children with formal instruction a little late than too early.

## BURBANK EARLY CHILDHOOD SCHOOL

### TALKING STRAIGHT WITH CHILDREN: GUIDELINES TO EFFECTIVE COMMUNICATION

by Mary Ellen Rupright

1. Have good eye contact and body proximity. When you have something important to say, move close, put yourself at the listener's height, and make certain you have eye contact.
2. Be observant of nonverbal communication. When words say one thing and body language "says" another, a mixed message is sent. Clarify these differences with children to get accurate messages.
3. Be "clean" in your communication. When you know the answers, don't ask questions. This is manipulative and can trap children into lies.
4. When correcting behavior begin with the word "I" instead of "you". "I" sentences can be used to identify and set limits on the behavior. "You" sentences often foster bad feelings. (e.g. "I get pretty upset when I hear you talk to your brother that way. I want you to stop." instead of "You better not talk that way or you are going to be in big trouble.")
5. Tell children what they *can* do instead of what they *can't* do. Positive remarks foster respect and reiterate the expected appropriate behavior (e.g. "walk" instead of "don't run").
6. Speak respectfully. Be courteous to children. Modeling is the best teacher.
7. Be direct when setting limits. If a certain behavior is unacceptable and non-negotiable, be clear. (e.g. "The room is too busy for balls right now." instead of "Let's not bounce balls, O.K.?")
8. Offer opportunities to practice choice making. This communicates the belief that you see them as capable and independent thinkers. Begin offering children choices as soon as they are old enough to understand.
9. Offer opportunities for problem solving. Do this at every opportunity. Children will grow up to be careful, responsible thinkers if they have a lot of practice when they are young. (e.g. "Can you figure out a way to keep the wind from blowing the paper off the table?")
10. Speak privately to children about inappropriate behavior. Reprimanding children in front of others is humiliating and fosters feelings of resentment rather than interest in improving their behavior.
11. Be specific. Give children focused responses. They are non judgmental and more genuine and meaningful than nonspecific responses (i.e. "What a colorful painting. You filled the whole paper with just 3 colors." instead of "That's pretty.")
12. Avoid the use of manipulative tactics. Messages to children can be strong and effective without the use of shaming, blaming, threatening, or bribing. For example, you can say "I'll help when you are steady and stop crying." instead of "If you don't stop crying and acting like a baby, you'll never get another chance."

## 2 1/2 YEARS OLD

This is an age about which parents and teachers may need warning, because so much that the child now does naturally, almost inevitably, is directly contrary to what the adult would prefer. The 2 1/2 year-old is not, temperamentally, an easily adaptable member of any social group.

The change in behavior which takes place between 2 and 2 1/2 can be rather overwhelming, perhaps to the child as well as to the surrounding adults. 2 1/2 is a peak age of disequilibrium.

2 1/2 is rigid and inflexible. She wants exactly what she wants when she wants it. She cannot adapt, give in, wait a little while. Everything has to be done just so. Everything has to be right in the place she considers proper. For any domestic routine, she sets up a rigid sequence of events which must follow in exactly the same manner.

She is extremely domineering and demanding, she must give the orders. She must make the decisions. If she decided "mommy do," daddy cannot be accepted as a substitute. If she decides, "me do it myself," then no one is allowed to help her.

2 1/2 is an age of violent emotions and opposite extremes. There is little modulation to the emotional life of the child of this age and with no ability to choose between alternatives (it is almost impossible for a 2 1/2 to make a clear-cut choice and stick to it), the child of this age shuttles back and forth endlessly between any two extremes, seeming to be trying to include both in her decision. "I will..I won't," "I want..I don't want," "Go out..stay in". If someone doesn't cut into her back-and-forth shuttling, she may go on for up to an hour or more. The decision of what clothes to wear may usurp a whole morning. Any caretaker of a 2 1/2 year-old will need to streamline routines, make decisions alone, and try to avoid situations where the child takes over.

Another characteristic of this age is perseverance. A 2 1/2 year old wants to go on and on with whatever she is doing. Not only right at the moment but from day-to-day. If you read her four stories before bedtime last night, she wants four stories, and the same ones, tonight. It is very difficult to introduce new clothes, new pieces of furniture, new things to eat. She wants things to stay as they are or at least hold on to the old as new things are added.

Total all these characteristics and you have a child who is not easy to deal with. Vigorous, enthusiastic, energetic, the typical 2 1/2 may be. But she is not an easy person to have around. Great patience, a real understanding of the difficulties of the age, and a willingness to use endless techniques to work around the rigidities and rituals and stubbornness are all necessary.

In school, a 2 1/2 year old pays more attention to other children than she did when she was 2 but it is not a primarily friendly or cooperative attention. For the most part she attends to other children chiefly for the purpose of protecting any object which she herself is using, has used or might be going to use. Her ability to share, wait, take turns, give in is very limited. She is interested in other children, it is true, but she seems much of the time to consider them as actual or potential rivals rather than as partners, collaborators, or friends.

At school, oddly enough, the child of this age may be more docile than at home. She is more ready to separate from her parent than at two. Often she seems quite different at school from the way she acts at home. Her response when her parent picks her up, however, reveals her other side. She may refuse to leave and have a temper tantrum.

Excerpt from Gesell Institute of Human Development, Child Behavior, by Ilg, Ames and Baker



### 3 YEARS OLD

Things quiet down briefly at 3 for most children. 2 1/2 seemed to love to resist. 3 seems to love to conform. The typical 3 year old uses the word yes quite as easily as he formerly used the word no.

2 1/2 seemed to be all "take." 3 likes to give as well as to take. He likes to share objects and experiences. "We" is a word he uses frequently. It expresses his cooperative easy-going attitude toward life in general.

3 is, for the most part, in equilibrium with people and the things around him, perhaps because he is in better equilibrium within himself. He no longer seems to need the protection of rituals, of doing everything always the same. Greater maturity has led him to feel more secure, secure within himself and secure in his relations with others.

Not only has the need for rituals dropped out, but almost every other aspect of 2 1/2 year old behavior which made trouble for him and those about him seems to have disappeared, or at least diminished. He is no longer rigid, inflexible, domineering, grasping. No longer does everything have to be done his way. Now he can do things your way and enjoy it.

People are important to him. He likes to make friends and will often willingly give up a toy or privilege in order to stay in the good graces of some other person, something of which he was incapable earlier.

Increased motor ability allows daily routines and other necessary activities to be accomplished with minimal difficulty. It also allows him to carry out successful play activities which earlier baffled and enraged him.

But above all, his increased ability with and interest in language helps him be a delightful companion, an interesting member of a group. His own vocabulary and ability to use language have increased tremendously in most cases. His own appreciation of the language of others has increased similarly. Now he can not only be controlled by language, but he can be entertained, and can entertain himself. He loves new words, and they can often act like magic in influencing him to behave as we would wish. Such words as "new," "different," "big," "surprise," "secret" suggest his increased awareness of new horizons. Such words as "help," "might," "could," "guess" are active motivators to get him to perform necessary tasks.

The 3 year old's increased interest in and responsiveness to other children and his decreased need to protect himself and all of his possessions and to have everything for himself, plus his improved language ability, combine to make him enjoy play with other children. He not only takes considerable pleasure in elementary "cooperative" play (rather than parallel play as earlier), but he gets into many fewer arguments and quarrels over toys and materials. He not only is beginning to be able to take turns, to share, or to accept substitute toys, but he can even in a simple way use these "techniques" on other children.

Thus simple cooperative play, as with blocks or other construction materials, or in domestic play in the doll corner, enables children to play more elaborately and more enjoyably, as well as more smoothly than earlier with other children.

2 1/2 seemed often to resist just as a matter of principal. It was safer. 3 goes forward positively to meet each new adventure.

Excerpt from Gesell Institute of Human Development, Child Behavior, by Ilg, Ames and Baker

## 3 1/2 YEARS OLD

Temporarily at 3 many children reach what most parents and teachers consider to be a delightful stage of equilibrium. The child's wishes and ability to carry out these wishes seem to be in remarkably good balance. 3 year olds, for the most part, seem to be well-pleased with themselves and with those about them, and the feeling tends to be reciprocal. They seem also, so far as their outward behavior shows at least, to feel secure within themselves.

At 3 1/2 there comes in many a tremendous change. It is as though in order to proceed from the equilibrium of the 3 year old stage to that which is usually attained by five years of age, the child's behavior needs to break up, loosen up, and go through a phase of new integration. All of this comes to a head in many at 3 1/2 years of age..a period of marked insecurity, disequilibrium, and in coordination.

This poor or new coordination may express itself only temporarily and very lightly in some children and for a considerably longer period and much more markedly in others. It is so characteristic of this particular age period that, though certain environmental factors may exaggerate it, in many cases we can fairly consider that it is caused by growth factors alone.

Thus one may look for poor or new coordination in any or in all fields of behavior. Motor in-coordination, for example, may express itself in stumbling, falling, fear of heights. A child who has previously shown excellent motor coordination may go through a period of extreme motor disequilibrium. Though the total body is often involved in this in coordination, the hands alone may be involved. Thus a child whose hand and arm movements have up until now been strong and firm may suddenly draw with a thin, wavy line, may build with a noticeable hand tremor. Language may be involved. Stuttering often emerges in children who have never stuttered before. Ears and eyes may be included. Parents often worry about the temporary crossing of the eyes or the child may complain that she can't see, or that she can't hear. Tensional outlets are often exaggerated in the 3 1/2 year old period. Thus the child may blink her eyes, bite her nails, pick her nose, exhibit facial or other tics, masturbate, and/or suck her thumb excessively.

Along with motor and verbal difficulties often come the tremendous difficulties in relations with other people. The 3 1/2 year old expresses her emotional insecurity in crying, whining, and in frequent questioning, especially of her mother: "Do you love me?" Or perhaps in complaining, "You don't love me." She is also extremely demanding with adults, "Don't look!", "Don't laugh!" Or she may demand that all attention be focused on her and then becomes extremely jealous of any attention paid by members of the family to each other.

With friends, too, she shows considerable insecurity and great demand for their exclusive attention. The emotional extremes she expresses (very shy one minute, over-boisterous the next) also make her an uncertain contributor to any social situation.

## 3 1/2 YEARS OLD

3 1/2 seems to feel so insecure that she must protect herself by holding tight, not so much to her possessions as at 2 1/2, but to her own way of doing things. Many at this age are as ritualistic and rigid as they were earlier at 2 1/2. Thus any or all routines (e.g. eating, sleeping, dressing) can present areas of great difficulty for the adult in charge. Many 3 1/2 year olds get through the smooth stretches between routines without too much difficulty, but any routine may end in a temper tantrum or tears.

In school, 3 1/2 year olds often actually get along less smoothly in their interpersonal relations than they did six months earlier. At 3 many children are able to enjoy simple cooperative play with others of the same age. Relationships may perhaps be a trifle superficial and not particularly intense, but group play often proceeds harmoniously.

By 3 1/2 relations are less smooth, and oddly enough the reason seems to be that relationships are more important. The child of this age is capable of and interested in forming strong friendships in a somewhat backward manner emphasizing a liking for certain children by excluding and refusing to play with certain others. Among a group of 3 1/2 year olds, there is likely to be a good deal of discriminating against, keeping out, refusing to play with, demanding, commanding. Harsh words and even physical aggression is used against others. Group life at this age can be extremely stormy.

If the adult in charge knows in advance that all of this uncertainty, insecurity, and in- coordination quite normally marks the 3 1/2 age period, it helps to avoid blaming various aspects of the environment as the cause for the behavior and stimulates efforts to fit the demands of the environment a little more to the abilities and inabilities of the child. 3 1/2 year olds benefit most when adults provide sympathy, patience, extra affection, and understanding.

One of the more positive aspects of 3 1/2 year old behavior is the satisfying play with imaginary companions (people or animals) which peaks at this time. Others now become the animal...the cat with paws...the firefighter or other hero(ine) of the moment. The teacher and parent can go along with this imaginative play, treating the child within the framework of the role.

Excerpt from *Gesell Institute of Human Development, Child Behavior*, by Ilg, Ames and Baker

## 4 YEARS OLD

For every age it seems possible to discover a key word or words which characterize the behavior at that time. If we can find and remember these words, it often helps tremendously to understand and appreciate the child of that age. For 4, the key word is "out-of-bounds." Remembering this can be of immeasurable aid. For the 4 year old, almost more than the child of any other age, is out-of-bounds in almost every way.

He is out-of-bounds physically. He hits, kicks, throws fits of rage. "You made me so mad!" he will tell you.

He is most out-of-bounds verbally. The language of a typical 4 year old can guarantee to shock the adults around him. Profanity is rampant. Elimination and bathroom words are dwelt upon and rhymed - accompanied by silly laughter which shows that he fully appreciates their inappropriateness.

He is quite as out-of-bounds in his interpersonal relations with adults, defying limits and rules. In fact, he seems to thrive on being just as defiant as he dares. Even stern reprimands may have little chastening effect. A terrible toughness appears to have come over him - he swaggers, swears, boasts, and defies.

Paradoxically he tends to get on much better with other children than he did six months earlier. He is less sensitive, less vulnerable, less demanding. He can now enjoy his friendships more positively with less need to exclude others. However, even within friendships, there is much out-of-bounds behavior, much boasting - "I'm bigger (better, smarter, stronger) than you are," "I have bigger ones at home," "My dad knows how to do that better than your dad." Names are called and threats are uttered. However, not all of this needs to be taken seriously by the adult. 4 year olds just naturally behave this way and tolerate the same behavior in their friends.

4 year olds imagination too seems to have no "reasonable" limits. The new-found pleasures of imaginary companions and stories so strong at 3 1/2 years continues to develop. Sometimes adults have trouble accepting his tall tales, particularly when they strike the adult as lies. Yet to the average 4 year old the line between fact and fiction is a very thin, flexible line. He may not actually be telling falsehoods. It's just more interesting the way he tells the story. He may even believe his own imaginings, which become very real to him.

How firm a stand the parent or teacher takes toward all these out-of-bounds behaviors is up to her. Certainly there are limits. School and home life requires a certain toning down of 4 year old behavior. A good deal of firmness is needed in dealing with the average 4 year old. But he can be dealt with more effectively if parent and teacher keep in mind that behaving in an out-of-bounds manner is not only an inevitable but a necessary part of development. The 3 1/2 year old was too insecure for practical purposes. 4 seems to be overly-secure and brashly confident. He is so secure that now he not only can stand his ground but can thrust out against the environment. Nature seems to have this awkward way of going to opposite extremes as the child develops. Eventually the swings of the pendulum become less extreme and settle down to a narrower range of the individual's basic personality and is less swayed by age changes.

The 4 year old needs to be allowed to test himself out. He is surprisingly responsive if allowed some initial expansion. The reins of control can be held loosely, but there are always those moments when they need to be pulled up short and sharp.

Excerpt from Gesell Institute of Human Development, Child Behavior, by Ilg, Ames and Baker

## 4 1/2 YEARS OLD

The 4 1/2 year old is beginning to pull from her out-of-bounds 4 year old ways into a more focused 5 when life is more matter-of-fact and not so deep.

She is trying to sort out what is real from what is make-believe, and she does not get so lost in her pretending as at 3 1/2 and 4 years when she really was a cat. "Is it real?" is her constant question. Making a *real* drawing of an airplane, she might include a long electric cord so that people can plug it in. She can become quite confused as she tries to straighten out what she pretends, what happens on TV or at the movies, and what is real.

4 1/2 year olds are a little more self-motivated than they were earlier. They start an activity and stay on track much better than at 4 years, and with less need of adult assistance. When they start to build a farm with blocks, it ends up as a farm - not, as at 4 years, becoming first a fort, a gas station, and then a farm.

4 1/2 year olds love discussions. Reading a book about fires might lead to a long discussion about the fire safety and danger. They often have a surprising wealth of material and experience to draw on and seem to be prompted by an intellectual, philosophizing sort of interest. Their desire for realism is sometimes entirely too stark for adults - they seem sometimes almost too frank as they demand the details about death, for example.

Children of this age are improving their control and perfecting their skills in many ways. Their play is less wild than at 4, and they are better able to accept frustrations. Their fine motor control is markedly improved and they will often draw for long periods of time. They show a beginning interest in letters and numbers, and may count quite well, though skipping numbers.

4 1/2 shows a beginning interest too, in seeing several sides of the picture. She is aware of front and back, of inside and outside. She may even draw a person's face on one side of a paper, then turn it over and draw the back of the head and other side.

4 1/2 with increased self-control and an interest in improving and perfecting skills, is a "catching-up" time with some children, especially with boys who have been slow in motor or language development, or it may be an age of rapid intellectual growth.

Excerpt from *Gesell Institute of Human Development, Child Behavior*, by Ilg, Ames and Baker

## 5 YEARS OLD

5 years of age marks, in many children, a time of extreme and delightfully good equilibrium. "He's an angel," say many parents of 5s, in awe and wonderment. "He's almost too good!" worry others.

5 is indeed a good age. Gone is the out-of-bounds exuberance of the 4 year old. Gone is the uncertainty and unpredictability of 4 1/2. The 5 year old tends to be reliable, stable, well-adjusted. Secure within himself, he is calm, friendly, and not too demanding in his relations with others.

Secure and capable he seems to be because he is content to stay on or near home base. He does not seem to feel the need to thrust out into the unknown, to attempt that which is too difficult for him. Rather he is content to live here and now. He tries only that which he can accomplish, and therefore he accomplishes that which he tries.

His mother is often the center of his world and he likes to be near her. He likes to do things with and for her; likes to obey her command. He is usually well-satisfied with his teacher too. He likes to be instructed and to get permission. To be a good child is not only his intention, but is something which he usually can accomplish. Therefore he is satisfied with himself, and others are satisfied with him.

Many parents wish, when the customary 5 1/2-to-6 year old breakup of behavior comes, and when their "good" little 5 year old turns into an often less-than-good little 6, that they could have their docile child back again. Looking backward in this way is, of course, fruitless. It is like wishing that the 18 month old, when she gets around the house too briskly and gets into too many things, were once again in the pre-creeping stage. 5 is, in most children, an enjoyable age for everybody while it lasts. But a growing child needs more than 5 year old equipment to meet the world. He needs to branch out as he does at 6.

Excerpt from *Gesell Institute of Human Development, Child Behavior*, by Ilg, Ames and Baker

## 6 YEARS OLD

By now a certain rhythm of growth may be apparent. There are periods of equilibrium when a child is happy, easy-going, and secure followed by periods of disequilibrium when a child is thrusting out or in, trying new things, wanting to much, and finding it difficult to adapt to others because her own demands are so strong.

Thus equable 5 is followed by tumultuous 6. Actually, the breakup starts around 5 1/2. By 6 1/2 things have usually smoothed down again. But for a period of six months or so around the age of 6, many parents find that their child is extremely difficult to deal with.

Behavior at this time is in many ways reminiscent of that which we have described as typifying the 2 1/2 year old. The child is, to begin with, violently emotional. She functions at opposite extremes. She loves one minute - hates the next. Thus she may say, "I love you, daddy," accompanying her statement with a bear hug. And the next minute she bursts out "I hate you!" This outburst may be elicited by nothing worse on dad's part than moving some belonging of his out of proper place.

Mother is no longer the center of the world, as she was at 5. Now the child wants to be the center of the world, even though she hasn't yet developed a secure sense of herself. She wants to come first, to be loved best, to have the most of everything. Mother has not only been removed to second place but everything gets taken out on her. Whatever is wrong, mother gets blamed. And much goes wrong because 6, like 2 1/2 is very demanding of others and very rigid in her demands. She has to have things just so. She cannot adapt. It is the others who must do the adapting.

Also, she tends to be extremely negative in her response to others. That she has been asked to do something is in her eyes sufficient reason for refusing to do it. She often responds slowly or even negatively to commands, though if you can ignore the initial, "No, I won't," later she will often carry out the command spontaneously, as though it were her own idea. If you can give in a little and not demand instantaneous conformity and obedience, things will go more smoothly. Nonetheless, many 5 1/2 and 6 year olds are, much of the time, negative, rude, resistant, saucy, and argumentative in the face of direct commands.

6 is, however, rather delightful in her vigor, energy, and readiness for anything new. This is an expansive age, and the 6 year old is ready for almost anything. Her appetite for new experiences is prodigious and may lead to wanting all of everything. It is most difficult for her to choose between any two alternatives because she wants both. It is also most difficult for her to accept criticism and correction. She has to be right. She has to be praised. She has to win. She is rigid and unadaptable in her relations with others. Things have to be done her way. The others have to give in to her. If she is winning, everything is fine, but if things go badly, tears and tantrums.

It is difficult to by-pass this age in the child's life, nor should we wish to. We can make it a little easier for her and for ourselves by respecting the fact that she is in a period of disequilibrium. Bypass as many incidents as you can, and get professional help if you find yourself really struggling with your child during this difficult stage of development.

Excerpt from *Gesell Institute of Human Development, Child Behavior*, by Ilg, Ames and Baker

# **BURBANK EARLY CHILDHOOD SCHOOL (BECS)**

## **PTO**

### **What is the PTO?**

The PTO is an organization designed to represent parents and teachers in their efforts to support the total learning experiences of students. This is done through a variety of social, educational and service programs.

### **Who belongs to the PTO?**

All BECS parents and teachers are encouraged to join the PTO. Faculty representatives attend the monthly meetings to facilitate communication between staff and parents. It is an opportunity for everyone to become involved in the activities at the school and occasionally off premises. This is an ideal forum for the expression of your concerns and opinions on school issues, program management, etc.

### **Who's in charge of the PTO?**

The PTO board consists of the president, secretary, treasurer and volunteer-coordinator. The school director and two teacher representatives are also part of the PTO board. There are committee chairpersons for each event. Any parent who is a member of PTO may serve on the board and all parents are encouraged to attend PTO meetings.

### **When does the PTO meet?**

The PTO meets once a month during the school year at 5:30-6:30 p.m. at Burbank. Free childcare is provided, refreshments are done on a voluntary, rotating basis.

### **Who pays for the PTO?**

There is a \$5.00 per family membership to join the PTO. This is a one-time fee and is used to support the social and educational activities of the group. The PTO also sponsors various fundraisers throughout the year.

### **Why does the PTO have fundraisers?**

The PTO pays for many things which are above and beyond the cost of tuition. The PTO, to date, has paid for the majority of the playground equipment, the playground bike path, the shelter house and picnic tables, the sandbox, the bike sheds, classroom computers, classroom storage cupboards, and the SMART Board. These items all make for a more pleasant learning environment for the children and a positive working space for teachers. These items cost several thousands of dollars and sometimes take multiple years of fundraising to achieve. Fundraisers vary from year to year based on parent and teacher involvement and participation.



## **Why should I join PTO?**

1. It is an important avenue of input for parents, it allows for you to comment on and try to improve the learning experience of your child.
2. The PTO needs your help in many ways. You can participate in a variety of activities and fundraisers as your schedule permits. You may change your level of participation at any time throughout your child's tenure at the school. Most of the activities include (many hours of) donating some of your time and talents (manpower and a wide variety of skills). Most of us have full time jobs, multiple children and busy schedules. If each person does a little, the big job seems easier to accomplish.
3. A great sense of involvement in the school community and an enormous sense of satisfaction come from taking an active role in your child's school. PTO membership is a great way to meet new people and possibly start new friendships. It's also an opportunity to work with other people like yourself. At this age, children love having their parents around and they appreciate your involvement in their school. So do we!

**The Burbank Early Childhood School PTO invites you to join our membership. We are providing this information to answer some common questions and to let you know that we really need each and every one of you.**

If you have other questions or suggestions please contact the school office at **487-5155**.

**Burbank Early Childhood School**  
**Family Fund Policy**

Effective 01-01-10 it will be Burbank Early Childhood School's policy to issue Family Fund assistance as follows:

- Any currently enrolled family will be able to apply for Family Fund if they have experienced a life changing event such as death of spouse, job loss, extenuating medical circumstances, divorce, etc. In order to apply families must contact the school director in person.
- Family Fund will be limited to one month of tuition assistance per family.
- Families may only receive Family Fund assistance 1X per calendar year.
- Family Fund assistance will be limited to 100% of monthly tuition owed by the family or \$1,065.00 (whichever is less) per family.
- Tuition must be paid up to date as of the date of the Family Fund application in order to be eligible for assistance.

**P.T.O FAMILY FUND APPLICATION**

The Fund provides one month tuition assistance to enrolled families experiencing crises that could affect their ability to meet tuition obligations. The fund is sustained by contributions from other families. Assistance is considered on a case-by-case basis.

**1. Please complete this section.**

My current monthly tuition payments are \$\_\_\_\_\_. I request one month's tuition of \$\_\_\_\_\_ be paid by PTO Family Fund. If my family has more than one child enrolled I understand that the PTO Family Fund will **pay no more than one months tuition**. I understand that my family will not be eligible for Family Fund assistance again during the current calendar year. Families may only receive Family Fund assistance two times during their tenure at BECS

**2. Please provide a summary of your current situation on the reverse side.**

I understand that my request will be confidentially reviewed, and that I will be notified within a week from receipt of the application.

- Should my monthly tuition exceed \$1,084.00, I am responsible for the balance.
- Should balance of tuition not be paid, disenrollment policies will apply.

I have received a copy of the Family Fund Policy.

\_\_\_\_\_  
Applicant Signature / Day time phone

\_\_\_\_\_  
Date

Date Received\_\_\_\_\_

Date of Notification\_\_\_\_\_

Funding Terms:

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

## **BURBANK EARLY CHILDHOOD SCHOOL ARTS ENDOWMENT FUND**

This permanent fund, established February 2001, ensures the celebration of excellence in the visual and performing arts at Burbank. \$5000 is needed to achieve endowment status through the Upper Arlington Education Foundation (UAEF). This amount, plus additional donations, will be professionally invested to continue indefinite growth.

Interest generated from the fund will be spent to professionally frame student art work for BECS hallways, update school art display units, partially or fully fund visiting artists, install playground artwork, and accomplish other aesthetic-related projects.

Families donating to the BECS Arts Endowment Fund will be *Founding Family* members, recognized at the school's annual April "Gallery Hop" art show and in the June Newsletters. Student work, selected annually for professional framing and permanent display at BECS will be featured at the Gallery Hop.

Donations may be made any time. Ideal times include a child's birthday, the December holiday as a gift in honor of a teacher, and any time you wish to honor someone special in your child's life (such as a grandparent).

### **Donation Form**

*Please make your check payable to **UAEF**. Your gift is tax deductible as allowed by law. Your cancelled check is your receipt.*

Please complete and return this form with your check to the address listed below.

Donor Name(s)

\*Address \_\_\_\_\_ Zip

***\*acknowledgment will be sent to this address unless otherwise indicated***

Enclosed is my gift in the amount of \$\_\_\_\_\_ to the Upper Arlington Education Foundation. I designate this gift for the ***BECS ARTS ENDOWMENT FUND***.

This gift is in the honor/memory (please circle one if appropriate) of

***Thank you for your generosity!***

**Mail to: UAEF, 1950 N. Mallway, Upper Arlington, OH 43221**