

# PARENT HANDBOOK 2023-2024



**EMILY MESCHTER**  
Early Learning Center

# **EMILY MESCHTER EARLY LEARNING CENTER**

**La Cholla Campus**  
**4605N. La Cholla Blvd.**  
**Tucson, AZ 85705**

**Prince Campus**  
**1440 W. Prince Road**  
**Tucson, AZ 85705**

Patricia Gutiérrez, M.Ed. NBCT, Director

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## A Preschool Teacher's Poem

Although I'm not their parent,  
I **care** for them each day.  
I cuddle, sing, and read to them,  
And watch them as they **play**.  
I see each new accomplishment,  
And help them **grow** and **learn**.  
I understand their language,  
And I **listen** with concern.  
They come to me for **comfort**,  
And I kiss away their tears.  
They **proudly** show their work to me,  
I give the loudest cheers.  
I am not their parent,  
But my role is just as strong.  
I **nurture** them and keep them **safe**,  
Though maybe not for long.  
I know someday the **time** may come  
When we will have to part,  
But I know each child I've cared for  
Is forever in my **heart**.

## Emily Meschter Early Learning Center

4605 N. La Cholla Blvd.  
Tucson, Arizona 85705  
Phone: 520-696-8909

1440 W. Prince Road  
Tucson, AZ 85705  
Phone: 520-696-8316

Dear Families,

We are so excited to be able to offer Flowing Wells School District's preschool program at the two campuses of Emily Meschter Early Learning Center. We are looking forward to a wonderful year with your child.

Emily Meschter Early Learning Center is proud to be recognized as a Five Star school by First Things First: Quality First and accredited by the National Association for the Education of Young Children (NAEYC). We believe each of these rigorous assessments provide guidance and accountability to hold our staff to the highest expectations for support of young children.

The following information should be beneficial to you now and throughout the year. Please read this handbook and keep it as a reference. As a staff, we recognize that home and family are the first and most significant influence in your child's life. It is our hope to collaborate with your family, knowing together we can provide your child with the best possible education. We will be keeping in close contact with you throughout the year by using a variety of ways to provide you with the most current information. The director or your child's teacher will be engaging in face-to-face conversations, monthly newsletters, Facebook posts, website information, and parent/teacher conferences. Any time you have any questions or concerns, please call the school and leave a message for your child's teacher. We will return your call as soon as possible.

Thank you for your cooperation and support!

Sincerely,

A handwritten signature in black ink, appearing to read "Patricia Gutiérrez". The signature is fluid and cursive, with a large initial "P" and a long, sweeping underline.

Patricia Gutiérrez, M.Ed., NBCT  
Director of Early Learning  
Flowing Wells School District

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## **PHILOSOPHY**

Emily Meschter Early Learning Center is committed to the education of the whole child by providing learning activities that are developmentally appropriate in a stimulating, challenging, and creative environment. During the first few years of a child's life the brain is growing and developing at an amazing rate. Exposure to a variety of quality experiences is crucial to early childhood development.

Our center offers a hands-on, play-based approach to learning which is designed to foster creativity and expanded self-expression. EMELC teachers show respect for children by encouraging them to think for themselves, make decisions, and resolve their problems independently, as well as express their own ideas and feelings. Emily Meschter Early Learning Center strongly believes that families are vital to a child's development. Families are encouraged to participate in various preschool activities including celebrations, caregiver-child evening events and volunteering in/out of the classroom.

## **EARLY CHILDHOOD LEARNING EXPECTATIONS**

- Each child progresses at a unique rate, has an individual learning style and possesses diverse abilities.
- Young children learn through active exploration of their environment where there is a balance between self-discovery and adult initiated/selected activities.
- A child's learning is based on prior knowledge and experiences that are constructed through play, social interactions with other children, and consistent experiences guided by nurturing adults.
- Optimal learning occurs in environments where the adult is respectful of the child, the family, the language, the culture, and the community.
- A child's progress is best understood through observable behavioral change using ongoing observation, anecdotal recordkeeping, and collection of the child's work.
- Children develop a sense of empowerment by having many opportunities to make choices within their daily routines.
- Children learn best when their health and nutritional needs are met.
- Families are the primary caregivers and educators of young children.
- Young children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.

The Arizona Early Learning Standards are not a curriculum but provide the expectations for teachers of young children in the state. They provide a framework and indicators of high-quality teaching practices that will support and enhance the development of the learning outcomes for students and are not intended for use as a checklist. The document presents standards for working with the home, school, and community; for creating and sustaining the learning environment; and for identifying and using appropriate assessment tools and practices. The areas essential to a high-quality program and that both support and facilitate teaching and learning in Social/Emotional Development, Physical Development/Health and Safety, Language Arts/Literacy, Mathematics, Science, Social Studies, Approaches to Learning and Fine Arts.

## NAEYC ACCREDITATION

Emily Meschter Early Learning Center is an accredited program through the National Association for the Education of Young Children (NAEYC). You can expect to see:

- Planned learning activities and materials appropriate to children's age and sensitive to their individual characteristics,
- Frequent, positive, and warm interactions among adults and children,
- A healthy and safe environment for children and staff,
- Enough adults to respond to individual children,
- Regular communication with parents,
- Nutritious snacks and meals,
- A nurturing environment that supports each child's growth.

## PROGRAM DESCRIPTION

Emily Meschter Early Learning Center has four program options:

- **Preschool Income-Based Program (PIP)** is for children who reside in the Flowing Wells School District. The children must be three to five years old and meet income eligibility requirements. This program is funded through **First Things First Scholarships**. The program is three hours per day, four days a week and provides transportation. Families must reside in Flowing Wells School District.  
*NOTE: There may be a waitlist for these programs which will be shared with other Preschool Development sites.*
- **Pima Early Education Program (PEEP)**
  - **La Cholla Campus** is for children who are four years old by September 1, 2023. Families must meet income eligibility requirements based on the US Department of Health and Human Services 2023 Poverty Guidelines. The program is seven hours a day, four days a week and provides breakfast, lunch and transportation within the school district boundaries.
  - **Prince Campus** is for children three to five years old. Families must meet income eligibility requirements based on the US Department of Health and Human Services 2023 Poverty Guidelines. The program is seven hours a day, five days a week, and provides breakfast, lunch, and transportation within school district boundaries. This program offers the option for before/after school care through our Flowing Wells Community Schools Programs.
- **LINKS (Learning, Intervention, and Kid Supports)** is a program for children three to five years old who have been evaluated and determined eligible for special education services. The children attend school three hours per day, four days a week and the program is funded through IDEA.
- **STEP (Staff Tuition and Enrichment Program)** is for children three to five years old who have a parent or relative that works in the Flowing Wells School District. The STEP program is five days a week through Flowing Wells Community Schools.



## INCLUSION OPPORTUNITIES

Emily Meschter Early Learning Center believes in including children with differing abilities. Students with differing abilities are integrated with children of their own age. Staff encourages and supports families to make decisions about the services that their child may need, and they encourage families to advocate obtaining needed services. Diversity is valued and encouraged at the school.

## FEE FOR SERVICE

- **Preschool Income-based Program (PIP)** which is funded with First Things First Scholarships, is four half days per week. The student must reside in Flowing Wells School District and families must meet the income eligibility guidelines. There is not a cost for this program. Children must be three years old by September 1, 2023.
- **Pima Early Education Program (PEEP)** classrooms are full day programs. Families must meet income eligibility requirements. There is not a cost for this program. On the Prince Road campus, PEEPS students are able to receive before school care and after school care for an hourly fee. Please contact the Prince Road campus office for additional information about our before and after school programming.
  - **Before/After Care Fees and Admission:** There is an annual, non-refundable material fee per child each school year. The Fall FWCS material fee is \$30.00 for the first child. Each additional child is \$25.00 per child. A non-refundable material fee and a separate registration is required for the Summer FWCS YES Program. The Summer FWCS YES material fee is \$25.00 per child. Children are admitted on a space available basis. FWCS does not provide refunds for services rendered. The FWCS YES Program attempts to provide services for children at or near cost. For children with special needs, FWCS will determine eligibility and assess costs on a case-by-case basis. Since the Flowing Wells Community Schools receives all of its funding through student tuition, FWCS has no monies available to subsidize payments.
  - **Before/After Care Rates and Attendance Policy:** \$4.20 per hour per child/minimum 1 hour charge \$3.70 per hour per child/minimum 1 hour charge for certified district employees of Flowing Wells. \*Please provide your district ID when enrolling. Minimum billing time is one hour for each day your student attends. A \$25.00 non-attendance fee will apply if your student attends less than 3 days per week. After 2 weeks of non-attendances, your student will be dropped from the program. For more information, please contact Kerrie Hankinson at (520) 696-8397 or Kerrie.Hankinson@fwusd.org, Monday - Friday, 7:30 a.m. to 4:00 p.m.
  - **Payment Methods:** Payment may be made by using any of the following options: Payments by check, money order, or credit/debit card (Discover, MasterCard or Visa) may be made at any District school front office. Payments made by credit/debit card (Discover, MasterCard or Visa) may be made online through PowerSchool or at the Community Schools office.
  - **Invoices:** Invoices are emailed each week. Please make sure a current email address is on file with the district. Billing is always a week behind. Payment is due by Friday of each week. If payment is not received, your account will be suspended. After 2 weeks of nonpayment, your student will be withdrawn from the program.
  - **Payment Procedure:** Terms of Service: Fees for services are to be made payable to FWSD upon receipt of statement. Statements are emailed by Wednesday of each week. There is

a \$25.00 fee for all returned checks. After the second returned check, we will no longer accept personal checks as a method of payment. Delinquent accounts are subject to suspension until the account is brought current. If your account is not brought current, your student account will be fined and your student/students will be dropped from the program. Process of Payment: The following process will be taken on a weekly basis to obtain payment for the Flowing Wells Community Schools: Statements are emailed by Wednesday of each week. Payments are due every Friday; however, payment arrangements can be made. If you need to arrange a payment plan, please contact Kerrie Hankinson at (520) 696-8397. Payments by cash, check, money order, or credit/debit card (Discover, MasterCard or Visa) may be made online through PowerSchool, at any District school front office, or at the Community Schools office (credit or debit card only). You will be contacted by email if a payment is late, the parent and/or legal guardian will then be given a specific date to make payment by. Parents or legal guardians will also receive a verbal notification by their site supervisor. If a payment fails to be made by the specific date given to make payment, the account will be suspended, and the child will not be able to attend the program until a payment is received. After 2 weeks of non-payment, your student will be withdrawn from the program. Accounts with outstanding balances will result in suspension. Every effort will be made to verbally contact the parent and/or guardian. In addition to the verbal notification of suspension, an email will be sent to notify of the immediate suspension. For billing questions or information, please contact - Kerrie Hankinson, Monday - Friday, 7:30 a.m. – 4:00 p.m., at (520) 696-8397 or by email at [Kerrie.Hankinson@fwusd.org](mailto:Kerrie.Hankinson@fwusd.org)

- **Refunds:** Your account is charged for services rendered (hours used). There are no refunds.
- **Staff Tuition and Enrichment Program (STEP)** has a fee of twenty-five dollars per day for a full day, five days a week program. In order to enroll, a student must have a family member who is currently employed in the school district. The refund policy is that there are NO refunds. Registration fees will be returned if the family has paid the registration fee and then chooses to withdraw from the program before it begins.

## ARRIVAL AT EMELC

We welcome you into Emily Meschter Early Learning Center. We hope your child has a learning experience that he/she can take with them as they enter elementary school and beyond. As you bring your child into our classroom, please support their transition by signing them in/out on the enrollment book. Your child's teacher will be at the door to greet each family as they enter the classroom. Enjoy your time with your child as they wash their hands to begin the day.

## SIGN IN/SIGN OUT

Parents must sign a form, using their full name, at school each day indicating what time their child arrives and departs from the Center. **Students who ride the bus will be signed in/out by EMELC staff.**

## **TRANSPORTATION**

Transportation is available for all students who live within the Flowing Wells district boundaries, including those who utilize specialized transportation. Families accessing district transportation must fill out the appropriate paperwork at the time of registration. Once service begins, each student is to be met on time, by an adult as the bus arrives and departs. Authorized school staff members will always escort and count the children to and from the bus. Transportation will only be provided within district boundaries.

## **RELEASE OF STUDENTS**

Schools are responsible for ensuring the safety of all children attending that school. For their own protection, children will only be released to their legal guardians or to another person with the guardian's written permission. Names of people permitted to pick up a child must be listed on the child's registration form.

No child will be released without permission from the parent/guardian, as listed in the enrollment packet, or provided verbal permission directly from the parent/guardian. An unknown person will need to provide their driver's license in order for the child to be released. No child will be released to an adult who appears to be under the influence of alcohol or drugs.

## **CORE PRINCIPLES OF PRESCHOOL CURRICULUM**

A program of integrated, exploratory activities meets the developmental needs of each early learner. Because young children learn through rich and varied play, an important time of the day is activity/free-play time, when each child chooses from areas such as blocks, dramatic play, art, books, manipulative materials, drawing/writing center, water/sand play and group activities such as cooking or planting. Each group has an active play period on the playground as well as several group times for story, snack, music and movement and discussions. The curriculum for preschoolers is centered on supporting children's social, emotional, physical, language and cognitive development. Some key elements and examples are listed below:

- Social/emotional development
- Cognitive development
- Strong, trusting relationships between children, parents and teachers
- Physically and emotionally safe and responsive environment
- Positive problem solving/conflict resolution
- Greater independence, responsibility, and choice
- Daily routines to give children a sense of predictability and security
- Acknowledge and label children's feelings
- Physical development
- Abundant opportunities for gross motor play and exploration, both indoors and out
- Variety of activities and materials to challenge and strengthen fine motor skills
- Music and movement
- Language and vocabulary development

## CURRICULUM

The following is required to ensure curricular approaches are used that meet the individual *and* developmental needs of children while providing them with intentionally designed instruction and activities. The EMELC *Exploratory Map for the Inclusive Learning Year (2023-2024)* is a curriculum, which has been developed by Tricia Gutiérrez with support from EMELC teacher leaders. This dynamic curriculum addresses all areas of young children's development with differentiated outcomes embedded in the content so that all children can learn at their own levels. Students will be able to experience growth and mastery at their own pace. The scope and sequence of this curriculum provides teachers with whole and small group instruction, individualized free-exploration, and an abundance of scaffolding opportunities. The curriculum has an over-arching focus on math/science and language/literacy development.

This *Exploratory Map* is grounded in the experience of highly qualified teachers who developed the content. Many activities were adapted from the rich literature of skilled children's authors and from:

Moomaw, S. (2013). *Teaching STEM in the Early Years: Activities for Integrating Science, Technology, Engineering, and Mathematics*. St. Paul, MN: Red Leaf Press.

Epstein, A. (2009) *Helping Your Young Child Learn About Mathematics*. Ypsilanti, Michigan: HighScope Press.

This curriculum and teaching principles embedded therein align with the content of the Arizona Early Learning Standards. The curriculum further incorporates ongoing assessment Teaching Strategies GOLD (TSG) to determine instructional and individual needs.

Children are further provided experience in the Heggarty Phonemic Awareness PreK Curriculum. This curriculum is intended to be completed with a whole class group. The lessons only take 10 -12 minutes each day. This is a fun-filled time where students can learn to love the English language and have greater success in navigating it.

Your child's classroom teacher will share the curriculum with each family during the fall Open House. Teachers will send home a weekly newsletter, indicating the curriculum components. Please take the opportunity to review the curriculum during the year by making an appointment with your child's teacher or the director.

## HOURS OF OPERATION

Emily Meschter Early Learning Center-La Cholla campus operates Monday-Friday from 7:15 am to 4:15 pm. Most students attend a half-day session, four days a week. The morning session is from 8:30 am to 11:30 am and the afternoon session is from 12:30 pm to 3:30 pm. The center has a program for children who are 4-years-old by September 1, 2023 which operates from 8:30 am to 3:30 pm, Monday-Thursday. Our STEP students attend from 7:15 am to 4:15 pm, Monday-Friday.

Emily Meschter Early Learning Center-Prince campus operates Monday-Friday from 7:00 am to 5:00 pm. Our school day is from 8:30 am to 3:30 pm. Before care is available from 7:00 am to 8:30 am and after care is available from 3:30 pm to 5:00 pm for a small service fee. Please check with Genesis Guerrero in the front office for additional information about fees and forms.

The preschool will observe all school holidays in accordance with the school district calendar which is in this handbook and posted on the district website. During the school year, there are also several early release days, based on the elementary school calendar. Please see p.28.

## **DAILY SCHEDULE**

The following are some of the activities is a sample of your child's day:

### **Free Exploration**

Providing children with opportunities to play is an event that supports all areas of development. Research has shown that as children play they exercise their skills and this is how they learn best. In play-based classrooms, children "learn how to learn" through their environment.

### **Whole Group Time**

Circle time is a planned time during the children's daily schedule. This is a time when children come together with each other and an adult. It encourages community, communication and develops a variety of skills.

### **Small Group Time**

This is an opportunity for children to engage in a more in-depth study of the daily focus. A variety of activities are presented to the children in order for them to process information and gain a deeper understanding for key concepts.

### **Outdoor Play**

This is a time for students to focus on their gross motor skills (use of the large muscles in your child's body such as running, jumping or crawling), although this time is also for children to develop their ability to engage with group games and to grow their social and emotional skills.

### **Snack**

This is a time to learn about healthy foods, nutrition, food textures and table manners. This time is also used to develop language skills, fine motor skills, and appropriate social interactions.

### **Clean Up**

Clean up entails children learning how to pick up their toys, problem solve and learn cooperation.

### **Movement and Music**

Most children love this part of the day. Rhythm and rhyme are learned through the use of finger plays, musical games and songs with motions.

### **Story**

Story time gives children a chance to relax and develop language and listening skills.

## **COMMUNICATION**

Families at Emily Meschter Early Learning Center will receive a handbook each year, which will identify policies and procedure for the current school year. Families will also receive a weekly newsletter from your teacher, which will be sent home and posted on our website. If you have concerns about your child, please contact your child's teacher or the director.

## **HOME VISITATION/CONFERENCES**

Our center believes that having conversations with parents is an important way to support a young child's growth and development. **Two** times during the school year, the center will offer families the opportunity to visit with their teacher to discuss their child's development (Fall/Spring). These visits can take place at school, virtually or in their home. Of course, all families are encouraged to contact their child's teacher anytime during the year.

## **ASSESSMENT/PROGRESS MONITORING**

Emily Meschter Early Learning Center is committed to promoting and ensuring school readiness. We work closely with the Arizona Department of Education Early Childhood Division, Arizona Department of Health Services, First Things First, and are accredited through the National Association for the Education of Young. We believe that progress monitoring is to recognize all children as individuals with their own unique strengths and challenges. Families and teachers need to know how children are progressing, and if there are any difficulties that they may encounter with learning. This information will support good decisions, and develop programming that facilitates developmentally appropriate skills for each child. The purpose of this assessment is to inform planning to improve curriculum, improve instructional practices, target professional development for teaching staff and adjust distribution of program resources. Our curriculum goals and objectives align with our assessment of child progress and develop programming to facilitate developmentally appropriate skills for each child. If there are any concerns arise about the child's development, the family will be notified and a Comprehensive Developmental Assessment will be implemented through the Child Find process.

Emily Meschter Early Learning Center believes that all progress monitoring needs to recognize children as individuals with their own unique strengths and challenges. By understanding this, we have determined that Teaching Strategies GOLD is an assessment tool that will fulfill this belief. Three times per year, (September, February, and May); you will receive an update of your child's progress. All teachers have been provided the opportunity to add Teaching Strategies GOLD Training. Our center will also continue to use a developmental checklist to determine progress of readiness skills at the beginning and the end of the school year.

## **Guidelines for Assessment Procedures and Purpose**

### **Purposes of Assessment**

- Program Planning
- Progress Monitoring
- Program Evaluation
- Identifying a child's interest and needs.
- Developmental Screening
- Eligibility Determination for Special Education Services
- Identifying a child's strengths/weakness

Formative assessment activities will be used to inform individualized instruction and program improvement and will include:

- Observations and anecdotal notes;
- Collecting work samples; and
- Gathering family input.

All information for assessments are confidential.

## **CHILD SCREENINGS**

Early identification of children with special needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. The school districts are required by statute to "...identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services" (§300.111 Child Find). EMELC coordinates their child screenings with Arizona Early Intervention Services and other coordinating services such as DDD and Easter Seals Foundation throughout the month. Screening activities are a first step in the identification process. Therefore, it is imperative that a screening procedure be in place to ensure children are identified and receive the supports they need. Emily Meschter Early Learning Center uses parent report and the DAZY as their screening tools.

All children at Emily Meschter Early Learning Center will receive a *sensory (hearing and vision) screening* by our health office assistant. Hearing and vision screening performed on children must be conducted by those who have been trained to administer screening instruments. If no such person is available at the program, outside resources must be contracted with to conduct these screenings. A 45-day developmental screen. If the outcome identifies inconsistency in the child's development a screening will occur that assesses five areas of development: language, cognitive, gross motor, fine motor and emotional development

The developmental screening should:

- Take place in the context of the children's daily activities and routines
- Incorporate parental input
- Follow up referrals and activities that are initiated to secure appropriate services will be documented and tracked to ensure that families receive the information and/or services necessary. Community partners will work in partnership with the LEA to ensure coordinated and seamless efforts are maintained.

If you would like your children to be screened for a developmental delay by a certified school psychologist, speech pathologist and special education teacher or do not wish for your child to be screened for vision and hearing, please call the health office at 696-8910.

According to the **Arizona Education Laws and Rules:**

**"Full and individual evaluation" means procedures used in accordance with the IDEA to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. This evaluation includes:**

- A review of existing information about the child;
- A decision regarding the need for additional information;
- If necessary, the collection of additional information; and
- A review of all information about the child and a determination of eligibility for special education services and needs of the child. **(AAC. R7-2-401.B.12)**

The initial evaluation of a child being considered for special education, or the re-evaluation per a parental request of a student already receiving special education services, shall be completed as soon as possible, but shall not exceed **60 calendar days** from receipt of informed written consent to evaluate. If the public education agency (PEA) initiates the evaluation, the 60-day period shall commence with the date of receipt of informed written consent and shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility. **(AAC. R7-2-401.E.3)**

If a parent requests the evaluation and the MET concurs, the 60 day period shall commence with the date that the written parental request was received by the public education agency and shall conclude with the date of the Met determination of eligibility. **(AAC. R7-2-401.E.3).**

The 60-day evaluation period may be extended for an additional 30 days, provided it is in the best interest of the child, and the parents and PEA agree in writing to such an extension. Neither the 60 day evaluation period nor any extension shall cause a re-evaluation to exceed the timelines for a re-evaluation within three years of the previous evaluation **(AAC. R7-2-401.E.4).**

## **CONFIDENTIALITY**

All correspondence, discussions, staffing and records are to remain confidential. Children's records must be stored under lock and key and kept away from public access to prevent unauthorized review. Information may not be shared with unauthorized persons without the specific written consent of the parent/guardian. Regulatory authorities will be provided access when needed such as law enforcement.



## **SPECIAL CONSIDERATIONS**

Please let us know if your child has special concerns that we may not know about, such as strong likes or dislikes, fears, allergies etc. It is best to put these things in writing so that we can easily refer to them. Also, it is important for us to know of family changes or any other significant changes that occur. These things greatly affect a preschooler's behavior and knowing about them helps us to better care for your child's needs. This information can be told to us in confidence.

## **DRESS CODE**

Please dress your child in comfortable clothing that is suitable for an active and "*messy*" activity. Also, please have your child dressed for the environmental conditions that occur during the day so they can enjoy all of our outside activities. Our staff is dedicated to providing your child with positive experiences throughout his/her preschool day. If you have any questions or concerns, please talk to your child's teacher or the program director.

## **MESSY, MESSY, MESSY**

Preschoolers learn by playing and exploring, therefore plan on sending your child to school wearing clothes that can get dirty without you getting upset about it! We play in the water table, finger paint, dig in muddy sand, and play in "obleck" (cornstarch & water). We have a LIMITED supply of clothing for emergency use, such as "accidents" or torn seams. If your child should come home wearing an item provided by his/her teacher, please wash and return them to school.

## **HELPING YOUR CHILD AT HOME**

- Talk about school as a pleasant and happy experience.
- Reassure your child by telling him/her what he/she will be doing and what it will be like to be at school.
- Help your child learn his/her teachers' names and refer to them by name, instead of "your teacher." At our center we address adults as Miss/Mr and then their first name. Such as Miss Tina or Mr. Steve.
- Display your child's work and creations in your home.
- Encourage the use of common manners: i.e., please, thank you, I'm sorry, excuse me.
- Encourage your child to share his/her preschool experiences, but do not be alarmed if your child cannot answer, "tell me about your day?" immediately following school.
- Take a break from phones/devices...spend quality time talking and playing with your child.

## **REGISTRATION INFORMATION**

Parents must complete a registration packet prior to their child's attendance in preschool. The Emily Meschter Early Learning Program (696-8909) may be contacted for general information or to obtain a packet. In addition to the packet, parents will need to provide:

- The original or certified copy of their child's birth certificate.
- Proof of residency.
- Proof of their child's immunizations.
- Verification of income for some of our programs.

The Emily Meschter Early Learning Center has a waitlist for those who would like to participate in EMELC's preschool programs. For information regarding the wait list or to place your child on this list, please contact the front office at 696-8909. Please note that there are specific eligibility requirements for each program.

## **WITHDRAWAL FROM THE PROGRAM**

Parents may withdraw their child (ren) from the preschool program at any time but are encouraged to notify the staff when the child will be leaving.

**Children who are absent from their class for ten (10) consecutive days will be dropped from the program.** Every attempt will be made to contact parents before such action is taken.

## **DISCIPLINE POLICY**

Positive guidance encourages good behavior and helps build a child's self-esteem. This includes statements noticing good/desired behavior, as well as encouraging and praising a child for his/her work and effort. If a behavior continues, the teaching staff will assess the *function* of the child's behavior.

Discipline is consistent among the staff and is considerate of the child's age, stage of development, and the immediate situation. After warnings, common methods for dealing with problems include:

- The child is redirected to something more appropriate.
- The problem and alternative solutions are discussed with the child and then he/she is "guided" through an appropriate behavior.
- If a child needs time to settle down and regain control before redirection or discussion can take place, they are provided a safe environment to gain control.
- For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success in the preschool environment.

Discipline never involves physical punishment, psychological abuse, or coercion when disciplining a child. Staff will never use threats or derogatory remarks or threaten to withhold food as a form of discipline.

**Emily Meschter Early Learning Center will not suspend or expel children. Our program adheres to the following policy:**

1. This policy is to limit or eliminate the use of suspension, expulsion and other exclusionary measures. This program does not suspend or expel students, although there may be times that exclusionary measures (seclusion/time away) will be needed to support behavior needs.
2. Discipline does not cause harm (mental/physical).
3. Exclusion should not occur without first exhausting all other positive behavior interventions, and there is an agreement that exclusion is in the best interest of the child.
4. If exclusion is not avoidable then the separation from another child/class must not be more than the child's age (3 year old:3 min).
5. If exclusion occurs, staff must define and maintain consistent, reasonable rules and limitations for a child's behavior and teaches, models, and encourage orderly conduct, personal control and age-appropriate behavior.
6. Staff must also explain why a specific behavior is not allowed, suggests an alternative and helps the child to become engaged with another activity.
7. There are no circumstances when it is permissible for staff to use any form of physical punishment, psychological abuse, or coercion when disciplining a child.
  - a. Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.
  - b. Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, **seclusion**.
  - c. Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); **physical restraint** (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).  
NOTE: Appropriate use of restraint for safety reasons is permissible from staff that have been trained in behavior supports for young children, such as Handle with Care or Crisis Prevention Intervention.
8. If exclusionary measures must be taken, the program will assist the family in accessing services to support parenting of the child. No child will be suspended or expelled from this program.

**NOTE: The use of a physical escort as defined below and properly used when necessary to protect the child or others from harm is NOT coercion.**

1. Mechanical restraint: "the use of devices as a means of restricting a student's freedom of movement." (H.R. 7124, 2018)
2. Physical escort: "the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location." (H.R. 7124, 2018)

3. Physical restraint: “a personal restriction that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, torso, or head freely, except that such term does not include a physical escort, mechanical restraint, or chemical restraint.” (H.R. 7124, 2018)
4. Seclusion: “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out.” (H.R. 7124, 2018)

## **REPORTING ABUSE**

If a staff member has reason to believe one of their students has been a victim of child abuse or neglect, Arizona law requires that they report it to Department of Child Safety, the police or sheriff's department. All educators in the state of Arizona are mandatory reporters. They **MUST** report neglect and/or abuse once they feel the child is being harmed.

If a staff member is accused of abusing or neglecting a child in the program, the staff member will remain out of the classroom until an investigation is completed.

## **SPECIAL NEEDS**

If your child requires special accommodations, please contact the Program Director.

## **LIABILITY INSURANCE**

In compliance with state regulations, Emily Meschter Early Learning Center maintains current liability insurance. Evidence of this insurance policy is on file in the Director’s office.

## **CLASSROOM VISITATION/VOLUNTEER**

Parents/guardians/grandparents are always a welcome addition to the classroom. Parents/guardians/grandparents are required to be fingerprinted and will need to sign in at the front office before access will be allowed into the classrooms. No volunteer will be allowed to work alone with children. Please talk to your child’s teacher to determine the process on how to complete your application.

## **CONFIDENTIALITY**

To protect the privacy of children and their families, we follow strict confidentiality laws. We do not release the names, ages, disabilities, or other personal information without written permission. Parents are expected to adhere to this policy. Please respect the privacy of the other families by only discussing and sharing information about your own child. Child files are locked and medical files are locked in the health office.

## **PARENTAL ACCESS RIGHTS**

If a parent/guardian of an enrolled student is divorced or separated or has a parenting agreement with one or more individuals, EMELC agrees to obtain specific instructions from the custodial parent/guardian regarding the other parent or parties.

## **EARLY CHILDHOOD QUALITY IMPROVEMENT PRACTICES (ECQUIP) TEAM**

The team reviews and recommends changes in philosophy of the program. It keeps the teaching staff aware of community resources and helps to promote the preschool program. The committee is involved in reviewing parent evaluations and making recommendations based on the evaluations. If you are interested in joining the advisory committee, please contact the director.

## **SCHOOL SUPPLIES/CLOTHING/DIAPERS**

Your child will not need a backpack to carry things back and forth to school each day. We are requesting that your child only brings items on Monday's for the entire week.

Please keep a change of your child's clothes for us to keep at school in case of an accident. Please put your child's name on them.

If your child is wearing diapers or pull-ups, please make sure to send extras in a plastic bag at the beginning of each week. We also need for you to send in a box of wipes so that we can leave it in our changing room area. Please put your child's name on them.

## **ATTENDANCE**

Your child's attendance is very important and we ask that your child attend school regularly and arrive and be picked up on time. When your child is unable to attend school, please call the preschool at 696-8909 and report the absence. After 10 days of continued absence, your child will no longer be enrolled at school.

Please call the Transportation office at 696-8870 if your child will not need bus service due to absence.

## **ACCIDENTS/INJURIES/ILLNESS**

Although the program makes every effort to ensure the safety of your child, from time to time minor accidents and illness may occur. In the event of a minor injury, your child will be sent to the health office for treatment and the injury will be logged into a master file. If your child has a known medical or developmental condition an individual emergency care plan may be required.

In case of a serious injury or illness, we will make every effort to contact you for instructions. If we are unable to reach you, we will contact the person you have indicated on the emergency data card to make necessary medical emergency decisions. Please keep your emergency data updated

on all enrollment forms. Your signed emergency medical release will also assist us in getting prompt medical assistance. A program employee will stay with your child until your arrival.

There is staff at the center who is CPR and Pediatric First Aid certified.

In the interest of maintaining a healthy school environment, please keep your child at home if they are ill. Your child is to be free of fever for twenty-four (24) hours, without medication, before returning to school.

If your child becomes ill during the school day, they will be sent to the health assistant's office and remain there until a parent or authorized adult arrives for pick-up. It is important that we have updated emergency contact information on file.

## **CONTAGIOUS DISEASE**

It is imperative that you notify us if your child contracts a contagious disease (as defined by the Pima County Health Department). We will notify all preschool parents, in writing, of the possible exposure to a contagious disease.

## **MEDICATION**

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

- There must be a written order from the physician stating the name of the medicine, the dosage, and the time it is to be given.
- There must be written permission from the parent to allow the school or the student to administer the medicine. Appropriate forms are available from the school office.
- The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

Any medical or dental procedure must be performed by an adult trained in the procedure who is on-site when the child is present.

All medical management procedures must have a Medical Action Plan in place before the student attends or when the physician states that a plan needs to be developed.

The parent must complete an authorization form prior to dispensation of medication. Please contact Ashley Hernandez (La Cholla) at 696-8910 or Genesis Guerrero (Prince) at 696-8316.

## **BUILDING SECURITY AND ACCESS**

Please keep our children safe! As you enter your child's school, please enter and exit through the front door. You will then be provided access to the main classroom areas if you are a parent/guardian or have been given permission (Emergency Contact Form and Driver's License). The side gates are used for emergency situations or as a bus entrance. Front doors on both campuses are locked to the exterior unless access is provided to guests and families by EMELC staff.

## **EMERGENCY RESPONSE PROCEDURES**

The law enforcement community has assured us that the likelihood of a school-wide crisis is extremely low. However, the safety of your child and all children in our schools is our highest priority. We believe that the BEST prevention for school violence is to continue to foster a culture in which students report concerning information. Yet, it is also necessary to learn and reinforce our emergency response plans through repeated practice of our lockdown procedures. This school year, we will be teaching our lockdown procedures to all students in early September. We will then conduct four lockdown drills during the school year. Our district procedures take into account the age of your child. It is not our intention to scare students, but rather to allow them to practice how to respond in an emergency situation.

Please note the following schedule of lockdown training and drills; specific dates for each campus will come home as we approach each drill:

QUARTER 1 - Early September: Your child will learn the emergency plan and lockdown procedures.

One week after training, your child will practice a lockdown drill during class time.

QUARTER 2 - Early November: Your child will practice a lockdown drill during unstructured time.

QUARTER 3 - Early February: Your child will practice a lockdown drill during unstructured time.

QUARTER 4 - Late March: Your child will practice a lockdown drill during unstructured time.

## **FIELD TRIPS**

In the event of a scheduled field trip, notices and permission slips will be sent home in advance. The daily roster, signed permission slips, and emergency cards are taken on all field trips. A plan indicating the time, route, destination, expected time of return, and a telephone number will be left at the main office. Each child must have an identification tag with his/her name, the school, and telephone number.

## **TRANSITIONS**

### **Transitions from Home to School**

EMELC is committed to developmentally appropriate practice. Children are especially susceptible to changes in routine, new environments and to separation from their parents or guardians. It is particularly difficult for children to be placed into the care of someone with whom they are not familiar.

Entering a new situation (e.g., a new classroom and a new teacher) can be a stressful time and some points of transition can be especially hard due to a variety of circumstances. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behavior. Both extremes can inhibit learning. It is therefore the aim of this policy to:

- Promote the smooth transition of children at the start of each new setting. Prevent and alleviate stress
- Promote continuity of teaching and learning.

During most times, the following activities will be offered to you and your child **before** they begin their journey into the environment:

- Your child will have the opportunity to visit the classroom and teacher before their first day of school.

Some things that you can do to support your child during this time of transition would be to:

- Come visit the school, play on the playground to familiarize your child with their new setting.
- Read a story about “going to school”.
- Talk with your child about what school will be like for them, the friends that they will make, and the activities that they will be engaged in.

### **Transitions within the Program**

We use careful planning and considerations when planning transitions within the school environment. When children have settled into the familiarity of the routine, children will be more cooperative through each transition of the day. Some transitions in the classroom include:

- Clean-up
- Coming to circle
- Leaving circle
- Washing hands/meals
- Going outside
- Coming inside
- Going from here to there
- Going to relaxing and resting
- Waking up from rest

Some ways that are child’s teacher makes transitions in the classrooms more successful:

- Engage child in a choice activity
- Sing a song
- Use a puppet
- Have a contest



Sometimes students transition to a new classroom to support inclusive practices. If this happens, a meeting will be convened to discuss with you the reasons for the transition, two weeks before the transition happens. Your child will initially be introduced to the new classroom, along with a familiar teaching staff. They will increase their time in the “new” classroom, until the student is familiar with the new staff, students, and schedule.

### **Transitions Exiting from the Program**

Their families and the staff support children who exit from Emily Meschter Early Learning Center. When a family notifies the program that a child is withdrawing, within one week the teacher will update current assessment of the child’s developmental progress for the family to share with the new program. As part of ensuring effective collaborations with the community, and providing children and families with a seamless transition the center will:

- Have parents who have given a notice of their child is being withdrawn from the program will be able to pick up all of their children’s work samples on his/her last day of school.
- Have teachers will make sure the child does not leave any of their belongings behind including art projects and program materials.
- Have teachers and children will create a “goodbye card” for the child who is exiting the program.

At times families have to exit their children immediately from the program or are absent for 5 consecutive days without any contact, if this occurs:

Teachers will gather all of child’s work samples, and belongings that were left behind and leave them at the front desk for a week or until their parents pick them up, whichever comes first.

### **Transition to Kindergarten**

Some of the activities that support our student’s transition into kindergarten successfully include:

- Development of a summer calendar to support kindergarten activities.
- Each family is provided information about Kindergarten Round Up/Registration
- Kindergarten parents attend an orientation discussing kindergarten.
- Preschool teachers will discuss kindergarten expectations with their students.
- Preschool teachers will read books about going to kindergarten.

## **SCHOOL POLICIES**

### **PHYSICAL ACTIVITY**

Emily Meschter Early Learning Center is committed to our children's health. We recognize the importance of staff as positive role models for children as they learn to live healthy lives. Research has indicated that the child care setting is a strong predictor of young children's physical activity levels and likelihood to model physical activity levels and likelihood to model healthy habits.

In our efforts to promote physical activity, we will follow these guidelines:

Daily physical activity will be planned and provided for a three hour program:

- Staff will include up to 30 minutes per day in curriculum for physical activity.
- 15 minutes of the 30 minutes will be teacher-led and 15 minutes will be free-play.
- Staff will encourage moderate and vigorous levels of physical activity.
- Sedentary time will be limited to fewer than 30 minutes at a time, except when sleeping.
- Screen time will be limited to one hour or fewer per week, staff will provide no more than one hour of screen time per week, unless screen time engages children in physical activity or is used for educational purposes.

**Physical activity will never be used or withheld as a punishment.**

### **SUN SAFETY**

Emily Meschter Early Learning Center is committed to protecting the health and safety of students and staff. While we like to provide opportunities for outdoor physical activity, we also want to make it sun safe. Well-defined research has documented a multitude of negative health conditions from overexposure to the sun.

Staff will encourage parents to apply sunscreen before the students arrives at school, school employees will not be allowed to apply sunscreen to students. Families will be encouraged to:

Use sunscreen, lip balm, hats, sunglasses, light clothing and shade.

- Limiting exposure during peak UV times, from 10 am to 4 pm.
- Regularly checking the UV Index to monitor the intensity of the sun's rays and plan for outdoor activities accordingly.

### **BREASTFEEDING**

Emily Meschter Early Learning Center is committed to providing ongoing support to breastfeeding mothers. Research has documented a multitude of health benefits to both the mother and infant when the infant is breastfed. The Emily Meschter Early Learning Center will adhere to the following guidelines:

- Breastfeeding mothers and employees shall be provided a private and sanitary place to breastfeed their babies or express milk. This area will have an electrical outlet and nearby access to running water.
- A refrigerator will be made available for storage of expressed breast milk. Breastfeeding mothers and employees may store their expressed breast milk in the child care facility's refrigerator. Mothers should provide their own containers, clearly labeled

### **CHILD AND ADULT CARE FOOD PROGRAM (CACFP)**

The Emily Meschter Early Learning Center recognizes the importance of affordable child care while also providing quality nutrition to low-income families. The Child and Adult Care Food Program (CACFP) helps Arizona child care facilities improve and maintain the health and nutritional status of children while promoting the development of good eating habits. CACFP also cuts costs of care for low-income families. Emily Meschter Early Learning Center will explore the CACFP program and check eligibility by:

- Having the director of the facility or designated staff visit the CACFP website: [www.azed.gov](http://www.azed.gov)
- Having the director of the facility or designated staff call CACFP at 1-800-352-4558 to determine if this program is a good fit for the facility.

### **FRUIT JUICE**

Emily Meschter Early Learning Center is committed to supporting your child in establishing lifelong healthy eating and drinking habits. Too much juice may be linked to weight problems and is associated with tooth decay and decreased appetite for other nutritious foods. Too much juice may also take the place of more nutritious beverages such as fat-free or low-fat (1%) milk or water. In keeping with this philosophy, our facility will serve limited amounts of fruit juice. Water or milk shall be used as the first choice for thirst and will be offered throughout the day.

### **HEALTH CARE/FOOD ALLERGIES**

Students who require specialized health care at school cannot be denied attendance based on their medical condition or disability. Students deserve to have their health care needs met in the least restrictive environment. Federal laws, such as the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act mandate that students have access to education without regard to their disability. Examples of chronic health conditions seen in schools include, but are not limited to: asthma, diabetes, life-threatening allergies, genetic disorders, immunological disorders, cancer, orthopedic disorders, neuromotor disorders, mental health disorders and seizure disorders. Specialized health care may include: medication administration, gastrostomy feedings, catheterizations, ostomy care, tracheostomy care, ventilator management, central line monitoring and seizure management.

Emily Meschter Early Learning Center is committed to supporting your child in establishing lifelong healthy eating and drinking habits. We also understand that some children may be allergic to certain food products. If your child is allergic to food products or have special needs the staff must:

- Document the type and quantity of food the child consumes
- Provide this information to the family.

Please let your teacher and your campus health assistant know about any condition that needs attention from the staff.

## **FAMILY-STYLE MEALS**

Emily Meschter Early Learning Center is committed to supporting your child in establishing lifelong habits of healthy eating patterns. In keeping with this philosophy, our facility will:

Serve try to serve meals family-style whenever possible to support children in learning to serve themselves and develop healthy relationships with food. Our role as caregivers is to provide nourishing food. The child's role is to decide whether and how much to eat. We will never force a child to eat.

## **CHOKING HAZARDS**

Some foods can cause choking. Keep foods such as grapes, hot dogs, raw carrots, or peanuts away from babies and young children. Cut food for babies and young children into pieces no larger than one-half inch. Encourage children to chew food well. Supervise meal times. Insist that children sit down while eating. Children should never run, walk, play, or lie down with food in their mouths. Be aware of older children's actions. Many choking incidents are caused when an older child gives a dangerous toy or food to a younger child.

Keep the following foods away from children younger than 4 years:

- Hard or sticky candy
- Popcorn
- Chunks of meat

## **STUDENT ACCESS TO MEDIA AND TECHNOLOGY**

During the preschool years, young children are developing a sense of initiative and creativity. They are curious about the world around them and about learning. They are exploring their ability to create and communicate using a variety of media (crayons, felt-tip markers, paints and other art materials, blocks, dramatic play materials, miniature life figures) and through creative movement, singing, dancing, and using their bodies to represent ideas and experiences. Digital technologies provide one more outlet for them to demonstrate their creativity and learning although it should not be assessable to children for more than one hour per day.

## **ORAL HEALTH**

Emily Meschter Early Learning Center is committed to protecting the health and safety of our students and staff in regards to tooth decay, which is an infectious disease and a serious problem among young children in Arizona. Our facility recognizes that we play an important role in preventing tooth decay and in educating children, their families and staff on tooth decay prevention. In keeping with this philosophy, our facility will provide oral health education, and guide our staff members on steps they can take to prevent tooth decay according to the age appropriate guidelines in the Empower Guidebook. Student will have the opportunity to brush their teeth one time a day in classrooms where two meals are served.

## **STAFF TRAINING**

Emily Meschter Early Learning Center is committed to furthering staff knowledge on Empower Program topic areas including physical activity, nutrition, oral health and tobacco. In keeping with this philosophy, our program will make sure that staff receives or attends 18 hours of training annually on early childhood care topics. Staff is also expected to take four Early Learning Modules through ADE Connect, in addition to these 18 hours of professional development each year.

## **NEGOTIATING DIFFICULTIES**

We never want to see conflict with our children or adults, but sometimes it seems unavoidable. If you are in conflict with a situation that happened in your child's classroom, please contact your child's teacher immediately. Please talk with them about the situation, always looking for a way to resolve the issue. If the situation does not resolve itself, please contact the director immediately.

Here are a few techniques to use for conflict resolution:

- Welcome healthy disagreement.
- Preempt unnecessary conflict so it does not become a larger problem.
- Respect the boundaries of each person involved in the situation.
- Resolve emotions before disputes happen.
- Address tensions immediately when it arises.

## **SMOKE FREE CAMPUS**

The Emily Meschter Early Learning Center is committed to providing a smoke-free environment for children and staff due to acknowledged hazards from exposure to second-hand smoke. In keeping with this philosophy, our facility will notify all employees, families and visitors of the smoke-free policy. Appropriate signage will be posted.

## **ASHLine**

Emily Meschter Early Learning Center is committed to supporting the efforts of the Arizona Smokers' Helpline (ASHLine) to help staff and parents quit tobacco. In keeping with this philosophy and to protect the health of our children, their families and our staff, our facility will promote the

ASHLine information on the dangers of second and third-hand smoke by placing them in a visible spot at least once per year so parents and staff can see them. We will also refer parents, when possible, to ASHLine.

### **WEAPON FREE CAMPUS**

Emily Meschter Early Learning Center is committed to providing a weapon-free environment for children and staff. Weapons are known to be “accidental” killers of young children and do not have a place on an early learning campus.

### **IDLING VEHICLES**

Idling fumes can lead to a number of major health concerns, as well as, it can hurt the environment. Please do not idle your car in the parking lot, except if the vehicle is idling to due extreme temperatures to maintain interior or engine temperature.

### **CELL PHONES ON CAMPUS**

Emily Meschter Early Learning Center is committed to providing limited cell phone use on their campus. We encourage you to put your cell phone away when you are with your child. Engage in conversation as you say hello and goodbye to him/her. This will increase your child’s self-esteem and develop a healthy relationship between both of you.

### **WEATHER AND EMERGENCY CLOSURES**

If Flowing Wells School District is closed due to emergency and/or weather conditions, Emily Meschter Early Learning Center will also be closed.

### **PESTICIDE IN USE – PARENT NOTIFICATON**

Parents are notified within 48 hours of application. Notification is also placed on the office window upon entering either EMELC campus.

### **REGULATING AGENCY**

The Arizona Department of Health Services, Office of Child Care Licensure regulates this facility. Information from this agency may be obtained by writing to:

Arizona Department of Health Services  
Office of Child Care Licensure  
400 West Congress, Suite 100  
Tucson, Arizona 85701  
or by calling: (520) 628-6540.

## **REFERRALS TO DEPARTMENT OF CHILD SAFETY**

Child abuse and neglect are against the law. We are **REQUIRED** by state law to report any and all cases of suspected child abuse or neglect.

## **DEPARTMENT OF HEALTH SERVICE**

Department of Health Services licensure reports are kept on file and available upon request.

## **TELEPHONE AUTHORIZATION PROCEDURE**

In the event that a parent requests the release of their child(ren) to a designated individual via telephone, the following procedure will be used:

- Parent will identify themselves by name and unique child identification.
- Parent will inform the designated individual that a picture identification will be required prior to student release.
- Program staff will verify identification of designated individual.
- Designated individual will be listed on the child's registration form.

## **COMMUNITY RESOURCES**

**FAMILY RESOURCE CENTER:** 690-2368; Provides social services and referrals/information for Flowing Wells residents.

**TUCSON ASSOCIATION FOR CHILD CARE, INC.:** 881-8940; Offers referral services and general information for child care resources in Tucson.

**OUR TOWN FAMILY CENTER:** Admin. 323-1708; Crisis Service 323-1706; Crisis intervention for families, family counseling and parent classes (services on a sliding scale).

**THE PARENT CONNECTION:** 321-1500; Resource, education, prevention and support center for parents of children ages 0-5 (sliding scale available).

**PARENTS AS TEACHERS:** (through Parent Connection) 321-1500; In-home educational program for parents with children under 3 years of age.

**PIMA COUNTY PUBLIC HEALTH DEPARTMENT:** 740-8267; Numerous health programs available in addition to referral for free or limited cost health services such as dental and vision.

**CASA DE LOS NINOS:** 624-5600; Temporary shelter for children in families undergoing significant crisis or stress; shelter for abused/neglected children; other miscellaneous programs available such as parenting classes, fathering, and divorce group for children.

**PARENTS ANONYMOUS:** 622-6869 (office) or 1-800-352-0528 (24 hour call line); Parent support and crisis intervention for child abuse prevention.

**CHILD PARENT CENTER - HEAD START:** 623-8680 – 602 E. 22<sup>nd</sup> Street, Tucson, AZ, 85713

**RAISING SPECIAL KIDS:** 1-800-237-3007

**FIRST THINGS FIRST: Birth to Five Helpline:** 877-705-KIDS

**Read On Arizona.org**



## **IMPORTANT PHONE NUMBERS**

Director – Tricia Gutiérrez	696-8909
Annette Campbell, School Psychologist	696-8850
Brie McCreery, Speech/Language Pathologist	696-8849
District Transportation	696-8870

## **LA CHOLLA CAMPUS**

Operations Specialist – Christian Ortega	696-8909
Front Office (Attendance)	696-8909
Health Assistant – Ashley Hernandez	696-8910
Jessica Caramella, Teacher	696-8916
Ben Collinsworth, Teacher	696-8911
Sue Sharkey, Teacher	696-8914
Katherine Larned, Teacher	696-8915
Kendall Day, Teacher	696-8912
Jennifer Russell, Teacher	696-8906

## **PRINCE CAMPUS**

Operations Specialist – Genesis Guerrero	696-8316
Front Office (Attendance)	696-8316
Health Assistant – Genesis Guerrero	696-8316
Jessica Jankowski-Gallo, Teacher	Coming Soon
Alyssa Sisson, Teacher	Coming Soon

# Flowing Wells School District 2023-2024 School Year Calendar

July

4 Independence Day  
District Offices Closed  
(7/14, 21)

24 New Teachers Report

31 All Teachers Report

July 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

3 Classes Begin

31 Early Release Day  
All Students – ½ Day

School Days: 21

September

4 Labor Day  
All Students - No School

School Days: 20

September 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

6 End of First Quarter  
Records Day - 1/2 day

11 Conferences – PreK-6 - ½ day

12 Conferences – PreK-6/JH - ½ day

13 Conferences – PreK-6/JH - ½ day

16 Fall Break – Pupils/Teachers  
10/16 – 10/20/2023

School Days: 17

November

10 Veterans Day (Observed)  
All Students – No School

22 Early Release Day  
All Students – ½ Day

23 Thanksgiving Holiday  
11/23 – 11/24/2023

School Days: 19

November 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

19 Final Exams – Gr. 9-12 – ½ day

20 Final Exams – Gr. 7-12 – ½ day

21 Final Exams – Gr. 7-12 – ½ day

22 First Semester Ends  
Student Records Day  
No School

25 Winter Vacation Begins  
12/25/2023-1/05/2024

School Days: 15

January

5 Winter Break Ends

8 Second Semester Begins

15 Civil Rights Day  
All Students – No School

School Days: 17

January 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

8 Early Release Day  
All Students – ½ day

22 Rodeo Break  
2/22-2/23/2024

School Days: 19

March

1 End of Third Quarter  
Student Records Day  
All Students – No School

7 Conferences – PreK-6/JH - ½ day

8 Conferences – PreK-6/JH - ½ day

11 Spring Break  
3/11-3/15/2024

29 All Schools Closed

School Days: 14

March 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

1 All Schools Closed

School Days: 21

May

21 Final Exams – Gr. 7-12 – ½ day

22 Final Exams – Gr. 7-12 – ½ day

22 Flowing Wells High School  
Graduation

23 Second Semester Ends  
All Students – ½ day

24 Teachers' Last Day

27 Memorial Day

School Days: 17

May 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

19 Juneteenth  
District Offices Closed (6/7, 14, 28)

School Days: 180

First Semester: 92

Second Semester: 88

Teacher Work Days: 186

Contract Days: 209

40th Day – September 28, 2023

100th Day – January 18, 2024

June

30

June 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Approved by the Flowing Wells Governing Board: 06.13.2023