Deer Valley

Unified
School
District

Developmental Preschool

Parent Handbook



Table of Contents

Mission Statement..... 2
Philosophy..... 2
Integrated Therapy Services..... 2
State Day Care Licensure 3
Highly Quality Early Childhood Classrooms 4
Enrollment 4
Dis-enrollment 4
Classroom Locations 5
Parent Responsibilities 6
Parent/Community Classroom Volunteers 6
Discipline Policy 7
Parent-Teachers Conferences 7
Parent Meetings 7
Classroom Information 8
Attendance 8
Instructional Staff 8
Transportation 8
Clothing 9
Toileting 9
Toys to School 9
Snacks 9
Recommended Foods 9
Holiday Celebrations 10
Field Trips 10
Health and Safety 11
Emergency Card 12
Medication 12
Emergency Illness/Accident Procedures 12
Alerts 12
Sun Safety..... 12
Safety Procedures 13
Insurance 13
Responsibilities to Protect Children 13
Preschool Peers 14
Purpose 14
Fees 14
Registration 14
Withdrawal 14
Transportation 14
Policies and Procedures 14
Special Education Terms 15,16,17
Facility Iinspection Reports 18
Liability Insurance 18
Parent Access 18
Notificatioin of Pesticide Application 18
Development Preschool Locations and Times 19
Commmunity References 20,21

Mission Statement

Deer Valley Unified School District's Early Childhood Classrooms are based on the belief that all children are capable of success. In partnerships with families, educators, and the community, we provide quality developmentally appropriate learning opportunities designed to meet each child's individual needs.

Philosophy

Deer Valley Unified School District's Early Childhood classrooms provide an environment that respects the unique developmental needs of each child. Deer Valley provides a play-based environment, which promotes language, intellectual, social, emotional, physical, and creative development of each child. We encourage children to express their individuality by offering developmentally appropriate experiences which:

- Encourage self-esteem and self-reliance.
- Develop an interest and joy in learning.
- Enhance communication skills.
- Support concept development.
- Develop fine and gross motor skills.
- Encourage appropriate interactions with children and adults.
- Teach problem-solving and decision-making skills.
- Encourage the child to have concern for others.
- Respect the cultural and individual backgrounds of the home and family.

Families and staff are partners in observing growth and providing guidance for the success of each child.

Integrated Therapy Services

Physical, occupational and speech therapies, as well as hearing and vision services are available as specified on the Individual Education Plan. Collaboration with parents, preschool staff, and therapists is an ongoing process within our inclusive model.

Children effectively acquire new skills within a natural setting while engaged in meaningful experiences. Therapies are integrated into the daily preschool routine and are designed to meet the individual needs of children.

Deer Valley Unified School District (DVUSD)
20402 North 15th Avenue
Phoenix, Arizona 85027

Deer Valley
Unified School District

Child Find - Screening Appointments	623-445-4991
Early Childhood Office	623-445-4991
Head Start Office	623-445-4991
Special Education Services	623-445-4943
Transportation	623-467-5090
Website	www.dvusd.org

STATE DAY CARE LICENSURE

Deer Valley Preschools are licensed by the State of Arizona Department of Health Services, Daycare Licensing Division. All records related to licensing reviews are public record. Records may be reviewed for any licensed program at:

Arizona Department of Health Services
Office of Child Care Licensure 150
150 North 18th Avenue
Phoenix, AZ 85007
Phone: (602) 674-4340

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact Legal Services Department, 20402 North 15th Avenue, Phoenix, Arizona 85027. (623) 445-5000.

High Quality Early Childhood Classrooms

Deer Valley Unified School District provides high quality early childhood education

- All developmental preschool teachers hold at least a bachelor's degree and a valid Arizona Early Childhood Special Education Certificate and/or equivalent of an Arizona Special Education Certificate and an Early Childhood Endorsement
- Frequent, positive, warm interactions among adults and children
- Planned learning activities appropriate to children's age and development, such as block building, painting, reading stories, dress-up, and active outdoor play
- Specially trained paraprofessionals
- High adult to child ratio to ensure each individual child's needs are met
- Many varied age-appropriate materials
- A healthy and safe environment for children
- Nutritious snacks
- Licensed by the State of Arizona Department of Health Services
- Open communication with parents
- Effective administration
- On-going, systematic evaluation
- A safe and nurturing environment promoting the physical, social, emotional, and intellectual development of all young children

Enrollment

All children attending DVUSD Developmental preschool program are required to complete and submit all enrollment paperwork PRIOR to the first day of attendance. As part of the enrollment paperwork, parents need to provide a copy of the following:

- Current Immunization Records
- Original Birth Certificate
- Proof of Residency
- Students residing outside of DVUSD boundaries must complete a variance request form

Should enrollment documentation not be in place PRIOR to school the start of preschool could be delayed. There is a $25 non-refundable registration fee for tuition peer students participating in the Developmental Preschool classroom due at the time of registration. Tuition students must be 4 years old by Dec 1st and Preschool students receiving IEP services must be at least 2 years, 9 months old. Feel free to call the DVUSD Early Childhood Office at 623-445-4991 for more information or any questions.

Dis-Enrollment

Peer Role Model Students – We request two weeks' notice if your child will be withdrawing from the program. Tuition will be charged for this two week period which allows us time to fill the vacancy. Deer Valley Unified School District has the right to terminate your child's enrollment in the program if your child's behavior consistently disrupts or interferes with the learning process and/or goals set forth for DVUSD Preschool Program or for non-payment of tuition.

Preschool Students Receiving IEP Services – Parents have the right to withdraw their child from programming at any time. A written statement of the withdrawal should be provided directly to the teacher to ensure appropriate documentation.

For any student withdrawal, please contact your school office for a withdrawal form.

Deer Valley USD Developmental Preschool Classroom Locations

Anthem Preschool
41020 N.E. Freedom Way
Anthem, Arizona 85086
Office: 623-376-3700
Classroom: 623-376-3732

Arrowhead Preschool
7490 W. Union Hills
Glendale, Arizona 85308
Office: 623-376-4100
Classroom: 623-376-4134

Bellair Preschool
4701 W. Grovers Avenue
Glendale, Arizona 85308
Office: 602-467-5700
Classroom: 602- 467-5750

Canyon Springs Preschool
42901 N. 45th Ave.
Anthem, Arizona 85087
Office: 623-376-5200
Classroom: 623-376-5277

Constitution Preschool
18440 N. 15th Avenue
Phoenix, Arizona 85023
Office: 602-467-6100
Classroom: 602-467-6167

Copper Creek Preschool
7071 W. Hillcrest Blvd.
Glendale, Arizona 85310
Office: (623) 376-3900
Classroom: (623) 376-3931

Desert Mountain Preschool
35959 N. 7th Avenue
Desert Hills, Arizona 85086
Office: 623-445-3500
Classroom: 623-445-3531

Desert Sage
Preschool I & II
4035 W. Alameda Rd.
Glendale, Arizona 85310
Office: 623-445-4700
Classroom I: 623-445-4749
Classroom II: 623-445-4751

Esperanza
Preschool I & II
251 W. Mohawk
Phoenix, Arizona 85027
Office: 623-445-3700
Classroom I: 623-445-3733
Classroom II: 623-445-3734

Gavilan Peak Preschool
2701 W. Memorial Drive
Anthem, Arizona 85086
Office: 623-445-7400
Classroom: 623-445-7442

Greenbrier Preschool
6150 W. Greenbrier Avenue
Glendale, Arizona 85308
Office: 602-467-5500
Classroom: 602-467-5541

Las Brisas Preschool
5808 W. Almeda Rd.
Glendale, AZ 85310
Office: 623-445-5500
Classroom: 623-445-5593

Mirage Preschool
3910 W. Grovers
Glendale, AZ 85308
Office: 602-467-5300
Classroom: 602-467-5340

Mountain Shadows
Preschool I, II, III, IV
19602 N. 45th Avenue
Glendale, Arizona 85308
Office: 623-445-4300
Classroom I: 623-445-4345
Classroom II: 623-445-4347
Classroom III: 623-445-4350
Classroom IV: 623-445-4348

Norterra Canyon
Preschool
2200 W. Maya Way
Phoenix, AZ 85085
Office: 623-445-8200
Classroom: 623-445-8235

Park Meadows Preschool
20012 N. 35th Avenue
Glendale, Arizona 85308
Office: 623-445-4100
Classroom: 623-445-4165

Paseo Hills Preschool
3302 W. Louise Drive
Phoenix, Arizona 85027
Office: 623-445-4500
Classroom: 623-445-4539

Sunrise Preschool
17624 N. 31st Ave.
Phoenix, AZ 85053
Office: 602-467-5900
Classroom: 602-467-5934

Sunset Ridge
Preschool I & II
35707 N. 33rd Lane
Phoenix, AZ 85086
Office: 623-445-7800
Classroom I: 623-445-7831
Classroom II: 623-445-7832

Terramar
Preschool I & II
7000 W. Happy Valley Rd.
Glendale, Arizona 85383
Office: 623-445-7600
Classroom I: 623-445-7636
Classroom II: 623-445-7634

Village Meadows
Preschool
2020 W. Morningside Dr.
Phoenix, AZ 85023
Office: 602-467-6300
Classroom: 602-467-6338

Parent Responsibilities

Parent Involvement
Parents are necessary to assure the success of each child. There are a variety of ways you can support your child, ask your teacher how you can help. Communication between parents and preschool staff is vital. Parents should watch for newsletters, calendars, and progress reports that will be coming home in your child's backpack.

Visiting/Volunteering
Parents are asked to contact the teacher if they wish to spend any time in the classroom. If you wish to speak with the classroom teacher an appointment is necessary. Parents are welcome to volunteer in the preschool classroom. Please understand that children need some time to adjust to the classroom routine. The preschool staff encourages parents to wait two weeks before visiting or volunteering in the classroom after your child has started. Parents that wish to volunteer on a regular basis need to participate in the volunteer orientation provided by the district. Parents can obtain information on trainings and upcoming dates on the DVUSD website: dvusd.org or by calling the Parent/Community Involvement office at (623) 445-5016.

When you are in the classroom as a volunteer, we ask you to follow the policies/procedures below:
♦ All volunteers are required to sign in/out through the front office.
♦ Volunteers must maintain confidentiality regarding students and families. We ask that you **not** discuss or 'share' information about individual students or their families while volunteering in the classroom.
♦ We use positive discipline techniques in our classrooms. Please ask your teacher to explain this policy. (Please read the complete policy statement in the discipline section of this Parent Handbook on next page.)
♦ Our dress code requires that you dress appropriately for the learning environment. We must always look clean and modest, and dress comfortably to work and play with children.
♦ We always have an **eye for safety** and never leave children unattended. Watch for anything that could be a danger to children.
♦ **It is necessary to make other arrangements for siblings not in the preschool classroom.**
♦ Please plan ahead to schedule your classroom volunteer time so the teachers can organize an activity for your supervision.

Volunteers in the classroom may be asked to:

Follow the directions as assigned by the preschool staff
Work with children
Help children glue, paint, etc.
Prepare activities
Help prepare or clean-up after snack
Read to a child or group of children
Participate in songs and finger-plays

Discipline Policy
All learning opportunities for young children should be positive and helpful in teaching acceptable behavior and self-control. Children will be encouraged to follow rules that they have helped to develop.

Teachers and staff follow the Child Day Care Regulation (#R 9-5-510) which requires:

1. Explaining rules to children and alternatives to unacceptable behavior.
2. No physical punishment. No emotional or mental stress which would prove frightening to a child.
3. Isolation (time-out) with supervision not to exceed three (3) minutes.
4. No punishment will be associated with toilet training.
5. Food cannot be withheld as a means of punishment.

Children are more successful when disciplinary methods are consistent at home and at school. All disciplinary practices will be handled with regard to the developmental age of the child.
Six steps will be taken for effective guidance. We recommend the strategies.

1. ***Approach calmly.*** Your body language says a lot about your intentions and feelings. Stay neutral in order to respect all points of view in a conflict.
2. ***Acknowledge feelings.*** Make simple statements such as "I can see you're feeling sad/angry/upset." This helps the child let go of feelings and prepares him/her to think clearly about solutions.
3. ***Gather information.*** Listen to all points of view, both for your own information and so children can learn what others believe they need. The details revealed about a conflict are very important in finding a solution. Listen carefully.
4. ***Restate the problem.*** Use as much of the children's language as possible and rephrase child language that may be hurtful.
5. ***Ask for ideas, possible solutions, and choose one together.*** Respect the child's ideas, even if some are unrealistic. Explore how they might work.
6. ***Be prepared to give follow-up support, and acknowledge efforts and future successes.*** *(As developed by the High/Scope Educational Research Foundation)*

If the above disciplinary practices prove to be repeatedly unsuccessful, an Individual Education Plan (IEP) conference will be scheduled to discuss other options. An IEP meeting usually includes the teachers, the child's parents, program assistants, director, administrative designee, therapists, and others involved in the child's care. A plan will be developed to support the child. Each team member will follow the same plan to give the child consistent adult support. The team will meet as often as necessary to adjust the plan. If the child needs behavioral health services, a referral will be made to an appropriate resource.

Parent-Teacher Conferences
There will be opportunities for two parent-teacher conferences (fall and spring semesters). The conferences will include a discussion of your child's progress, and to answer any questions you may have. These opportunities for one-to-one conference time are very valuable to you as a family and to the teaching teams.

Parent Meetings
Parent meetings may be held at various locations and times during the school year. Such group meetings are excellent opportunities for parent education and mutual support. Presentations may include facilitating speech and language development, managing behavior, human growth and development, etc. Such group meetings have the potential to make the complex and challenging job of parenting a child with special needs an easier task by providing both warm support and practical information.

Classroom Information

Attendance
Attendance is of primary importance. Attendance is recorded at the school, district, and state level, which helps fund our program. Of course, if a child is ill, he or she should not be in school. Good judgment should be used regarding absences. ***When a child is absent, the school must be notified by calling the attendance line.*** If the child rides the bus, parents must also call the transportation department.

Arrival/Dismissal
Class start times for the morning sessions begin 30 minutes after campus start times. Please refer to your campus schedule for further information.

Children must be escorted to the designated drop off area by a responsible adult (must be 18 years or older) and arrive no earlier than 10-15 minutes prior to the commencement of class. (Check with each classroom teacher.) Parents arriving early are asked to wait with their child outside the drop off/pick up location until a staff member arrives to take over supervision. **State regulations require each child be signed in and out of the classroom by a parent or guardian and picked up promptly when class is dismissed.** Children become apprehensive when they are consistently the last one to be picked up and don't understand why they must wait alone with the teacher. Please make it a priority to pick up your child promptly at dismissal time. Children who are 15 or more minutes late for arrival or dismissal times must be signed in/out through the front office with the registrar. Arrival and dismissal times are not the appropriate times for lengthy discussions with the preschool staff. Please schedule a conference for before or after class so you will have the teacher's complete attention.

Instructional Staff
There is one early childhood special education teacher and two paraprofessionals to provide instruction in the preschool environment. A speech language pathologist, physical therapist, occupational therapist, teacher for the hearing impaired, and/or vision teacher may also participate in the class depending on the student's needs.

Transportation
Preschoolers ride buses designated for special education students. Preschoolers wear seat belts, harnesses or sit in car seats. Buses may be air-conditioned, have tinted windows, wheelchair lifts, and may be staffed with a bus assistant to help keep the children safe. When delivering children home after school, children will not be let off the bus unless a parent or other designated person is waiting to accompany them home. Children unable to be delivered home will ride the remainder of the route and will go back to their school. If the child is not picked up the school will call the police. Parents, guardians, and siblings are not allowed to ride district school buses. If a child is driven to school, the child is to be escorted to the designated drop off point by an adult.

Clothing
Children should dress for comfort as well as for weather. Preschool is a time of exploration that may include messy art, outside play, and other activities that may be rough on clothes….washable play clothes work best. Shoes should be comfortable and appropriate in size. NO FLIP-FLOPS are to be worn. Closed toe shoes are preferred for safety and comfort.

NOTE: Please provide a complete outfit that will remain at school as spills and messy play are often occurrences in preschool. (Example: shirt, pants/shorts, underwear, socks, etc.) Mark all items with your child's name and place items in a plastic bag with your child's name on it. It will be required the first day of school. *(See Sun Safety Policies for additional information about clothing.)*

Toileting
Many of our preschoolers are not toilet-trained. If a child is not toilet-trained, we ask that a supply of diapers or pull-ups and sterile wipes be provided by the parent/guardian.

Toys to School
It is not recommended that children bring toys to school; however, teachers may have a specific day for 'show and tell'. At that time, it will be appropriate to bring something from home. All other toys that arrive unannounced will be taken, set aside, and returned to the child at dismissal time. Please help your child by not allowing him/her to bring toys from home to the classroom. Make that a rule, beginning with your child's first day of school. THANK YOU!

Snack
The preschool program is committed to providing children with nutritious food that promotes healthy growth and development. Children are given a snack each day. A monthly snack menu will be sent home. If your child would like to share a snack with the class, please contact the teacher prior to sending and remember it must be prepackaged. Child Care regulations *prohibit* the distribution of 'home cooked' food from unlicensed kitchens to children in our classroom. Parents can participate in 'Holiday Events' by bringing special treats to school please speak with teacher for suggestions. We strongly encourage foods that are high in nutrients and low in fat and sugar to support best practices that meet the nutritional needs of the developing child. Refer to the following guide as examples of foods that are low in fat and sugar.

Recommended Foods	**Foods NOT Recommended**
Fresh fruit and vegetable sticks	Candy
Whole wheat crackers/ Pretzels	Gum
Low-fat yogurt with fresh fruit	Marshmallows
Cream cheese and celery	Potato Chips
Graham crackers/ Popcorn	Doughnuts
Bran and fruit muffins	Soda pop
Pizza	Cakes
Quesadillas/ Baked chips and salsa	Pastries
Raisins	Cookies
Fruit Kabobs	Cupcakes
100% fruit juice or juice popsicles	Fruit punch or flavored drinks
Quick breads-pumpkin, zucchini, banana	Nuts/foods with nuts in them

Please notify your child's teacher of any food allergies your child may have. Children with special dietary restrictions are welcome to bring their own snacks to school.

Holiday Celebrations
We will encourage parents and community members to share their heritage by telling or showing us how they celebrate special occasions as a family or community. We would love to incorporate those traditions into our classroom learning experiences as developmentally appropriate.

All year long we celebrate milestones:
For example ~ birthdays, learning to whistle, learning to draw, making a friend, telling a story, using new language skills, jumping, etc.

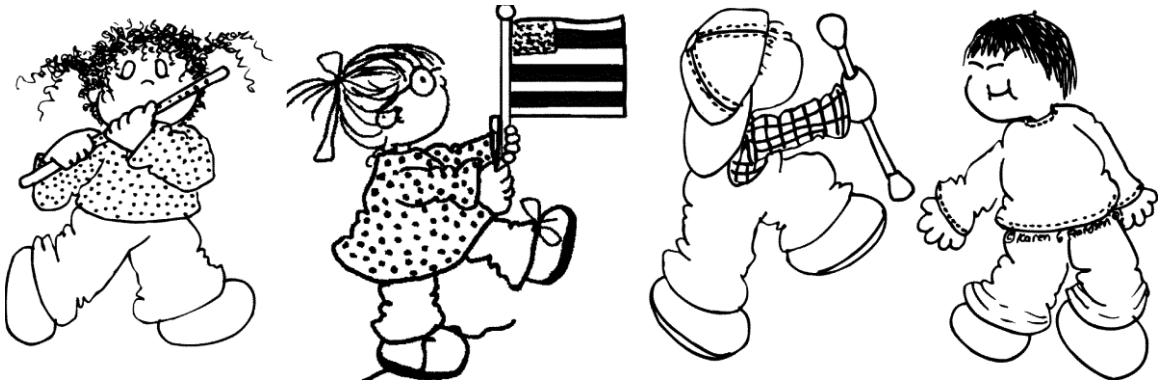
We celebrate points of learning:
For example ~ colors, a seed sprouting, days of the week, numbers, shapes, swinging and sliding, cleaning up an activity, helping a friend, etc.

We celebrate children and families:
For example ~ the birth of a sibling, a grandparent's visit, moving to a new house or apartment, etc.

We celebrate wonders of the world:
For example ~ a thunderstorm, a shuttle launch, mud puddles after a rain, etc.

Field Trips
Field trips are a wonderful opportunity for the child to experience the community in which they live and to extend classroom experiences.

- Teachers will receive written authorization from all parents of children attending the field trip prior to the child's participation. **All permission signatures must be received at least 24 hours prior to the trip.**
- The adult/child ratios will vary with location and circumstances. As a general rule, we want to have one adult per two children.
- NO siblings or guests will be allowed on field trips unless special arrangements have been made.
- Adults will exhibit professional behavior (no weapons, smoking, usage of drugs or alcohol allowed) and dress appropriately when on field trips.



Health and Safety

Health
All children will be monitored carefully to assure that immunizations are completed and current. We appreciate your cooperation. Your child's health is a prerequisite to learning ability. Children need adequate rest and nourishment before school each day.

Communicable Diseases
The control of communicable diseases during the school year is a difficult problem and a grave responsibility. The first responsibility must fall upon the home because parents know the normal appearance of their children and should be the first to detect the signs of illness. (The symptoms of a cold are the symptoms of many communicable diseases.)

The following rules will help control communicable diseases and illness in the school community. Please keep it as a convenient reference.

1. Do not send a child to school if there are signs of illness.
2. Do not send a sick child to school for the nurse or teacher to decide if the child should be in school. If in doubt, parents should call their physician.
3. If a child is sick, keep other people away from the child.
4. Some signs and symptoms of acute illness are:

Runny nose	Headache
Sneezing/Coughing	Diarrhea
Rash	Restlessness at Night
Nausea/Vomiting	Swelling of the face and neck
Red, crusted, watery eyes	Earache
Flushed face or paleness	Fever

5. If a child comes to school ill or becomes ill while at school, parents will be notified by telephone. Parents will then need to make immediate arrangements to pick up the sick child. The child will remain in the nurse's office or isolated with adult supervision in the classroom until the parent/guardian arrives.
6. **Children can return to school after they have been fever free for 24 hours.**
   (Normal temperature is 98.6 F)
   Take the temperature at 4:00p.m. each day. If the temperature is above normal, keep the child home the next day and take the temperature again at 4:00pm. Continue this process until the temperature is NORMAL ONE WHOLE DAY, then the child may return to school. Early morning temperatures usually register low. The afternoon temperature is a more accurate one to use to decide whether a child may come to school. If a child shows any sign of the above symptoms, the child should be kept home until the parent has checked with the family's doctor. If every parent follows this procedure, it will do much to improve and provide a healthy environment for our students.

7. Call your school's attendance line to report any illness. Call as early as possible.

8. Fill out Emergency Cards (pink and blue) on each child. These are sent home the first day of school. Keep the information on these cards current by calling the school or the nurse when changes have occurred throughout the school year.

KEEP CHILD'S EMERGENCY CARD UP TO DATE

It must include:

1. Current home address and telephone number or number of closest relative or neighbor who can contact the parent.
2. Place of employment and phone number for either parents or guardians.
3. Name of person who is responsible for the child in the event that a parent cannot be immediately located in case of an emergency.

Medication

There will be **NO** medication including sunscreen administered by preschool staff. Consult the school nurse regarding routine or required medication. Exceptions will be handled on a case-by-case basis, and may require a written plan that is developed by parent/guardian and the appropriate school or support staff.

Emergency Illness/Accident Procedures

Emergency first aid may be given by the nurse, teacher or a member of the school staff. This plan is an addendum to the Emergency Injury/Illness Procedures posted in the classroom. The following are specific directions for contacting parents/guardians after an accident involving illness or injury of their child. (DHS R9-5-514)

RED ALERT: Life Threatening (Ex.-Child may be unable to get up, unconscious, unresponsive. Don't move the child. Adult…call 911)

1. Call the parent/guardian immediately (within 30 minutes)
2. Complete a written report using the accident/incident report from the nurse's office as soon as possible the same day as the incident.
3. Give the parent/guardian a copy of the report within 24 hours of the incident.

YELLOW ALERT: Not Life Threatening (Ex.-Child may have bumped head, possible broken bone. Needs advanced medical treatment within 2 hours)

1. Follow the same procedures as described in the RED ALERT.
2. Parent should seek medical attention within 2 hours.

GREEN ALERT: Minor injury (Ex.-Cut, scrape. No symptoms after 3-5 minutes. Child returns to play.)

1. Write an Ouch Report as soon as possible.
2. Talk to the parent/guardian at the end of class
3. Give the Ouch Report to the parent/guardian or designated adult the day of the incident at dismissal time.

Sun Safety

The preschool staff encourages children to wear sun protective clothing, hats, and sunglasses while outdoors. Light colored, loose-fitting, lightweight cotton clothing is best for sun protection. Parents must clearly mark these items with the child's name (fingernail polish or a permanent maker works best).

Children should wear sunscreen and lip balm containing sunscreen each day. The parent should administer sunscreen and lip balm before the child arrives. Sunscreen is considered a medication and cannot be administered by the preschool staff.

Safety Procedures
If a child sustains an injury while at school, parents will be notified by a teacher. Parents are asked to please inform the preschool staff of accidents that occur when the children are away from school so we may be sensitive to their condition as well as assist in maintaining their overall safety.

Insurance
In accordance with the Health and Human Services requirements (45CFR part 74), DVUSD Special Education Services has liability insurance for accidents which may occur on the preschool premises.

Responsibilities to Protect Children
The Deer Valley USD teaching staff is required by Arizona Law (HB-2293) to report any suspected or neglect to the Child Protective Services Agency *Hot Line* at 1-888-SOS-CHILD, 1-888-767-2445 or 911. While normal bruises and scrapes and/or mood swings will not alarm the trained staff, they may ask from time to time for clarification on how an injury may have occurred or why a child's behaviors have changed. This procedure is preschool staff's way of assuring children's needs is being met by caring and supportive adults. **All inquiries will be made in a sensitive and confidential manner.** These inquiries usually give parents and staff an opportunity to work as a team to provide a safe and healthy environment for children.
Preschool classrooms participate in lock-down procedures and fire drills throughout the school year as required by law.



Preschool Peers

Purpose
The DVUSD Developmental Preschool Classroom provides free educational services for children who qualify for special education in accordance with federal and state regulations. Children ineligible for special education may attend preschool on a tuition basis as 'preschool peers'. The practice is based on the belief that integrating non-disabled peers into special education classrooms proves beneficial for the children and families involved.

Fees
The school district determines the tuition scale and will provide a fee schedule on each campus. Our rates are based on an annual fee and prorated monthly as follows: The 4-day classroom is $150.00 per month and the 3-day classroom is $120.00 per month due on the 1st school day of each month. Any tuition payment not received by the 5th day may be assessed a $15 late fee. A $15 fee may be assessed for returned checks per occurrence. Each family will receive a tuition schedule with due dates. Tuition will be the same whether or not your child attends class and regardless of the number of school days during the week. There are no refunds or credits for absence, illness or when school is closed (days when school is closed are already factored into the annual fee). Please report your child's absence on or before the day it occurs.

Registration
A non-refundable $25 deposit will be required to enroll your child in the preschool program.

Withdrawal
Withdrawal may occur due to non-payment or excessive late payment of tuition, excessive late pick-up, or as a disciplinary action. A child may be removed from the program for disciplinary reasons. A child removed from the program for disciplinary reasons may re-enroll as a new student on a trial basis at the next semester, subject to openings in the program.

Transportation
As a provision of their Individualized Educational Plans (IEP's), children who qualify for special education services may receive specialized transportation to and from school. Preschool peers, however, are ineligible to receive transportation.

Policies and Procedures
To enroll as a preschool peer, children must demonstrate age appropriate development in motor, communication, self-help (including being completely toilet trained), and cognitive, social and emotional domains. Children will be selected at each campus using a lottery selection process. The first groups will be chosen from a pool of children at least four (4) years of age by December 31st of the current school year.



Special Education Terms

Assistive Technology—a device or service required if "educationally" relevant and necessary to enable a child to be educated in the least restrictive environment. 1) *Assistive technology device*—any item, piece of equipment, or product system used to increase, maintain or improve the functional capabilities of a child with a disability; and, 2) *Assistive technology services*—any services that directly assist a child with a disability in the selection, acquisition or use of an assistive technology device.

Comprehensive Developmental Assessment (CDA) – A collection of information about a child's level of functioning in areas of cognition, motor, communication, adaptive, social, and emotional development as well as vision and hearing.

Continuum of Placements—a variety of placements available to meet the individual needs of children with disabilities. The continuum must include instruction in general education classes, special education classes, special schools, home instruction, instruction in hospitals and institutions and make provisions for supplementary services (such as learning center or itinerant instruction) to be provided in conjunction with general education class placement. The federal regulations require the placement decision be made on an individual basis, not on the availability of a program or programs.

Developmental History—documentation of the progress in the steps or stages of growth and development of a child (ages birth to 18 years) in such skills as sitting, walking, talking, physical, social and emotional development

Disability—being physically or mentally impaired in a way that substantially limits activity especially in relation to employment or education.

Evaluation—procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The evaluation should include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining eligibility and deciding upon the content of the IEP (including information to enable involvement and progress in the general education curriculum and participation in appropriate activities). Parental consent for initial evaluation must be obtained for this process.

Extended School Year (ESY)—additional special education and related services for a child with a disability to supplement the normal school year, which is provided as part of a Free Appropriate Public Education (FAPE). ESY services are necessary if either of the following applies: 1) The benefits the pupil gained during the regular school year would be significantly jeopardized if the student is not provided educational services; 2) The student would experience severe or substantial regression if he/she is not provided educational services during recesses or the summer months and the regression would result in substantial skill loss of a degree and duration that would seriously impede the student's progress toward educational goals.

Hearing Impairment (HI)—a loss of hearing acuity, as determined by an evaluation as outlined in Arizona Revised Statutes, which interferes with the child's performance in the educational environment and requires the provision of special education and related services.

Individualized Education Program (IEP)—a written education plan for an eligible child with disabilities developed by a team of professionals (teachers, therapists, etc.) along with the child's parents. It is reviewed and updated annually and describes how the child is presently performing, what the child's learning needs are and what services will be provided to the child.

Least Restrictive Environment (LRE)—to the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

Location—setting on the continuum of placements; it does not refer to the particular school, classroom, or teacher who will be implementing the child's IEP.

Multidisciplinary Evaluation Team (MET)—a team composed of educators, administrators, evaluators, agency staff and parents as equal team members. This team reviews existing data and any additional evaluation data to determine if the student is eligible for special education services.

Occupational Therapy (OT)—services provided by a qualified occupational therapist and includes improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.

Physical Therapy (PT)—services provided by a qualified physical therapist which are typically related to gross motor activities, such as navigating stairs, riding a bike, and catching a ball. It may be a related service if it is determined to be educationally necessary based upon evaluation results.

Preschool Eligibilities

Developmental Delay defined as performance by a preschool child on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas: a) cognitive development; b) physical development; c) communication development; d) social or emotional development; e) adaptive development.

Preschool severe delay is defined as performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the areas listed in a) through e) above.
Speech Language Impairment means a performance by a preschool child on a norm-referenced language test measures at least one and one half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child.

Public Education Agency (PEA)—a school district, charter school, accommodation school, state supported institution or other political subdivision of the state that is responsible for providing education to children with disabilities.

Related Services—transportation and such developmental, corrective, and other supportive services that a child with disabilities requires in order to benefit from education. Examples of related services include, but are not limited to: assistive technology; speech/language pathology; audiology; health services; psychological services; physical and occupational therapy; recreation; counseling services; parent training; interpreters for the hearing impaired; social work services for educational purposes; rehabilitation counseling; orientation and mobility services; and medical services for diagnostic and evaluation purposes.

Special Education—specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, the home, hospitals and institutions, and other settings.

Speech-Language Pathology Services—includes the identification of children with speech or language impairments; diagnosis and appraisal of specific speech or language impairments, provision of speech and language services for the habilitation or prevention of communicative impairments, and counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Visual Impairment (VI)—means a loss in visual acuity or a loss of visual field that interferes with the child's performance in the educational environment and that requires the provision of special education and related services.

These terms were taken from the Arizona Department of Education website, www.azed.gov

Facility Inspection Reports

Preschool facilities are licensed through the Arizona Department of Health Services at 150 N. 18th Avenue, 4th Floor, Phoenix, Arizona 85007. Facility Inspection reports are available upon request in the DVUSD Early Childhood Office or by calling 623-445-4991.

Liability Insurance

Liability insurance is carried by Deer Valley Unified School District for each of our preschool sites and documentation of the liability insurance coverage is available for review at each of the preschool locations.

Parent Access

As per R9-5-301.D of the Arizona Administrative Code, a parent of an enrolled child is allowed immediate access to areas of the school where his/her child is located during regular hours of operation. However, in order to provide a safe school environment, we strongly recommend that all parents sign in at the front office before proceeding on campus.

Notification of Pesticide Application

The School District's yearly pesticide application schedule can be found on the parent information board located near the entrance of each preschool classroom.

Deer Valley Unified School District

Developmental Preschool

Locations (21 Sites / 28 Classrooms)

	AM Class Times	PM Class Times
Anthem	9:15 - 11:45	1:00 - 3:30
Arrowhead	9:15 - 11:45	1:00 - 3:30
Bellair	9:10 - 11:40	1:00 - 3:30
Canyon Springs	8:45 - 11:15	12:15 - 2:45
Constitution	9:15 - 11:45	1:00 - 3:30
Copper Creek	9:00 - 11:30	12:45 - 3:15
Desert Mountain	8:45 - 11:15	12:30 - 3:00
Desert Sage (2)	9:15 - 11:45	12:45 - 3:15
Esperanza (2)	9:30 – 12:00	1:00 – 3:30
Gavilan Peak	8:45 – 11:15	12:30 - 2:45
Greenbrier	9:15 – 11:45	12:45 - 3:15
Las Brisas	8:30 – 11:00	12:15 – 2:45
Mirage	8:30 – 11:00	12:15 - 2:45
Mountain Shadows (4)	9:15 - 11:45	1:00 - 3:30
Norterra Canyon	8:45 - 11:15	12:30 - 3:00
Park Meadows	9:15 – 11:45	1:00 – 3:30
Paseo Hills	9:15 – 11:45	1:00 – 3:30
Sunrise	8:45 - 11:15	12:30 - 3:00
Sunset Ridge (2)	9:15 - 11:45	1:00 – 3:30
Terramar (2)	8:45 - 11:15	1:00 - 3:30
Village Meadows	9:15 - 11:45	12:30 - 3:00



Community References

AHCCCS (Arizona Health Care Cost Containment System)
(602) 417-4000

American Speech, Language, and Hearing Association
1-800-638-8255
www.asha.org

Arizona Center for Disability Law
5025 E. Washington Street, Suite 202
Phoenix, AZ 85034
602-274-6287 1-800-927-2260

Arizona DES
Administration for Children, Youth, and Families
www.des.state.az.us/ddd
602-252-4045 1-800-882-4151

Arizona Department of Education
www.ade.state.az.us
1535 W. Jefferson Street
Phoenix, AZ 85007
Exceptional student services (602) 542-4013

Arizona Child Abuse Prevention Hotline
1-800-SOS-CHILD (1-800-676-2445)
Available 24 hours a day/7 days a week

Arizona Early Intervention Program (AZEIP)
3839 N. 3rd Street
Phoenix, AZ 85012
1-888-439-5609 (602) 542-4791
www.egov.azdes.gov

Community Education Dept.
(Pre-School and Pre-Kindergarten)
20402 N 15th Ave
Phoenix, AZ 85027
623-445-4916 623-445-4923
http://www.dvusd.org/Page/227

Court Appointed Special Advocate (CASA)
www.azcasa.org

Deer Valley Family Resource Center
Desert Sage Elementary
2035 W Alameda Rd
Glendale, AZ 85310
623-445-4727
www.dvusd.org/dvfrc

Emily Anderson Family Learning Center
Phoenix Children's Hospital
1919 E. Thomas Road
Phoenix, AZ 85016
602-546-1400

Make-A-Wish Foundation
711 E. Northern Ave
Phoenix, Arizona 85020
602-395-9474
www.wish.org

March of Dimes
1616 E. Indian School Road
Phoenix, AZ 85016
602-266-9933
Facebook – *Mod Squad Arizona*

Mountain Park Health Center
Sunrise Elementary
17624 N 31st Ave
Phoenix, AZ 85023
602-243-7277
http://mountainparkhealth.org/locations/sunrise/

Parents Anonymous of Arizona
3320 E. Van Buren St.
Phoenix, AZ 85020
602-889-3594

Phoenix Public Library Special Needs Center
1221 N. Central Ave.
Phoenix, AZ 85004
602-261-8690 TDD 602-254-8205

Raising Special Kids
5025 E. Washington St. #204
Phoenix, Az. 85034
602-242-4366

Hospital/Emergency Service Listings

Arrowhead Hospital
18701 North 67th Ave.
Glendale, AZ 85308-7101
(623) 561-1000

John C. Lincoln Deer Valley Hospital
19829 N. 27th Ave.
Phoenix, AZ 85027-4002
(623) 879-6100

John C. Lincoln North Mountain Hospital
250 E. Dunlap Ave.
Phoenix, AZ 85020-2914
(602) 943-2381

Paradise Valley Hospital
3929 E. Bell Road
Phoenix, AZ 85032
(602) 923-5000

Maricopa Medical Center
2601 E. Roosevelt Street
Phoenix, AZ 85008
(602) 344-5011

Mendy's Place
19829 N. 27th Ave.
Phoenix, AZ 85027
(623) 879-5437

Banner Thunderbird Med. Ctr.
5555 W. Thunderbird Rd.
Glendale, AZ 85306
(602) 865-5555

Phoenix Children's Urgent Care
20325 N. 51st Ave. Ste. 116
Glendale, AZ 85308
(623) 972-5437

Arizona Poison Control
1-800-222-1222