

OUR MISSION

Our certified, early educators are staff who inspire curiosity, build problem-solving skills and self-esteem, and foster a love for learning in our children with a nurturing and play-based environment.

OUR VISION

Bring teachers, parents and community together to educate and improve the lives of children and their families.

OUR GOAL

- Provide quality, foundational early learning experiences
- Provide loving, safe and nurturing early childhood environments
- Build self-esteem
- Develop creativity and the joy of learning
- Expand communication and language skills
- Cultivate academic skills
- Develop fine and gross motor skills
- Foster self-control and responsibilities
- Develop problem solving and decision-making skills
- Encourage concerns for others

*Come Grow
With Us!*

OUR STAFF

Certified educators will guide your child in learning new skills, help your child develop a sense of belonging as well as foster a love of learning and celebration of life each day. All preschool teachers are Highly Qualified with an endorsement in early childhood education. Para professionals are selected for their depth of educational training and experience working with young children. Teachers and para professionals participate in continued formal training each year as well as ongoing professional development opportunities.

We limit our class sizes to enable our teachers to provide our students quality instruction individually and in a small group.

Our teachers, along with our curriculum; provide a foundation for inquiry and will challenge each individual student. We are committed to providing meaningful and developmentally appropriate educational experiences for your child's intellectual, social, emotional, creative and physical development.

OUR CURRICULUM

Our early learning preschool program offers an academic based preschool through the McGraw Hill Wonders preschool curriculum. The curriculum includes early literacy and reading, math,

music and movement, physical education, technology, social/emotional skills, exploratory play and multi-sensory centers.

PROGRAM OPTIONS AND TUITION

CHILDREN MUST BE THREE YEARS OLD and POTTY-TRAINED TO PARTICIPATE IN MUSD'S EARLY LEARNING PRESCHOOL PROGRAM.

Preschool Full Day (Monday – Friday) 8:35 AM – 3:35 PM (Santa Rosa, Santa Cruz, Pima Butte & Butterfield) 8:10 AM – 3:10 PM (Maricopa & Saddleback)	\$680.00
Preschool Half Day (M, T, TH, F) No Wednesdays 8:35 AM – 11:35 AM (Butterfield ONLY)	\$310.00

All classes will follow the MUSD school calendar.

Transportation is not provided for community preschool students.

LUNCH OPTIONS FOR STUDENTS

Full day preschool children have the option to purchase a lunch from the cafeteria each day or bring a well-balanced meal from home. Parents will have the opportunity to create and load money into an online lunch account. Parents will receive information explaining how to set up their child's online, School Bucks, lunch account prior to the start of school.

REGISTRATION AND ENROLLMENT INFORMATION

Open registration is available at Santa Rosa Elementary School, Santa Cruz Elementary School, Saddleback Elementary School, Pima Butte Elementary School, Maricopa Elementary School and Butterfield Elementary school.

ITEMS NEEDED FOR REGISTRATION

A complete MUSD enrollment packet must be filled out entirely for registration. The enrollment and registration forms are available online at www.musd20.org.

EMERGENCY INFORMATION AND IMMUNIZATION RECORDS

It is the parent's responsibility to make sure that the information provided on the emergency information and immunization record is kept up to date. It is extremely important that all home, business and emergency contact information is CORRECT and COMPLETE. At least two emergency contacts in addition to the parents/legal guardians must be listed on the registration form. No one may pick up your child unless they are listed on the emergency card.

PROOF OF CURRENT IMMUNIZATION

Your child's immunization record will be reviewed by the school health office. The Department of Health Services requires that immunization records, provided by parents from a health care provider, contain all current age-appropriate immunizations. ***If a child's immunizations are not***

up to date, they will not be allowed to attend school until the parent/guardian brings an updated shot record to the health office.

STUDENT IDENTIFICATION

Please provide a copy of your child's birth certificate.

PARENT IDENTIFICATION

Parents will need to provide a copy of their driver's licenses or Government issued ID.

PAYMENT INFORMATION

Tuition is due by the first day of the month. Parents will receive an email containing a link with instruction on how to set up their child's online tuition account. This will enable parents to make tuition payments, pay on their child's lunch account and receive invoices. Parents will also have the option to pay with cash or check at Maricopa Unified School District Office located at 44150 W. Maricopa Casa Grande Hwy. Maricopa, AZ 85138 business department.

For your convenience, tuition is divided into 10 equal payments. If the payment is not received by the fifth day of each month your child will be un-enrollment from the Maricopa Unified School District Preschool Program.

REFUND POLICY

PLEASE note that NO refunds will be given for unused days, sick days, vacation days, early withdrawal from the program or removal from the program.

THE PAYMENT SCHEDULE IS AS FOLLOWS:

July 1 – August 1	September 1	October 1	November 1	December 1
January 1	February 1	March 1	April 1	May 1

Tuition divided into 10 equal payments.

NON-PAYMENT OF FEES

MUSD early learning preschool program is a non-profit entity. The funding for the program is completely tuition based. We collect fees in a timely manner to operate this quality program. We reserve the right to terminate our preschool services if tuition is past due no longer than 5 days.

NON-PAYMENT AND ACCOUNT COLLECTION POLICY

If an account is more than 5 days past due, the child will not be admitted to the program until the amount of account balance is paid in full.

If your previous school years' account is not cleared due to non-payment, you will NOT be able to register/enroll your child(ren) for the following school year unless your previous year's balance is paid in full.

DES POLICIES

We are a DES (Department of Economic Security) contracted childcare facility. Before DES assistance can be utilized our Accounts Receivable Department must have an authorization number, and details on what your co-pays will be, and the days you are authorized to use care. We will not be able to honor DES assistance until those items have been given to and approved by the program coordinator. You will be held responsible for the DES co-pays to the early learning preschool program, which will be billed at the beginning of each month for the prior month.

SIGN-IN/SIGN-OUT PROCEDURES

For the safety of your child, individuals will be required to show proof of ID to the site staff at any time. A child will not be released to an individual refusing to show ID upon request. Police will be called if a child is removed from the program by anyone refusing to show ID. Always bring an ID to the site. Do not assume you will not need it.

Department of Health Services requires that a parent or an authorized party sign a child in and out of preschool each day. To sign a child out, the parent or authorized party must sign in ink his/her full name, the date, and the time. The child must leave the site once he/she has been signed out. A child enrolled in preschool will be released only to those persons specifically authorized on the emergency information form (Blue Card). Exceptions cannot be made without advance written permission of the parent. Authorized signers must be at least 18 years of age.

It is assumed that both parents have the right to pick up a child unless it is otherwise noted. If one parent has sole legal custody of a child, the office must have a legal document on file stating such. In the case of an extreme emergency only, the parent/guardian who registered the child for the program may call the school site to authorize emergency telephone release of their child to a designated person. Parents will be asked very specific information regarding their child prior to the release being authorized by the staff. Photo ID will be required from the designated person at the time the child is picked up from the site. This must be approved by the Program Director.

ILLNESS

Parents must inform the school site when an absence is due to illness. A child should not attend the preschool program with any of the following symptoms: fever within the past 24 hours, vomiting, diarrhea, undiagnosed rash, inflamed or matter-filled eyes, severe cold or sore throat, swollen glands, head or stomachaches, or head lice. If a child becomes ill while attending

preschool with a temperature of 100 or higher, vomiting, frequent diarrhea, or onset of a rash, a parent/guardian/emergency contact must pick up the child. Children that are sent home sick will not be allowed to return for 24 hours. Parents must inform the teacher or site administrator when an absence is due to a potentially infectious illness. ***There is no credit or refund for unused sick days.***

SAFETY AND EMERGENCY PROCEDURES

In the event of an accident or emergency, parents are to be notified by phone or other expeditious means, which will be accomplished by doing the following:

- Depending on the emergency, 911 will be called immediately. Teachers/staff will call parents and emergency contacts until someone is reached for the child. An injury report will be filled out.
- In the event of contraction of a communicable disease or infection, our staff will inform the parents/guardians of all children within 24 hours of notice of the communicable disease or infection. We will also ensure that all children and/or staff who show signs of infection will be excluded from the program until written documentation by a health care provider that the individual may return to the program is provided.
- In the event of an accident or injury that is minor, the parents are to be given written notification within 24 hours, which will be accomplished by doing the following: An injury report will be filled out by the instructor and given to the parent at time of pick up.

Please review our First Aid and 911 Emergency Calls Policies and Procedures.

In the event of a medical emergency involving a student or a staff member, the following guidelines and procedures are necessary to establish communication between the school district, parent/ legal guardian, and emergency medical providers.

It is the responsibility of any staff member present to render assistance and to communicate the need for first aid or emergency care to the site administrator.

- Notification of a student or staff member illness or injury by phone and radio to the site administrator or designee.
- Provide a safe environment for the ill or injured. Continue necessary care and establish parent contact.
- In the event of a **life-threatening** injury or illness, a 911 call will be placed.
- Staff will make sure that all of the other students are in their safe zone, accounted for, and are aware of the front door.
- Staff will make the following calls:
 1. Notify the Site Administrator
 2. Contact Parent/Legal Guardian of the 911 Emergency
 3. Refer to both DHS Student Emergency Blue Card forms
 4. Site lead/ instructor will be in visual and hearing distance of incident to assist with first aid/CPR

Upon arrival of the Emergency Medical Services Team, care will be turned over to the EMS responders. Parent communication will be established at the scene. If unable to reach a parent, emergency contacts will be followed.

SANITATION AND HAND HYGIENE GUIDANCE

The hand hygiene guidance instructs adults to wash or sanitize their hands at specific times to maintain a clean and safe environment. Adults are required to wash or sanitize their hands both before and after feeding a child, ensuring proper hygiene during meal times. They must also do so before and after administering medication, which includes both prescription and over-the-counter drugs used for medical treatment but excludes skin protectants and cosmetics. Additionally, hands must be washed or sanitized after handling garbage and after cleaning tasks, where soap and water are often used to physically remove dirt and contamination. These practices are essential in preventing the spread of germs and ensuring a healthy environment for both children and adults.

NUTRITION AND FOOD SAFETY GUIDANCE

All food service personnel will have adequate training in food service operations including professional development in the area of food and nutrition. Food service personnel will also comply with the New Professional Standards requirement from USDA which is effective July 1, 2015. These standards will ensure school nutrition personnel have the knowledge, training, and tools they need to plan, prepare, and purchase health products to create nutritious, safe, and enjoyable school meals. For example, washing fruits and vegetables thoroughly before consumption.

Students shall be provided a pleasant environment in which to eat lunch.

MUSD will share and publicize information about the nutritional content of meals with students and parents.

Our district will provide peanut-free zones and comply with special dietary needs for students as defined in the ADE special dietary needs manual.

MEDICATION GUIDANCE

Before administering prescription medication to a student, the District will obtain a written order from the physician, nurse practitioner, or physician assistant stating the name of the medicine, the dosage, and the time it is to be given. In the case of a minor student, the District shall obtain written permission from the student's parent/legal guardian to allow the school to administer or the student to self-administer the medicine, except for an emergency administration.

Medication administered by the District under this Policy, whether prescription or over the counter, must be delivered to the District in the original container with all warnings and directions intact.

An administrator may designate school staff to administer the medication. Each administration of medication must be documented, making a record of the student having received the medication. Medication must be kept in their original containers in a locked cabinet.

VISION AND HEARING SCREENINGS

Arizona Department of Health Services legislatively mandates the administration of hearing and vision screening students. No action is required to participate in this process; however, if you would like your student to opt-out of these screenings, please notify your school's Health Office in writing. Hearing and vision screenings are conducted throughout the school year. For additional information, please contact your school's Health Office.

CHILD FIND AND DEVELOPMENTAL SCREENINGS

University of Arizona provides Developmental and sensory screenings within the first 30 days of school.

Child Find

Child Find is a component of the Individuals with Disabilities Education Act (IDEA 2014) that requires Public Education Agencies (PEA) to locate, identify, and evaluate all children with potential disabilities, ages 3 years through 21, located within their boundaries with suspected disabilities. For more information, contact the district ESS Dept.

EARLY CHILDHOOD ASSESSMENT PLAN

By assessing preschool students in areas such as numeracy, literacy, social-emotional development, and social skills throughout the year. We gather valuable data on both individual and group progress. This information allows educators to identify trends, strengths, and areas of need, which are then used to refine instructional strategies, tailor classroom activities, and adjust the curriculum. Furthermore, this ongoing assessment helps make data-driven decisions to enhance the program's overall quality, ensuring that it effectively meets the developmental needs of all students.

Preschool students are assessed in English three times a year—fall, winter, and spring—by familiar adults, such as their teachers. Teachers are provided with time and training to administer these assessments.

These assessments can be conducted individually or in groups, depending on the needs of the children and the nature of the activity. The focus of the assessment includes key areas of development: numeracy, literacy, social-emotional development, and social skills. Numeracy skills involve recognizing numbers and counting, while literacy skills assess early reading and writing abilities. Social-emotional development looks at how children manage their emotions and interact with others, while social skills focus on cooperation and communication with peers. This holistic approach ensures that a child's progress is monitored throughout the school

year in a supportive environment. Additionally, the plan ensures that families are provided with written reports about their child's development and learning at least two times a year, keeping them informed and engaged in their child's educational journey. The plan also provides families with opportunities to raise questions or concerns about how the assessment methods will meet their child's individual needs, ensuring open communication and partnership between educators and families.

CHILD DISCIPLINE GUIDANCE

Child Discipline and Exclusion Guidance: Addressing the Use of Suspension, Expulsion, and Other Exclusionary Measures.

This guidance prioritizes the well-being and rights of children while ensuring that exclusionary measures are a last resort, and only taken with proper support, collaboration, and legal compliance.

Guidance Communication

Communication to Families and Staff: The program's written discipline guidance is made readily available to both families and staff. It is communicated through multiple channels, including handbooks, newsletters, and meetings, ensuring transparency and shared understanding of the guidelines.

Guidance Goals

Goal to Limit or Eliminate Exclusionary Measures: The primary goal of the discipline guidance is to minimize, and where possible, eliminate the use of exclusionary measures, such as suspension, expulsion, and seclusion. The focus is on promoting a supportive and inclusive environment conducive to every child's development.

Circumstances for Exclusionary Measures

Clear Conditions for Exclusion: The policy outlines specific, exceptional circumstances in which exclusionary measures, including suspension, expulsion, or seclusion, may be considered. These circumstances typically involve serious safety concerns where a child's behavior poses an immediate threat to themselves or others and no other options have proven effective.

[Steps Before Considering Exclusion](#)

Preventive Steps Prior to Exclusion: The policy emphasizes the need to exhaust all available supportive interventions before resorting to exclusionary measures. This includes behavioral assessments, individualized support plans, positive behavior interventions, and collaboration with families and professionals. Documentation of these efforts is required before exclusion is even considered.

Exhaustion of Interventions and Agreement on Exclusion

Exclusion as a Last Resort: Exclusionary measures are only considered when all other interventions have been tried and deemed ineffective. The decision to exclude is made collaboratively, ensuring agreement among the family, staff, and relevant professionals that exclusion is in the best interest of the child's safety and well-being.

Assistance with Services and Alternative Placement

Support for Families: If exclusionary measures, such as suspension or expulsion, must be implemented, the program is committed to assisting the family. This includes helping them access necessary services, such as counseling or special education resources, and aiding in securing an appropriate alternative placement for the child to ensure continuity in their education and care.

Compliance with Federal and State Civil Rights Laws

Legal Compliance: The discipline policy fully acknowledges and adheres to all applicable federal and state civil rights laws. This includes ensuring that disciplinary actions do not discriminate against children based on race, disability, gender, or other protected statuses, as outlined in laws such as the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title VI of the Civil Rights Act.

Definition and Use of Seclusion (Board Policy © 5-406)

Seclusion: The policy defines seclusion in line with federal guidelines (H.R. 7124, 2018) as "the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving," explicitly excluding time-out. Seclusion is only considered in extreme circumstances involving imminent danger and when no other measures have succeeded. MUSD 20- Early Childhood Program will always comply with federal and state civil rights laws.

SUPERVISION OF SUPPORT STAFF AND VOLUNTEERS

In our commitment to maintaining a safe and supportive environment for children, **support staff and volunteers are not permitted to work alone with children** at any time. They must always be accompanied by regularly scheduled educators, ensuring that children are under the direct supervision of qualified teaching staff during all program activities. This policy serves to safeguard the well-being of children and reinforce accountability within the program.

CONFLICT RESOLUTION PROCEDURES

1. Informal Conflict Resolution

Open Dialogue and Mediation: When an issue arises, families and staff are encouraged to first address the concern through an open and respectful conversation. This step aims to foster

understanding and collaborative problem-solving. If needed, a neutral staff member can act as a mediator to guide the discussion and ensure each party is heard.

2. Semi-Formal Conflict Resolution

Meeting with an Administrator or Supervisor: If a concern persists after initial attempts at resolution, a semi-formal meeting can be arranged with an administrator or program supervisor. This meeting allows both parties to discuss the issue in a more structured setting with an impartial observer. The supervisor or administrator will facilitate the conversation, documenting the discussion and agreed-upon next steps.

3. Formal Conflict Resolution

Formal Grievance Process: For conflicts that remain unresolved, families and staff can enter a formal grievance process. This involves submitting a written grievance to the principal, who will review the matter and schedule a formal meeting to assess all perspectives. The outcome may include formal resolutions or referrals to the District Human Resources if required.

Each step ensures both families and staff feel supported and respected, with procedures designed to maintain a positive program environment. By outlining these techniques, your handbook will demonstrate commitment to open communication and a structured approach to conflict resolution.

ADDITIONAL INFORMATION

Personal Belongings

We cannot assume responsibility for personal belongings. Please have your child leave personal belongings in his/her backpack or at home. This includes any electronics. Please clearly mark any items your child does bring.

Snacks

Snacks are provided to full day preschool students.

Pesticides

MUSD will post a notice on the front and back doors of school sites at least 48 hours prior to the application of any pesticides.

LOCATIONS

Butterfield Elementary School

43800 W Honeycutt Rd, Maricopa, AZ 85138
(520) 568-6100
8:35 am - 3:35 pm

Maricopa Elementary School

18150 North Alterra Parkway, Maricopa, AZ 85139
(520) 568-5160
8:10 am - 3:10 pm

Pima Butte Elementary School

42202 W Rancho El Dorado Pkwy, Maricopa, AZ 85138
(520) 568-7150
8:35 am - 3:35 pm

Saddleback Elementary School

18600 North Porter Road, Maricopa, AZ 85138
(520) 568-6110
8:10 am - 3:10 pm

Santa Cruz Elementary School

19845 North Costa del Sol Blvd, Maricopa, AZ 85138
(520) 568-5170
8:35 am - 3:35 pm

Santa Rosa Elementary School

21400 North Santa Rosa Drive, Maricopa, AZ 85138
(520) 568-6150
8:35 am - 3:35 pm