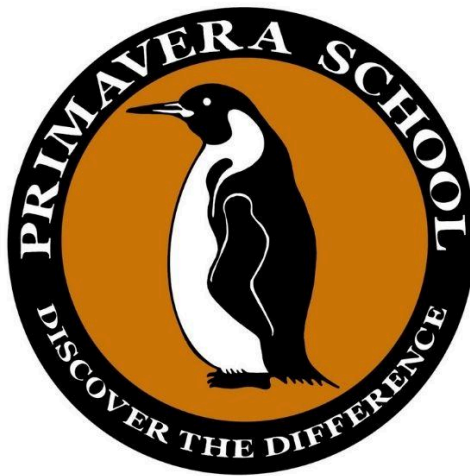


Primavera School

FAMILY POLICY HANDBOOK

Fall 2025



Primavera School

1446 moyer rd

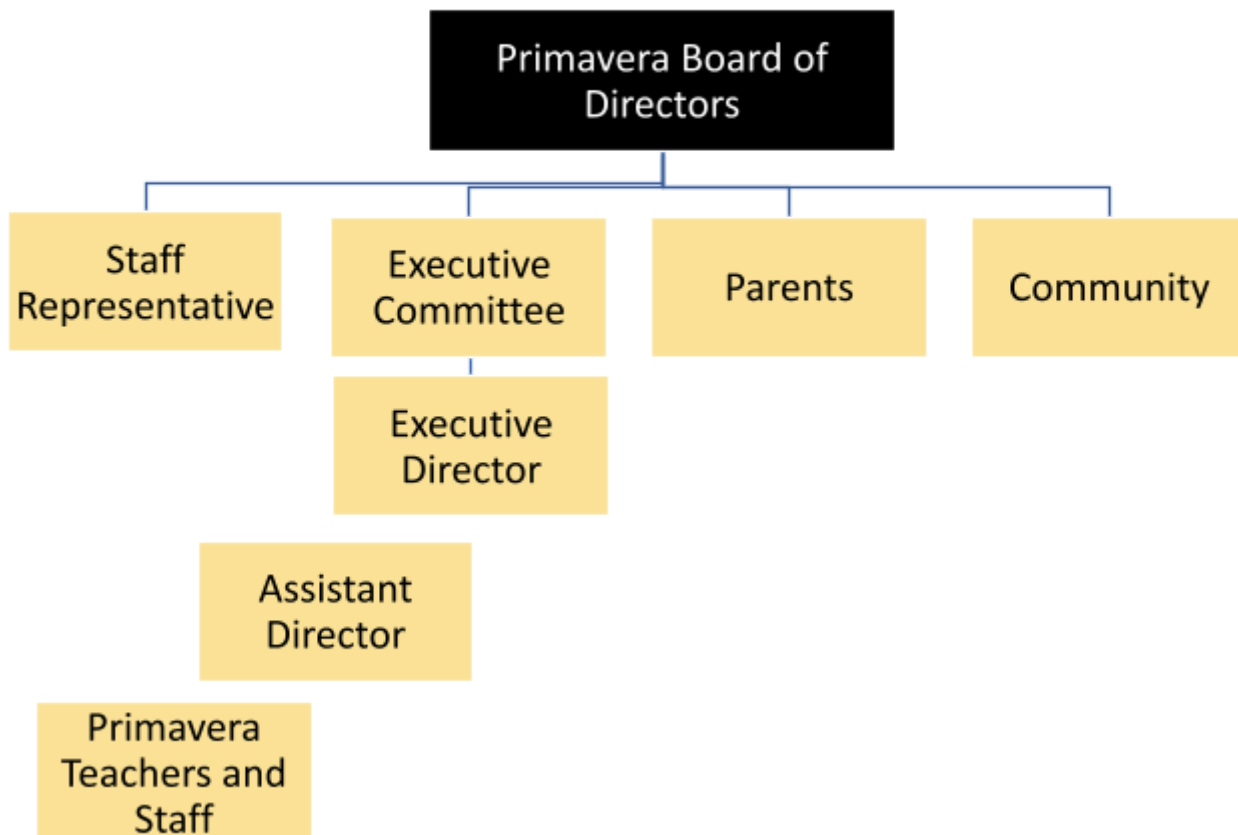
Prescott, AZ 86303

928-445-5382

www.primaveraschool.org



Primavera Inc. Organizational Structure



Primavera School Family Handbook

Fall 2025 Edition

Welcome to the Primavera School Community!

Since 1972, Primavera School has been a positive, inspirational community based on academic excellence and respect for a child's individuality. It is a place where one learns to value oneself, to develop healthy self-esteem, and to love learning. Families are valued and respected. Primavera is a partnership of parents, teachers, and students who come together daily to engage in the best educational processes and practices. When our graduates leave Primavera, they take with them beautiful and creative minds, an integrated understanding of their world, an instinctive knowledge about diversity and tolerance for individual differences, a love of learning, and the enduring memories of the people who have been their treasured friends and role models.

Primavera School teaches the "Whole Child," and our job is to ensure that every child feels safe, secure, healthy, engaged, and challenged. We believe that young children should explore and experience nature-based learning throughout the curriculum, and that they remain life-long learners who value the opportunity to live and learn in an engaging school community that allows them to experience hands-on learning every day. We so appreciate our parents and teachers for their extraordinary dedication to each child's educational journey at Primavera. Together we have fostered an environment that is stable, secure, and nurturing.

Primavera School welcomes children aged 3-5 years old in our preschool program, children aged 5-11 in our Kindergarten through 5th grade elementary program, and children 11-12 in our Experiential-Outdoor Middle School, which is slated to expand to accommodate students in grades 5-8. We welcome the opportunity to share in building a strong foundation for the future success of all our students.

Primavera School is an equal opportunity provider.

Non-Discriminatory Statement: Primavera School, Inc. will continue the practice of operating in a non-discriminatory manner; and, therefore, will not discriminate against staff, administrators, or students and their families on the basis of age, sex, gender, race, special needs, sexual orientation, religion, color, or national and ethnic origin.

Primavera School, Inc. is a non-profit, 501 (c)(3) corporation organized under the laws of the State of Arizona and incorporated on December 31, 1969.

MISSION AND PHILOSOPHY

“Primavera School is committed to preparing children for the future as life-long learners by encouraging high academic standards across a progressive curriculum and demonstrating a productive and meaningful interaction among families and between teachers and students within a small classroom setting.”

Primavera School began operating in 1972 to serve the needs of children and parents who prefer a more flexible, personalized, and safe learning environment. Our teachers are highly skilled, caring people with years of experience and expertise in early childhood and elementary education. Parents choose Primavera because they are seeking a school that takes an individual interest in their child’s development and learning style. The gift we give our children is a lifelong love of learning.

PROGRAM OBJECTIVES

1. To teach our children to have a responsible concern and respect for other people, our things, and the environment.
2. To provide a safe and peaceful environment in which children can explore, play, and experience hands-on learning in a joyful manner.
3. To follow a developmentally-based curriculum that promotes active involvement in children’s learning, and children are encouraged to make good choices and participate socially, emotionally, and academically.
4. To allow children to have a voice and feel respected and listened to by their teachers and each other.
5. To teach to the state and national standards but remain flexible enough to meet the needs of our students with a variety of learning styles and developmental timelines.
6. To assess children’s progress with authentic, performance-based demonstrations of their learning.
7. To provide daily opportunities for creative expression, foreign languages, exercise, outdoor activities, music, art, and science.
8. To create and sustain partnerships with our families that lead to the success of every student.
9. To support the development of social skills like cooperation, generosity, and empathy.
10. To teach to the “Whole Child” because all children deserve to be healthy, safe, engaged, supported, and challenged.

**“Learning is not a RACE for information;
It is a WALK of discovery!”**

LICENSING, ACCREDITATION, AND STATE RATING SYSTEM

The Primavera School is licensed to operate as a preschool facility by the Arizona Department of Health Services, located at 150 North 18th Ave., Phoenix, AZ 85007 (602-364-2539). Our license is #1130. Inspections of this facility are conducted annually by the Arizona Department of Health Services and are available for public viewing on <https://www.azdhs.gov/> AZ Care Check. We carry general liability and property insurance as required by DHS with Philadelphia Insurance Company.

Primavera School is participating in Quality First, Arizona's statewide preschool quality rating system, which is assessed biannually.

SCHEDULING AND HOURS OF OPERATION

<u>Preschool:</u>	Full-time hours:	7:45 A.M. to 5:30 P.M. Monday through Friday.
	Half-day hours:	7:45 A.M. to 1:00 P.M. Monday through Friday.
<u>Elementary (TK-5th):</u>		8:30 A.M. to 2:40 P.M. Monday through Friday.
<u>Elementary After School Program:</u>		3:00 P.M. to 5:30 P.M. Monday through Friday.
<u>Elementary After School Clubs:</u>		3:00 P.M. Clubs change quarterly and time varies.

Preschool Scheduling Options:

1. 5 days Monday through Friday Full-Day or Half-Day.
2. 3 days Monday, Wednesday, and Friday Full-Day or Half-Day.
3. 2 days Tuesday and Thursday Full-Day or Half-Day.

Although elementary classes begin at 8:30 A.M., we encourage students to arrive by 8:15. This allows the child time to both ease into the day and socialize with peers, an important element of education. Elementary school students remaining at the school after 3:00 P.M. will be automatically included in the after-school program at an additional charge of \$20.00 per day.

We ask that all preschool students get signed in by 9:00 A.M. to allow for a smooth transition from the playground into the classroom for structured learning time.

ANNUAL CALENDAR AND CLOSURES

An annual calendar is available in advance of each school year. Primavera School follows the Prescott Unified School District calendar as far as starting dates, ending dates, holidays, and breaks. The preschool calendar is a year-round schedule covering August through July and has a different start and end date than the elementary calendar. Preschool does not close for fall, winter, or spring break but is closed for all major holidays. Our yearly calendars are available in the school office and on our website at primaveraschool.org.

CLASSROOMS, GROUP SIZES, AND RATIOS

Primavera School currently enrolls approximately 190 children from three years old in preschool through 8th grade. There are two multi-aged (3-5)preschool classrooms, six elementary classrooms, and an expeditionary outdoor middle school off our main campus. Our student/teacher ratio is very low: a maximum of 9:1 in preschool, 16:1 in Kindergarten through 4th grade, and 8:1 in middle school. Our teachers are highly skilled, caring people with years of experience and expertise in early childhood and elementary education. Our teachers have a minimum of an Associate's Degree in Early Childhood Education, and most have a Bachelor's Degree or Master's Degree in Early Childhood or Elementary Education with a teacher certification or on an educational track in the direction of education.

Every teacher who works at Primavera goes through a background check, has a valid Arizona Fingerprint Clearance card, and has provided us with proof of a negative TB test. In addition, we check each prospective employee's references and educational background.

Admission Policy

At Primavera School, our admissions process is designed to foster a strong alignment between the student, their family, and our school community. We aim to ensure that each child is well-supported in our environment from day one.

Admissions Procedure

1. **Initial Meeting & Tour**
Parents meet with the Director and take a guided tour of the school.
 2. **Classroom Observation**
Parents meet the teacher and observe classrooms in session.
 3. **Student Visit**
The child visits the classroom to experience the learning environment and determine mutual fit.
 4. **Consensus Decision**
A collaborative decision is made between the family and school regarding enrollment.
 5. **Enrollment Completion**
Tuition arrangements are finalized, enrollment paperwork is submitted, immunizations are verified, and the student is officially enrolled.
-

Admission Requirements

- Students are admitted without discrimination based on gender, race, nationality, religion, or sex.
 - Preschool students must be at least **3 years old** and **fully potty trained** before enrolling.
 - An interview with the Director and completion of all required forms are mandatory before admission.
 - A **non-refundable \$100 registration fee** must be paid to be placed on the waitlist or to secure a space.
-

45-Day Probationary Period for New Students

All new students are enrolled on a **45-day probationary basis** to support a successful transition. Progress is reviewed at three key intervals:

- **15-Day Check-In:** Informal evaluation of classroom adjustment and communication with parents.
- **30-Day Check-In:** Written feedback provided; a parent meeting may be requested if concerns arise.
- **45-Day Final Review:** A final determination is made regarding continued enrollment.

If concerns surface that indicate the program may not be the right fit, the school will partner with the family to make an appropriate transition plan.

Enrollment Calendar & Waitlist

- The **main enrollment period** begins in **February** for the following academic year (starting in August).
- **Re-enrollment for current students** is prioritized in the first two weeks of February.
- **Open enrollment** follows for any remaining spaces.
- A **waitlist** is maintained by grade level. When a space becomes available, families will have a limited time to accept the offer.
- **Siblings** of currently enrolled students are given priority on the waitlist.
- **Mid-year enrollment** is considered based on classroom space and student readiness.

TUITION PLANS AND POLICIES

New Student Registration Fee: \$100.00

Preschool Tuition:

<u>Full Days</u>	<u>Half Days</u>
\$880.00 month – 5 full days	\$690.00 month – 5 half days
\$625.00 month – 3 full days	\$475.00 month – 3 half days
\$440.00 month – 2 full days	\$330.00 month – 2 half days

Primary Tuition (Kindergarten through 4th Grade):

Annual tuition:	\$8,500.00
Afterschool:	\$20.00 per day (3:00—5:30)
4 quarterly payments:	\$2,125 per quarter.

Preschool students enrolled in the half-day program must be picked up by 1:00 P.M. or they will be charged \$25.00 for an extra afternoon. **Because our enrollment is so full in the mornings, we are unable to switch days or provide additional days for your child aside from their regular schedule.** Preschool students enrolled in the full-day program must be picked up by 5:30 P.M. Parents will be charged a late fee of \$25.00 if the child is left after 5:30 P.M. If we are unable to reach the parents by 5:45 P.M., we will call the emergency contacts listed in the child's file and arrange for pick-up. If staff can not get a hold of parents or emergency contacts by 5:45, we will call local authorities. Pick up after 6:00pm will result in an additional \$25.00 charge. Repeated late pickups after 5:30 will result in a meeting with the administration

TUITION ACCOUNTS

Monthly tuition payments are due in advance by the 10th day of the month. Payments not received by the 10th day of the month are considered late and subject to a \$25.00 late fee. All delinquent accounts will be placed on a probationary status and may be subject to a request for student withdrawal.

Registration fees and prepaid tuition deposits are non-refundable. Primavera does not reduce tuition due to a child's illness or vacation.

Refunds of tuition will be made only if the student is officially withdrawn in writing 30 days prior to leaving. Withdrawal without 30 days' notice will leave the parent liable for a full month's or quarter's tuition.

Payments may be made with cash, check, or credit card. Credit card charges, including through the invoice link, will incur a 3% surcharge for tuition. You are responsible to add this 3% fee to your payment. Otherwise, the 3% translation charges will be added to your following invoice.

REFUNDS/WITHDRAWALS

Primavera does not reduce tuition due to a child's illness or vacation. The school budget remains the same, which includes staff salaries, whether or not your child attends school. Refunds of tuition will be made only if the student is officially withdrawn in writing 30 days prior to leaving. Withdrawal without 30 days' notice will leave the parent liable for: a full quarter's tuition for the primary grades (TK and up); or a full month's tuition for Preschool. Registration fees, deposits, and prepaid tuition deposits are non-refundable.

DROP-OFF AND PICK-UP PROCEDURES

When entering our campus, please use caution when driving on Moyer Rd. and into our parking lot. Keep your speed at 5 miles per hour or less. Primary students may be dropped off at the steps after 7:45 and prior to 8:30. Preschool students need to be signed in under the gazebo. Please park in assigned parking spaces or along the road according to posted city of Prescott signage. Please do not delay in dropping off your children. Traffic must be kept moving to avoid daily traffic jams in the parking lot. There is one designated handicapped parking space. Please do not park there unless you are licensed to do so.

Preschool parents must walk their child to the gate and sign them in and out on the official sign-in and sign-out attendance sheets under the gazebo. Full signatures are required on the sign-in and sign-out attendance sheets. A staff member will greet your child at the gate and escort them into the classroom. When picking up your child, sign out on the daily attendance sheet and accompany your child into the parking area. Half-day children should be picked up by 1:00, and once they are signed out, they are in the parent's care and need to leave the campus. Please notify the school if someone other than those persons listed with the office is picking up your child, and ensure that they bring their ID. Unauthorized adults will not be allowed to pick up children.

Elementary students do not need to be accompanied by their parents to the classroom, but we do ask parents to ensure their safety in the parking area. Our doors open at 7:45 A.M.

Arrival time is between 7:45 and 8:30 for elementary students and 7:45 to 9:00 for preschool students. Arrivals after these times can be disruptive to the classroom and to your child. It is important to arrive on time so that the teachers can welcome you and your child and your child has the time to interact with peers prior to the start of school.

Primavera closes at 5:30 P.M. All families should plan their pick-up so that they arrive before 5:30 P.M. so that there is enough time to communicate with the teacher about your child's day and check your child's cubby for artwork, notes, or other information before our doors close at 5:30. You will be charged a late pick-up fee of \$25.00 if you arrive after 5:30 P.M. If staff can not get a hold of parents or emergency contacts by 5:45, we will call local authorities. Pick up after 6:00pm will result in an additional \$25.00 charge. Repeated late pickups after 5:30 will result in a meeting with the administration

ABSENCES AND ATTENDANCE

Attendance and punctuality are vital to your child's success in school. In all levels of schooling, parents are the key players in reinforcing the habits of good attendance and punctuality. We urge parents to do all they can to make sure their child arrives promptly every day and stays for the entire day without interruption. Not only is it essential to learning, but also it is a vital skill for success in life.

We ask that parents adhere strictly to the following procedures regarding absences:

1. Please call Primavera School or contact your teacher if your child is going to be absent or late.
2. If your child is going to miss one or more days of school for a planned absence, please notify the teachers. It is expected that your child will make up any missed work.
3. If your child is running a fever and/or is too sick to play outside, he/she is too sick to be at school and will promptly be sent home.
4. If your child has contracted a communicable illness, please notify the school so that we may post information about signs and symptoms for parents to watch for. Do not send your child to school with a communicable illness.
5. If a child is not immunized, and a vaccine-preventable disease to which children are susceptible occurs in the program, that child must be excluded for up to 3 weeks.
6. If your primary school child misses 12 days of school, parents will need to meet with the teachers and director(s) to develop an attendance plan to ensure the completion of state-mandated hours for the child's grade level pursuant to A.R.S. 15-803.
7. If your child is consistently late (after 8:30 in primary and after 9:00 in preschool), teachers and director(s) will request a meeting to remedy this problem.
8. Any uncompleted work to make up for tardies and absences, which ensures the completion of state-mandated hours for the child's grade level, runs the risk of being retained for the next school year.

ILLNESS POLICY

A child with obvious symptoms of illness, including fever, uncomfortable cough, vomiting, or diarrhea, will not be accepted for school care. Any child unable to be outside is generally not well enough to be at school. When a child becomes ill during the day, parents will be notified immediately to come for the child as soon as possible. Until the child is picked up, he must be isolated in an area not used by the other children. We require you to keep your child out of school for a minimum of 24 hours after a fever breaks and until the obvious symptoms mentioned above have resolved.

We ask that families help their children to wash their hands upon arriving in the morning. When teachers and children follow proper hand-washing procedures, the health and well-being of our school community are greatly enhanced. Please arrange for a backup person to care for your child for when your child is sick.

Primavera School will post communicable diseases at our entry doors and in each classroom that is affected. That way, parents can be alerted to the diseases that are present at the school and can be on the lookout for those symptoms in their own children.

MEDICATION POLICY

Primavera staff are not permitted to administer any medications—prescription or over-the-counter—to students. If a child becomes ill and requires medication, parents or guardians will be contacted to either pick the child up or come to school to administer the medication themselves.

The only exceptions to this policy are **emergency rescue medications**, which include:

- Inhalers or breathing machines used for acute asthma episodes
- Emergency epi-pens
- Benadryl (for acute allergic reactions)

These emergency medications will be stored in a locked, out-of-reach cabinet in the child's classroom and will be administered only when necessary. Parents must provide the medication and complete a signed permission slip authorizing staff to administer these treatments in case of an emergency.

ACCIDENTS

Minor accidents requiring first aid, such as scrapes, bumps, and scratches, will be handled by the supervising teacher on duty. All teachers and staff have required CPR/First Aid training at Primavera. Any injury that is potentially serious, like an eye injury, bump to the head or face, fall from a climber or swing, etc., will be communicated to families on a written "Incident Report" on the day the injury occurred. A parent or guardian must sign the report, and the school keeps a copy in the child's file. If we believe that a child needs medical care beyond basic first aid, we will contact the parent/guardian immediately by phone and ask you to come to Primavera to evaluate the situation.

MEDICAL EMERGENCIES

In case of a medical emergency, every effort will be made to locate parents or the parties you have designated to contact in the event you cannot be located. Please keep the office informed of any changes in emergency contacts and telephone numbers. Your signed registration form authorizes us to seek medical attention and/or transportation, at your expense, in case of an emergency when you cannot be reached. In the event of such a situation, we will seek treatment with 911 Emergency Services. Trained staff members will provide first aid and/or CPR if needed until 911 arrives. A staff member will accompany your child in the event your child needs transportation by ambulance to the hospital and remain with your child until the parent can be reached.

ENROLLMENT ORIENTATION AND TRANSITION PLANS

Smooth transitions are important for your child and your family. We make every effort to ensure successful transitions into our program and when leaving Primavera to attend other schools. We recognize the importance of both parents and children knowing what to expect during transitions.

Enrollment Orientation: After initially meeting with the Director and completing the enrollment paperwork, our preschool families attend an intake conference with the teachers prior to the start of school in August. The teacher provides information about the classroom, including the daily schedule, curriculum, policies, and opportunities for volunteering. Information regarding the child's health history, developmental milestones, allergies, medications, sleep patterns, behavior, etc., are shared by the parents so that the teachers are aware of a child's history and can better meet that child's emotional, social, physical, cultural, and academic needs. Your child will have the opportunity to visit the classroom prior to the start of school at our "Meet the Teacher" day so that both you and your child can become acquainted and comfortable with our program.

Incoming Kindergarten through elementary, students will initially meet with the Director, tour the campus and observe the classrooms, submit all enrollment paperwork, and then plan a visit day to experience the Primavera campus and classroom environment to ensure a good fit. Intake conferences are held before school starts to share information about the child's history, health concerns, school experiences prior to entering Primavera, and any physical or social/emotional/behavioral concerns with the teachers. Students are then encouraged to visit the classroom again for "Meet the Teacher" the day before the start of school in August.

Transitioning out of Primavera: Whether your family is moving to a new school or your child is transitioning to Primavera Kindergarten (K), we want to ensure a smooth transition. We would ask for a month's written notice to allow the children and the teachers to prepare for the child's departure. The teachers discuss the transition with all of the children and offer emotional support as the children process the change. Before the child leaves, you will receive your child's portfolio containing photos, anecdotal notes, developmental checklists, and work samples. Older students will receive progress reports as well.

If preschool children are staying at Primavera for Kindergarten, throughout the year, "buddy" classrooms engage in mutual activities such as reading books, doing art projects, or taking hikes together to enable all children to be familiar with older students and other classrooms on campus. At the end of the year in May, Primavera School hosts a special promotion ceremony for all children in every grade level in recognition of their hard work during the school year and their transition to the next grade level at Primavera or another school setting.

CURRICULUM

The curriculum in each of our classrooms builds upon our belief in the importance of a developmentally appropriate learning environment, developing trusting relationships between children and teachers, and supporting children's physical, social, emotional, and cognitive growth. We believe that our curriculum must be structured to teach how children learn best by direct experience and interaction with the real world. We see our school as an extension of the family. Parents have an active role in their child's lives and should be informed about what they are learning and how they learn best. The content, quality, direction, and pace of the child's day are the concerns of the parents and teachers alike. Teachers are encouraged to use a variety of strategies and an emergent approach rather than following just one teaching methodology. In preschool, teachers post weekly lesson plans on Bloomz and in the classroom

for parents to view daily activities, learning goals, and other special events and snacks. All lesson plans are aligned with the Arizona Early Learning Standards and reflect children's interests and special needs. In our elementary classrooms, teachers also post weekly expectations for homework, special events, field trips, themes, and lessons. All lesson plans are aligned to the Arizona State Standards.

Authentic learning, nature-based activities, and creating a sense of community throughout the school are priorities at Primavera. We give children every opportunity to grow up in a safe and accepting environment where they can feel good about themselves and the rest of mankind. Research has consistently pointed to early experience, and particularly early education in the foundational years, as the most reliable predictor of adult competence and social adjustment.

Special programs are an integral part of the Primavera curriculum. We involve all of our students in outside activities and field trips. Physical education is a regular and valued part of our curriculum. Foreign language (French and/or Spanish), music, art, yoga, science, movement, and drama are integrated components of our preschool through elementary curriculum. Educating the "whole child" is of utmost importance to us.

ASSESSMENT AND PARENT CONFERENCES

All teachers use a variety of methods to share information about curriculum and assessment with families, including conversations with parents informally, weekly emails, phone calls, and parent conferences. Two formal parent conferences are scheduled each year, one in September and one in May. Time is set aside to meet with every parent to discuss the child's progress in all areas of learning: social/emotional; approaches to learning; language and literacy; mathematics; science; social studies; physical development, health and safety; and fine arts. Any behavior concerns are addressed as well. In addition to the two scheduled parent conferences, parents or teachers may request a conference anytime during the year. Intake conferences are held when a child enrolls at Primavera in preschool or in any of the elementary classrooms.

Assessments in preschool include a developmental checklist, including family input, plus anecdotal notes, photographs, and work samples in each child's portfolio. The information gathered from the assessment portfolios helps inform lesson planning for individuals, small groups, and whole class instruction. Progress reports will be given to parents two times a year.

In our primary school classes, parents receive three Progress Reports per year at the end of November, February, and May. The reports inform parents of the child's progress in all of the standards, curriculum, and their social/emotional growth. Reading test scores are reported, and work samples are given to parents. If there is any indication that a child may not be ready to move to the next grade level, parents are informed in January about the possibility, and efforts are made to support the child in whatever he/she needs to succeed. On-site support is available for children needing specialized approaches or intervention to address dyslexia or other general reading difficulties. Teachers will coordinate with the literacy specialist to schedule and identify the students needing services, and will inform parents.

CHILDREN'S SCREENING AND REFERRAL

During the course of the teacher's ongoing observations and assessment of children, teachers may have a concern related to a child's development. When teachers suspect that a child has a developmental delay or other special needs, this possibility is communicated to families in a sensitive, supportive, and confidential manner. Parents are provided with documentation for the concern, suggested next steps, and information about resources for assessments. If it is determined that any Preschool through elementary children have a need for further evaluation in the area of special education, Primavera staff will fill out the necessary forms and refer parents to either Child Find or Child Study Services (depending on their age) within the Prescott Unified School District for formal testing and subsequent services. Our teachers and support staff may participate in the IEP or ISP meetings to provide input and to support the attainment of the identified goals for the child.

Primavera School accepts "Special Needs" children on an individually determined basis. If enrolled, handicapped children would have access to our buildings and bathroom facilities. Children who have minimal special needs or delays (i.e., hearing impaired, speech problems, mild physical impairments, or developmental delays) will be evaluated on an individual basis at the time of application. It is our goal to meet the needs of all children enrolled; however, if we feel a child has needs beyond our expertise, or if a family chooses not to follow through on obtaining early intervention or other support services, we may ask the family to seek out another school and a better fit for all concerned.

WELLNESS, HEALTH, & SAFETY

Primavera's policy is to promote wellness and to safeguard the health and safety of children and adults at our school. Referrals for staff, parents, and children are some of the valuable resources we have available to support them in the promotion of wellness, prevention, and treatment of emotional or physical disorders, and stress management. Environmental hazards such as air pollution, lead, mold, and asbestos are monitored for safety according to public health requirements. Our school is smoke-free, violence-free, and drug-free.

SUN SAFETY

Primavera School gets a lot of sun exposure, and we want to make sure to protect your child's skin. We ask parents, as part of the morning routine, to apply sunscreen to their child before arrival at school. Parents can bring in sunscreen with their child's name on the container and written authorization to apply the sunscreen, and staff will then reapply sunscreen in the afternoon. If your child has a fair complexion, we encourage you to consider sending them in lightweight long-sleeved shirts and long pants. We also ask that all families send a hat for their child to wear outside on the playground.

SCHOOL ATMOSPHERE

We strive to maintain a friendly, congenial, professional, and safe environment at Primavera School. All staff, students, and parents are expected to contribute to an atmosphere that is pleasant, productive, and comfortable for our entire community. We have a smoke-free, drug-free, and violence-free campus. Teaching staff supervise children primarily by sight and sound, checking frequently on children who are out of sight for brief periods of time. The playgrounds are securely fenced, and equipment and grounds are maintained on a regular basis. All communication between staff and families is sensitive to family values, culture, religion, sexual identity, and home language. We encourage parent involvement, and we

facilitate opportunities for families to meet with one another on a formal and informal basis and to learn from and provide support for each other.

PRIVACY/CONFIDENTIALITY POLICY

Primavera School will keep all confidential information about a student and/or family securely locked in the school office. Information about a student's health, individual child records, and progress and assessment results are kept confidential. This information is only shared among the staff who are working directly with the child.

ANTI-HARASSMENT POLICY

Primavera School expressly prohibits any form of unlawful harassment of employees, students, or parents based on race, color, religion, sex, gender, creed, national origin, age, marital or veteran status, sexual orientation, or the presence of handicaps or disabilities. Harassment consists of unwelcome conduct or contact with another individual, whether it be verbal, physical, or visual. If you believe you are being intimidated, insulted, coerced, or harassed, immediately file a complaint in writing with the Director. Your complaint will be investigated in a discreet and confidential manner. The Director and the Board of Directors will take any corrective action deemed appropriate to the best interest of Primavera School and the individuals involved. All information will be kept confidential.

INVESTIGATION OF EMPLOYEE SEXUAL MISCONDUCT

Staff members, students, or parents shall report suspected sexual misconduct by a school employee to the Director, who will immediately notify the school attorney and the insurance carrier. As required by state law, the Director shall report sexual misconduct by a school employee constituting child abuse to the appropriate law enforcement agency. During the investigation, every attempt will be made to keep the names of the parties involved and the nature of the investigation confidential. The Director will have the authority to suspend the accused employee until the investigation is completed. The results of the investigation will be reported to the victim involved and the school employee in question by the Director. After the investigation is complete, the Board of Directors will meet and decide what action is appropriate.

COMMUNICATION GUIDELINES

At Primavera, we are dedicated to upholding the principles of professionalism, support, and collaboration while maintaining a spirit of positivity and respect for our students and their families. When conflicts arise, we pledge to address them constructively and respectfully, always prioritizing a solution-focused approach. In cases of disagreements, we will strive to find common ground and collaborate to reach mutually beneficial solutions. Active listening will be our guiding principle, ensuring that we acknowledge the perspectives and concerns of others.

We are committed to sharing and celebrating the achievements and successes of students, teachers, volunteers, and families. Embracing diversity, we will celebrate the unique perspectives and experiences that each member brings to our community. We will actively promote open and transparent communication, encouraging the sharing of ideas, resources, and best practices.

We vow to protect the confidentiality and privacy of our students and their families by refraining from sharing personal information or sensitive data without appropriate consent. We acknowledge the significance of respecting the privacy of our students and their families. We will also safeguard data and documents containing sensitive information, limiting access to authorized individuals.

In adhering to these community communication guidelines, we aim to create an inclusive, positive, and supportive environment that fosters the growth and development of our students and the well-being of our Primavera community. Our commitment to these principles is essential to our shared success.

If you feel concerned about any aspect of Primavera, please share your concern directly with the child's teacher or the Director. Although we may not always be able to effect an immediate change, your concerns, suggestions, and comments are most important to us. They serve as the building blocks of a quality school for your child. Please bring up what is on your mind so that a solution can be reached. Harboring grievances serves no purpose. Our families are encouraged to visit any area of the school at any time during our regular hours of operation and to communicate with us regarding our school philosophy, curriculum objectives, educational goals, and effective strategies to promote children's learning both at home and at school.

GRIEVANCE POLICY

The following procedures are outlined to help you find workable solutions to problems that arise in the day-to-day operation of the school. All grievances will be addressed by school leadership with a commitment to find a resolution.

If the problem is between:

- **STAFF AND PARENTS:** Don't ignore it! Try to work it out with the other party. If a solution that is mutually acceptable cannot be reached, bring it to the Executive and/or Assistant Director for mediation. Parents should feel comfortable letting the teacher know about any concerns and working together to find a solution that works for both parties and is in the best interest of their child.
- **PARENT AND DIRECTOR:** Any parent with a grievance against the Assistant or Executive Director should first attempt to discuss it and work out a solution directly with the Executive Director. If a workable solution cannot be reached, the parent may put their concern in writing and deliver it to the President of the Board of Directors in person or via email: primaveraboard@primaveraschool.org. The concern will be addressed at the next scheduled meeting of the Board, and a decision will be reached at that time by a majority vote.

BOARD OF DIRECTORS MEETINGS

The Primavera Board of Directors, the governing body of the school, meets once a month and currently consists of up to 15 board members. Due to confidentiality issues, Board meetings are not open unless an individual or group has a written proposal for the board to consider, an idea to propose, or a concern/grievance that has not been resolved and has worked through and followed the above procedures, with a written grievance. Board members are available to talk to parents, and must adhere

to confidentiality laws and follow the grievance policy. After being a part of the Primavera community for at least one year, individuals may choose to contact the Executive committee or the Executive Director to indicate interest in joining the Board of Directors.

CLOTHING

Clothing must provide full coverage of areas typically covered by undergarments, regardless of gender. This includes the chest, midriff, pelvic region, and buttocks. Clothing should fully cover the stomach area (no exposed bellies) and remain appropriate during regular school activities, including movement and play. If any of these areas are not adequately covered, students may be asked to add an additional layer or change into more appropriate attire.

With varying temperatures throughout the year, please make sure your child has clothing available that is appropriate for all kinds of weather. All children need a warm jacket, hat, and mittens in the winter, and a lighter sweater or jacket and sun hat in the spring, summer, and fall. Please ensure your child is dressed in comfortable clothing suitable for a play-based environment, including messy and hands-on activities such as water, sand, mud, and art play.

Footwear should be sturdy, comfortable, and allow for walking, running, and climbing. Closed-toe athletic shoes are strongly recommended. Please avoid flip-flops or sandals without straps. Rubber boots are encouraged, and we suggest keeping a pair at school for rainy days and nature walks.

Preschool and Kindergarten students should have an extra set of clothing stored at school in case of accidents. If your child uses their change of clothes, please replenish the set by sending a replacement in their backpack.

FOOD

Children have especially sensitive metabolisms, which directly affect their attention span, irritability, and ability to reason. Your child's school day is directly related to adequate nutrition at breakfast, snack, and lunchtime. We recommend school lunches that are high in protein, fiber, vegetables, and fruits. Good sources of protein are meats, nuts, tuna, eggs, yogurt, milk, and cheese. Lunches will be refrigerated in our preschool classrooms, and elementary students may bring insulated lunch bags with ice packs to keep the food fresh, and warm food in an insulated thermos. Food and water bottles brought from home in lunch boxes need to be labeled with the child's name. In general we have a no sharing food policy. However, there may be special occasions where food is brought into the classroom in coordination with the teacher, or prepared in the classroom and offered to the students.

TOYS FROM HOME

Primavera children may not bring toys to school except on designated show and share days. These toys must stay in the child's cubby or classroom and may NOT be brought outside on the playground. No guns, swords, or potentially dangerous toys or weapons will be allowed at school.

CELL PHONES & SMARTWATCHES

Cell phones are to be turned off during the school day. Children may not use cell phones or communicate through smart watches during school hours and are strongly discouraged from bringing them to school. If a cell phone is in a child's possession, it must be securely stored, as laid out by the teachers, and turned off. Smart watches need to have communication abilities turned off. Teachers will manage how and when any phones brought to school will be securely stored and when they are returned at the end of the day. Any cell phones or smart watches used inappropriately will be held in the office and can be claimed by the parents after school. Staff may only use their cell phones during their break times or in an emergency. All phone calls that need to be made can be placed on the school's main phone lines

Main Campus: 928-445-5382

Camp Stein: 928-583-9792

INVITATIONS

Children are not to bring birthdays or other invitations to school for distribution UNLESS they are inviting every single child in the classroom. Other means of sending out invitations are to be encouraged, such as Bloomz, email, evites, phone, texts, or written invitations sent via mail.

SNOW DAYS/DELAYS

Primavera's snow day schedule will generally follow that of the Prescott Unified School District. If the public schools are closed, we are closed. If their schedule is delayed two hours, ours may also be delayed two hours, or we may be closed due to road conditions. If our school is on a two-hour delay, we will open at 9:45 A.M., and school will start at 10:30 A.M. Our snow day closure or delay will be displayed on our website, primaveraschool.org, and on our Facebook page no later than 6:30 A.M. Be aware that Moyer Rd. may require a 4-wheel drive in snowy or icy conditions. If Primavera School is on a 2-hour delay, the middle school will be held at the NHI classroom or have a virtual learning day from home.

EVACUATION PLAN

In the event of a fire or other emergency involving the evacuation of students, our staff will utilize the school bus and our personal vehicles to evacuate the children as quickly and as safely as possible. Children will be taken to a location to be determined by the Yavapai County Sheriff or the Office of Emergency Management, where parents will pick them up. Teachers will utilize their cell phones to contact parents, and the Director will send out Bloomz messages letting parents know of our evacuation and any pertinent information or instructions.

PESTICIDE APPLICATION PROCEDURES

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, or other exposure to children. The program uses techniques known as Integrated Pest Management, so the least hazardous means are used to control pests and unwanted vegetation. There will be a 48-hour advance

notice of any pesticide application, and all resulting reports and records will be available in the school office.

FIELD TRIPS/CAMPUS WALKS

We take advantage of our beautiful Primavera campus by exploring our hiking paths and outdoor classroom sites on a regular basis. Preschool children do not take field trips off campus or use motor vehicles to transport children. However, our Kindergarten and elementary students do plan field trips off campus to the library, Yavapai College, Prescott Center for the Arts, the Highlands Center, the National Forest, and other areas and places of interest in and around Prescott. Our students are transported in our 16-passenger school bus and with Primavera parents in their personal vehicles. A first aid kit and a fire extinguisher will be on the bus at all times. In order to safeguard the children on field trips, all teachers will have a cell phone available to call for help when necessary, and emergency epi-pens and other necessary medications will be with the teacher at all times.

PHOTOS AND VIDEOS

Primavera teachers take many pictures of the children enrolled in our program. Parents sign a permission form allowing us to use photos in our Bloomz sharing forum, our website, portfolios, bulletin boards, Facebook/Instagram posts, and/or other marketing purposes. Primavera does not use children's names when displaying these pictures.

CELEBRATING BIRTHDAYS

If you would like to celebrate your child's birthday at Primavera, you need to coordinate with your child's teacher. Each classroom has its own way of acknowledging birthdays, and any celebrations during the school day must be planned in advance with the classroom teacher.

RELEASE OF CHILDREN/CHILD CUSTODY

Primavera staff will only release children to parents, legal guardians, and/or persons authorized by the child's parent/guardian on the Emergency Card. If you have relatives, friends, or babysitters who are going to pick up your child, please add them to the emergency card or call the Director ahead of time. People not on the Emergency Card will need to show their ID when they arrive at school. We must have legal documentation on file, such as a restraining order or court-ordered custody decree, in order to prevent a parent from picking up his or her child. Please talk to the Director for additional guidance or information.

DISCIPLINE/GUIDANCE METHODS

An important goal of guidance and discipline is to help each child develop a sense of self-control and autonomy. In a positive manner, teachers establish clear and consistent limits for children. We help children understand that there are consequences to their actions and give them opportunities to practice making appropriate choices. We believe that with guidance from adults, children can learn to

solve conflicts. Teaching staff NEVER use physical punishment such as shaking or hitting, withholding food, or engaging in psychological abuse or coercion. At Primavera, misbehavior is managed through the acknowledgment and praise of appropriate behavior and the consistent utilization of logical consequences. Please see Behavior Policy.

PRIMAVERA SCHOOLWIDE PLAYGROUND RULES

TEACHERS MONITORING THE PLAYGROUND MUST CONTINUALLY SCAN THE FIELD, EVEN HAVING CONVERSATIONS WITH OTHERS. THE CHILDREN'S SAFETY AND SUPERVISION ARE OUR TOP PRIORITY. **At Primavera School, we show care and respect for people and things at all times.**

- All children must be within sight and sound of a teacher at all times and maintain the required ratios.
- Throwing and kicking controlled balls on the playground is acceptable. No other objects!
- No weapons are allowed at school, including objects used as weapons such as rocks, sticks, shovels, snowballs, and even violent or mean words.
- All children must stay and play within the boundaries of the fenced play areas.
- Children are not allowed to touch other children while they are on any play structures.
- No vandalism will be tolerated. Primavera children are responsible for their playground equipment, toys, and the Dragon.
- Blue Monkey Bars are for Grades 1 and up. Sitting on top of the blue bars is permitted only for 3rd grade and up until someone wants to go across. No standing on top of the Blue Bars!
- There is no jumping off the swings, slides, or the top of the Dragon. However, children may climb on the Dragon and get up and down without adult assistance. Only children in 1st grade or older may climb on the wings and center section of the Dragon.
- Children may not say or express, "You can't play." Children may not bully or harass another student physically or with abusive words. Fairness, equality, and compassion for others begin on the playground and in our classrooms.
- Only one child at a time can go down each slide, feet first. Pushing is never allowed on the slides.
- Children can climb up the small slide. They can only go down the big slide.
- There is no tree climbing or hanging on branches. However, the small oak trees on Little Field may be climbed on.
- Treat all living things with care and respect. Picking leaves and flowers or harming other plant life, insects, lizards, or other animals is prohibited.
- Teachers facilitate positive peer interaction for socially reserved or withdrawn children and those who are excluded or bullied.
- Running is allowed on the playground and in the Field of Dreams. Walking feet everywhere else on campus.
- Tires: The small tires can be stacked ONLY 3 high. One small tire may be stacked on top of one big tire. Big tires cannot be stacked on top of each other. Riding in the tires is not allowed.

- The stumps near the trees are allowed to be climbed on. Meanwhile, the stumps under Laura's tree will not be climbed.
- Stumps on playgrounds should not be moved without adult supervision and permission.

Preschool Playground Rules

- All students must report to a teacher before entering the school building. They may not leave the fenced area without an adult and are not allowed to climb the fence at any time.
- All students must wear shoes on the playground at all times.
- It is not acceptable to throw sand or toys at any time. Sand must stay on the ground, in shovels or buckets.
- Students may swing sitting, standing, or on their stomachs, but they cannot swing facing the fence, holding toys, swinging in directions other than forward and backward, twisting the swing, or grabbing other students on swings or from the ground.
- The only parts of the dragon preschool through kindergarten can climb are the head and tail. The wings are off-limits until students are in the first grade.
- The sidewalk is for walking only. Sand and toys, especially those with wheels, may not be on the sidewalk.
- Exploring the garden is encouraged, but fruit, flowers, leaves, or branches cannot be picked or broken off any plant on the playground at any time. Students must walk around the garden beds and planters. Students may help water the garden with a teacher but must ask permission before touching or turning on the hose.
- Landscaping rocks and wood must stay in the garden area.
- Living creatures must be watched and not touched.
- Students may only use water from the hose for water play with permission. Students may not use water bottles or get water indoors with outdoor toys.
- Students must wear rain boots or water-approved shoes to play in puddles on the playground.
- The only trees acceptable for climbing are the trees near the primary playground. Students may not swing from the branches.
- Students must slide down the slide feet first. A teacher will designate an upside and a downside for students who wish to climb the slide when necessary. No toys will be allowed on the slide at any time.
- When using lessons or toys from the cart, they must stay at the table to be used and then return when done.

Primary School Behavior Policy

At Primavera School, we believe every child has the right to learn in a safe, respectful, and supportive environment. We are committed to fostering a school culture where all students feel valued, treated with kindness, and supported by caring adults who guide their social, emotional, and academic development.

To promote positive behavior and support self-regulation, Primavera implements the PAX Good Behavior Game® school-wide. The PAX Good Behavior Game® is an evidence-based preventive intervention that teachers use in daily routines. Rooted in behavioral science, neuroscience, and cultural wisdom, this approach helps students develop critical self-management and teamwork skills. Teachers use PAX strategies for various classroom routines, including gaining student attention, transitioning between tasks, assigning responsibilities, minimizing disruptions, and reinforcing pro-social behavior.

When behavioral incidents occur, Primavera follows a clear, structured response outlined in our school-wide Behavior Policy. For every incident that meets the documentation criteria, an Incident Report will be completed for each student involved. These reports are given to the parents/guardians for review and signature at pick-up to ensure ongoing communication and support between home and school.

EPDB = An emotional or physical disruption or behavior

The following behaviors may warrant documentation, intervention, and follow-up under Primavera School's Behavior Policy. This list is not exhaustive but includes typical examples of conduct that could lead to an incident report and a review by school leadership. **At Primavera School, emotional harm refers to any behavior that significantly affects a child's emotional well-being, sense of safety, or self-worth. Though not physically harmful, these behaviors can have a lasting impact on a student's mental and emotional health and are taken seriously within our behavioral framework. Emotional harm may result in consequences under the EPDB levels depending on severity, frequency, and context.**

- Use of inappropriate or offensive language, including cussing or swearing
- Written threats, notes, drawings, or messages containing offensive or threatening language

- Stealing, including the taking of items that do not belong to the student, whether from classmates, staff, or school property
- Aggressive behavior such as hitting, kicking, biting, pushing, or throwing objects
- Verbal threats or threatening body language toward peers or staff
- Yelling, screaming, or loud outbursts that disrupt the learning environment
- Defiance or refusal to follow adult instructions after repeated redirection
- Emotional outbursts that interfere with classroom activities or group settings
- Intentional destruction of property, including classroom materials or personal belongings
- Leaving the classroom or supervised area without permission
- Inappropriate physical contact, such as grabbing, touching others without consent, or violating personal space
- Bullying*, teasing, or making derogatory remarks—whether verbal, written, or social—that cause harm or ongoing emotional distress.
- Disrespectful or disruptive conduct during transitions, assemblies, field trips, or group time
- Persistent noncompliance with school rules despite redirection or support
- Verbal abuse, such as yelling, name-calling, mocking, or belittling
- Intimidation or threats, including non-physical aggression that causes fear or distress
- Exclusion, purposeful isolation from peers or group activities
- Embarrassing or humiliating another student, particularly in public or group settings
- Manipulative behavior, such as coercing, lying, or encouraging harmful actions

Each situation will be assessed case-by-case, considering the student’s age, developmental level, intent, and previous behavior. All staff members are responsible for addressing these behaviors promptly and following the school’s established behavior response procedures.

***Bullying is intentional, repeated behavior that causes physical, emotional, or social harm to another person.**

EPDB Response Levels: Intervention, Restoration, and Consequences

Level 1 – First Offense: EPDB that Could Potentially Result in Harm. This level addresses behaviors that have the potential to cause harm but have not yet resulted in injury or severe disruption.

- The student receives a verbal warning and redirection.
- A natural or logical consequence is discussed with the student, including what may occur if the behavior continues.
- An Incident Report is completed, and the parent/guardian's signature is required.
- All parents/guardians involved in the incident are notified.
- A list of external supports or resources is provided to all families.
- This is treated as a learning opportunity, and no removal from school occurs.

Level 1a – First Offense: EPDB that Resulted in Harm. This level is for first offenses that have resulted in harm to others or property.

- An Incident Report is completed, and the parent/guardian's signature is required.
- The parent/guardian is called, and the student is sent home for the remainder of the day.
- A mandatory meeting is held between teachers, the Director, and the student's parents/guardians to discuss how to support the student moving forward. The student will return to school under a structured restoration and amends plan, developed in collaboration with staff and parents, to support their reintegration and help rebuild trust within the school community.
- The next steps in the event of continued behavior are clearly outlined.
- A list of external supports/resources is provided.

Level 2 – Second Offense: EPDB that Could Potentially or Has Resulted in Harm. For recurring behaviors or a second incident of harm.

- An Incident Report is completed, and the parent/guardian's signature is required.
- The parent/guardian is called, and the student is sent home for the day.
- A mandatory meeting is held with teachers, the Director, and the student's parents/guardians to develop a comprehensive support plan, which may include recommendations for outside professional support (e.g., therapy, counseling, behavioral services). In some cases, proof of engagement with external support providers may be required before the student can return to school or continue in the classroom setting.
- The student will return to school under a structured restoration and amends plan, developed in collaboration with staff and parents, to support their reintegration and help rebuild trust within the school community.
- Future consequences are clearly outlined.
- A list of external supports/resources is provided.

Level 3 – Third Offense: EPDB that Could Potentially or Has Resulted in Harm. A repeated pattern of harmful or highly disruptive behavior. *

- An Incident Report is completed and signed by the parents/guardians.
- The parent/guardian is called, and the student is sent home.
- The student may not return to school until a mandatory meeting with the parents/guardians, teachers, and the Director is held. A clear plan for behavioral expectations and ongoing support will be established during this meeting. Depending on the severity or recurrence of the behavior, documentation of outside intervention, such as active participation in therapy or behavioral counseling, may be required before the student is permitted to return to school. Failure to engage in recommended external support may result in further disciplinary action, including potential removal from the school community.
- The student will return to school under a structured restoration and amends plan, developed in collaboration with staff and parents, to support their reintegration and help rebuild trust within the school community.
- A list of external supports/resources is provided.

Level 4 – Fourth Offense: EPDB that Could Potentially or Has Resulted in Harm. Ongoing behavior that compromises the safety or learning environment of the school community.

- An Incident Report is completed and signed by parents/guardians.
- The parent/guardian is called, and the student is sent home. The student may not return until the meeting below has taken place.
- A mandatory meeting is scheduled with the Director, teachers, and the student's parents/guardians to determine whether the student's continued enrollment at Primavera is sustainable. This meeting will evaluate the behavior's severity, frequency, and impact of the behavior on the learning environment and overall school community. Permanent removal from Primavera will be considered if the behavior poses an ongoing risk to the safety, emotional well-being, or educational progress of others. This is the school's most serious disciplinary action and will only be taken after all other interventions have been exhausted.

Additional Notes:

*** If a student ends the school year on a Level 3 offense, they will begin the first semester of the following school year at that same level. If no further behavioral incidents occur during the first semester, the student will start the third quarter with a clean slate.**

Any behavior involving drugs, weapons, or other illegal items will result in immediate expulsion, as these actions pose an unacceptable risk to student and staff safety.

Support for Parents & Caregivers

Learn with Dr. Emily <https://www.learnwithdremily.com/> *“What if I told you that nurturing neurodivergent children wasn’t about changing them, but about changing us?”*

Radical Wellness Collaborative <https://www.radicalwellness.co/>. *“Radical Wellness is a place for every part of you to be supported, nurtured, resourced and renewed.”*

Journey to Wellness <https://www.journeytowellness.online/> *“We help you build a life that offers you peace & presence with accessible and digestible tools and support to take you from surviving to thriving.”*

PAX Good Behavior Game <https://www.paxis.org/community-based-programming/>

Kids Eat in Color <https://kidseatincolor.com/> – registered dietician with lots of tips for feeding kids including picky eaters.

Think Kids <https://thinkkids.org> *“At Think:Kids, we recognize that kids with challenging behavior don’t lack the will to behave well. They lack the skills to behave well.”*

Positive Behavior Support - PBIS - Crisis Prevention Institute

<https://www.crisisprevention.com/Blog/Positive-Behavior-Support> *“Collaborative Problem Solving® (CPS) approach is proven to reduce challenging behavior, teach kids the skills they lack, and build relationships with the adults in their lives. Anyone can learn Collaborative Problem Solving, and we’re here to show you how.”* NOTE: There is a parent portal

Anna the Anxiety Coach <https://annatheanxietycoach.com/> – she focuses primarily on emotion regulation based on the polyvagal theory

[*What is the vagus nerve and why is it important?*](#)

<https://neurodivergentinsights.com/blog/how-to-improve-vagal-tone>

Good Inside <https://www.goodinside.com/workshops> Dr. Becky Kennedy (There are fee related resources through her website. She is also on instagram)

Seed & Sew <https://www.seedandsew.org/> – The future is emotionally intelligent; supporting families and teachers with the tools for regulation and connection, helping children thrive and build resilience.

Seedlings Group <https://www.seedlingsgroup.com/> A team of child development educators and psychologists that help parents mindfully navigate the challenges of raising children.

Conscious Kids <https://www.theconsciouskid.org/> – An education, research and policy organization that supports families and educators in taking action to disrupt racism, inequity and bias. (Great book lists)

Prescott Area Free Food Resources <https://www.freefood.org/c/az-prescott> - A helpful list of local resources to give a helping hand for families in crisis.

Vision Screening & Therapy

Yavapai Advanced Vision Center: Dr. Monica Stotler 928 717-3259

Any child that is suspected of having dyslexia or has difficulty reading should get a **comprehensive vision screening before being tested for dyslexia**. Visual deficiencies often cause false positives on dyslexia testing and therefore any visual deficiency must be treated prior to being diagnosed with dyslexia.

Visual deficiencies that are not correctable with glasses, can also qualify them for the higher level ESA per the IDEA act. This may qualify students to move to the higher level of ESA funding which means they can pay for their vision therapy and tuition with their increased ESA money.

Reading Support

Dog Man Reading Comprehension Club (\$) - *In this fun reading club, students will practice proven comprehension methods by listening to and reading exciting Dog Man stories*
<https://outschool.com/classes/dog-man-reading-comprehension-club-0N2evO0b>

Bright Solutions for Dyslexia <https://www.dys-add.com/> Susan Barton

Barton Tutoring: Prescott

- Sarah Duron, Act 4 Dyslexia, 928-848-8795 - Certified at the Advanced Level, also tutors in LiPS
- Karen Benson, 928-237-8921 - Certified at the Advanced Level- Karen can also do online Barton tutoring over the internet
- Lissa Howard, 928-925-4529 - Certified at the Advanced Level
- Michele A. Parent, 928-379-2985 - Certified at the Advanced Level, also tutors in LiPS Michele can also do online Barton tutoring over the internet
- Dianne Dougan, Dianne's Tutoring Service, 928-925-4431
- **Chino Valley** - Janice Tiffany, M. Ed., 928-499-1912

Occupational, Speech, and Physical Therapies

Kids Place North <https://azopt.net/kids-place-north-prescott-pediatric-therapy/>
1781 East State Highway 69, Suite 27
Direct Call/Text: 928-515-3118

Kidabilities <https://kidabilitiestherapy.com/our-services/>

208 N McCormick St, Prescott, AZ 86301

(928) 777-9897

Prescott Speech and Language <https://www.prescottspeechlanguage.com/>

High Country Early Intervention <https://www.hceip.org/> 928-776-9285 - Prescott

Jodi Gilray Pediatric Therapy <https://prescottpediatrictherapy.com/> 928-771-9327 Prescott Valley.

Child Mind Institute: Sensory Processing Issues Explained

<https://childmind.org/article/sensory-processing-issues-explained/> *If your child “fits” with some criteria mentioned, an Occupational Therapist is the recommended area to explore

Local Therapists and Therapies for Children & Families

Amy J Montgomery MS LPC 928-236-5347 <https://www.psychologytoday.com>

Specializing in trauma, anxiety, depression. *“Sometimes, we experience Big T or little t traumas, we experience anxiety and fear, even depression, and our ability to cope often-times becomes the issue.”*

Cognitive Function Development Institute 928.352.2184 **Jen Beyst, MCFDT - Director of Cognitive Function Development** Service locations in Prescott, Prescott Valley and Chino Valley

<https://www.cfdinstitute.com/>

<https://www.quadcitiesbusinessnews.com/tags/cognitive-function-development-institute/>

Tracey Frederiksen MC, LPC 928-583-2580 Prescott

Grace & Peace Counseling <https://graceandpeacecounseling.org>

“Through an array of counseling options, Grace & Peace Counseling helps individuals and families institute change in their lives.”

Testing for Learning Disabilities

Psychological Pathways <https://psychologyaz.com/>

Self Regulation for Kids

Kids Yoga Stories <https://www.kidsyogastories.com/> – variety of free yoga poses for kids printables and other handy resources. (ie. Calm Down Yoga, Ocean Yoga, Superhero Yoga poses)

[Big Life Journal https://biglifejournal.com/](https://biglifejournal.com/) (\$) – Science based journals to raise kind, resilient, confident children with a growth mindset.

[Zones of Regulation https://zonesofregulation.com/](https://zonesofregulation.com/) – A simple approach to developing self-regulation (for teachers and families) [Zones of Regulation Free Resources](#)

[Talking Point Cards https://talkingpointcards.com/](https://talkingpointcards.com/) (\$) – Conversation starters

[Little Renegades https://www.littlerenegades.com/](https://www.littlerenegades.com/) (\$) – variety of card based SEL toolkits ([example](#))

General Tutoring and Trainings

Math Tutor and Interventionist: Michelle Falick (928) 925-4208 or smsnyc71@yahoo.com - Has 5 years experience teaching high school math

<https://www.care.com/> find local tutors and childcare

Substitute Teacher Training:

<https://alison.com/careers/education/substitute-teacher>

Parental Technology Support

<https://www.cnn.com/cnn-underscored/reviews/best-parental-control-apps> -Reviews of parental control apps

<https://www.forbes.com/sites/forbes-personal-shopper/article/best-parental-control-apps/> -Reviews of parental control apps

<https://www.apa.org/topics/social-media-internet/technology-use-children>

<https://www.healthychildren.org/English/family-life/Media/Pages/Tips-for-Parents-Digital-Age.aspx>

<https://online.maryville.edu/blog/children-and-technology/>

<https://news.harvard.edu/gazette/story/2020/12/how-parents-can-manage-children-and-their-technology-use/>

Dear Parents and Caregivers,









Imagine that there were a simple, inexpensive tool that could positively change the lives of all the children in a classroom, school, or community. We are using such a tool, called the **PAX Good Behavior Game** in our classroom!

The PAX Good Behavior Game is an evidence-based intervention used by teachers as part of their daily management of the classroom. It consists of a set of strategies that help teachers support children in:

- Giving focused attention
- Staying on task
- Transitioning from one task to another
- Working as part of a team
- Limiting problematic behavior
- Increasing prosocial behavior

The PAX Good Behavior Game is the single most proven classroom-based preventive intervention and improves an array of outcomes for teachers, students, families, and communities. When teachers use PAX in the classroom, children develop and improve self-regulation. This has lasting effects beyond academic and behavioral success, including reductions in substance misuse and psychiatric disorders throughout adulthood.

We will be using these proven strategies during regular classroom instruction to improve student relationships and increase our meaningful learning time. Below you will find a list of various PAX strategies we are using in the classroom and throughout the school. Read on to find out more about these strategies and how you can talk to your child about how they are going in their classroom.

PAX Strategy	What is it?	Benefits	Ask Your Child
PAX Vision 	PAX Vision is a strategy used to set clear expectations for what we want to see, hear, feel, and do more or less of during an activity.	PAX Vision helps students cooperate more consistently with expectations and complete requests with less reminding.	What were the good things everyone wanted more of in the PAX Vision? What were some things everyone wanted to do less of in the PAX Vision?
PAX Stix 	PAX Stix is a strategy to increase fairness, attention, and participation.	PAX Stix are used to select students for tasks or answering questions.	When did your teacher use PAX Stix today? How did it go? If you get called on and need help, who do you think you will ask?
Beat the Timer 	Beat the Timer is a strategy used to help students complete tasks quickly, efficiently, and safely.	Beat the Timer helps students stay on task longer and follow directions more completely.	When did you get to play Beat the Timer today? When do you think we could play Beat the Timer at home?
Tootle Notes 	Tootle Notes are a strategy used to help children learn to recognize the good and improvement in one another.	Tootle Notes help students compliment one another rather than tattle and also resist bullying.	Who did you write a Tootle Note to and what for? Who do you think we could write a Tootle Note for together?
Granny's Wacky Prizes 	Granny's Wacky Prizes are quick, active, fun rewards for a job well done.	Granny's Wacky Prizes teach students that working hard, working together, and making good decisions benefits everyone.	What Granny's Wacky Prize did you get today? What is your favorite Granny's Wacky Prize?
PAX OK/Not OK 	PAX OK/Not OK is a strategy used to deliver non-verbal feedback to students.	PAX OK/Not OK teaches students to accept feedback both publicly and privately.	What kinds of things make your teacher use OK-Go PAX? What kinds of things need fixed?

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