



RISEN SAVIOR
Early Childhood Center

PARENT HANDBOOK

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WELCOME

Welcome to Risen Savior Early Childhood Center! We have a wonderful staff and are very proud of our school. Here at Risen Savior, we have a developmental program that emphasizes age-appropriate hands-on activities for the children. Our teachers guide the students as we seek to help them expand their imaginations and learn the joys of exploration. Our staff is dedicated to the WHOLE child who is entrusted to our care. A Christian emphasis is apparent throughout the day. We, at Risen Savior, are dedicated to meeting the child's social, emotional, physical, mental and spiritual needs.

We also care about the WHOLE family. We understand and celebrate the diversity of families in our school. We want to be sensitive to your values, culture, and language. Please inform the Director and/or your teacher if you would like school communications in a language other than English. Additionally, if our values and practices differ from your family values and practices, please make an appointment with our Director to evaluate alternatives. If you have specific needs for family support counseling, Christian education, Baptism, sickness, or counseling because of a death in the family, we encourage you to call on us. Our pastors and staff are here to provide for your spiritual needs. We invite you to join us and utilize our resources.

A copy of the State's Facility Inspection Report is available in the school office. It is also available at the Department of Health Services Office of Child Care Licensure, at 150 North 18th Avenue, Suite 400 in Phoenix. Their phone number is (602) 364-2539. Our center is located at 23914 S Alma School Road, Chandler, AZ 85248. We are regulated and licensed by the Arizona Department of Health Services Office of Child Care Licensure

We look forward to working with your child. If there are ever any questions or concerns, please feel free to contact our administrators at any time.

MISSION STATEMENT

The mission of Risen Savior Early Childhood Center, an outreach ministry of Risen Savior Lutheran Church of the Missouri Synod, is to share the Good News of salvation through faith in Jesus Christ with the children of our church and community and their parents while providing an environment that pursues growth and development in the following domains: spiritual, cognitive, social, emotional, and physical.

PHILOSOPHY

Risen Savior Early Childhood Center provides a nurturing Christ-centered environment where the child is encouraged to grow developmentally. Our curriculum is based on the Word of God and designed to enhance the child spiritually, emotionally, cognitively, physically, and socially. Our qualified Christian teachers provide a complete age and developmentally appropriate curriculum and include opportunities for spiritual growth through chapel, Bible stories, and prayers. They encourage the child to learn through play in classrooms with low student teacher ratios. Opportunities are provided for families to

participate in fellowship and spiritual growth. Events, programs and activities are provided to support the whole family spiritually, emotionally, cognitively, physically and socially. The statement of philosophy and our practices are reviewed annually.

VISION

Risen Savior Early Childhood Center educates the whole child in a Christ-centered environment. Children will grow with God and develop Christian values and respect for others.

Research-based, developmentally appropriate practices foster creativity, promote self-esteem and lead to academic success. Children develop a love of learning in a play-based environment. Child led activities help encourage social and character development.

Through positive guidance, children develop democratic life skills, practice conflict resolution, learn from their mistakes, and improve their listening skills. Emphasizing communication contributes to family support and community building.

RSLs provides a well-rounded, nurturing and safe environment for children and their families, while offering competitive academic advantages.

AFFILIATION

The Arizona Department of Health Services licenses Risen Savior Early Childhood Center.

The school is a non-profit organization which admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students of the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admission policies, and athletic and other administered programs.

Risen Savior Early Childhood Center is affiliated with Risen Savior Lutheran Church and the Pacific Southwest District Lutheran Church, Missouri Synod.

OPERATIONAL INFORMATION

AGE GROUPS SERVED

Risen Savior serves children aged Infants through Kindergarten.

DAYS AND HOURS OF OPERATION

The Early Childhood Center is open Monday through Friday from 7am – 6pm. The Center is open year-round except for the following holidays:

- Independence Day
- Labor Day
- Indigenous People's Day (Staff In-Service Training)
- Veterans' Day (Staff In-Service Training)
- Thanksgiving Day and the Friday after

- The week between Christmas Day and New Year's Day
- MLK Day
- President's Day (Staff In-Service Training)
- Memorial Day
- Juneteenth (Staff In-Service Training)

Kindergarten begins the same day as Chandler Unified and ends the Friday before Memorial Day, and recognizes the same holidays as the preschool.

REGISTRATION AND TUITION RATES

A non-refundable registration fee of \$125.00 is charged and collected at the time of registration. The fee for the second sibling is \$50.00 annually and additional siblings are gratis.

Tuition is paid either weekly or monthly depending on the class you are registered for. Weekly rates are due on the Friday prior. Tuition may be paid in person using the Tuition Drop Box, via Tuition Express for automatic payments, or online at www.myprocare.com.

For updated tuition rates, please see the Tuition and Fees tab on our website.

A late fee of \$10.00 will be charged to accounts not paid in a timely manner. After the 15th of the month a \$15 late fee will be assessed. If tuition and late fees are not paid by the end of the month, the student's spot will be forfeited and will be given to the next student on the waiting list if other arrangements have not been made. Re-admittance upon payment of past dues is contingent on the availability of class space.

When a check is returned for insufficient funds, the school will resubmit it one time. If that is also returned, tuition must be resubmitted by cash, money order or cashier's check within seven (7) days of notification. A \$25.00 service charge is assessed.

VACATION TIME

Families are allowed two weeks of unpaid vacation per year, with one of them being the week between Christmas and New Year's when the center is closed. The other week is at your discretion. Please submit requests for vacation credit on the Schedule Change Form found under Families - Forms and Payments at www.risensaviorpreschool.org.

PAID ABSENCE POLICY

Because Risen Savior hires/pays staff based on schedules of children, tuition credit is not given for absences from school other than vacation time described above.

WITHDRAWAL PROCESS

A two-week notice is required in advance of withdrawal. Please use the Schedule Change Form on our website to make any changes to your child's schedule.

FINANCIAL AID

Financial aid for Kindergarten is available through scholarship tuition organizations, like Arizona Christian Scholarship Tuition Organization (www.acsto.org). You must be registered for Kindergarten at Risen Savior before applying for scholarships.

Financial aid for younger children is available in a limited number of scholarships per year from Quality First, who partners with child care and preschool providers to improve the quality of early learning in Arizona. The Early Childhood Center is also contracted with the Arizona Department of Economic Security for child care subsidies. Contact the school office to see if any scholarships are currently available. Both the Quality First scholarship and the DES childcare subsidy may not cover the full cost of tuition. Please see the Director to calculate your co-pay.

ARRIVAL & DISMISSAL

Parents, caregivers or guardians must:

- INSURE THE CHILD'S HANDS ARE WASHED OR SANITIZED UPON ARRIVAL AT SCHOOL.
- SIGN THE CHILD IN FOR THE DAY ON THE IPAD IN THE LOBBY..
- SIGN THE CHILD OUT ON THE SAME IPAD..
- USE FULL SIGNATURES.

The teacher will dismiss no child until the parent, guardian or other authorized person (as indicated on the child's Emergency Form) comes to the classroom door. Proof of identification will be required if the person authorized on the Emergency Form is not known to school staff.

Parents may need to occasionally telephone the school office to have someone other than an emergency contact pick up their child. Parents will provide the school office with a password to be used in these instances. The parent will give the password to the school office when calling the office to designate the person to pick up their child. The designated person will need to know the password and show proof of identification before the child will be released.

Parents or guardians have an affirmative obligation to immediately inform the school administrators and lead teacher of any changes by virtue of court processes or agreements of those individuals who are authorized to pick up the child. Upon request, a copy of the appropriate documentation will be furnished to the school.

MEET THE TEACHER NIGHT

An annual orientation is scheduled for parents in July in the church sanctuary. You will have the opportunity to meet the school staff and pastors of Risen Savior Lutheran Church. This will provide you with adequate information regarding our program and how you can be involved in your child's school experience. Your child's teacher will send home details in the welcome letter that is emailed home each July.

The first week of school is dedicated to establishing trust and comfort for each child in the school setting. We encourage parents to stay as needed while working cooperatively with staff in helping to establish good-bye routines for preschool children.

CURRICULUM

Curriculum at Risen Savior Early Childhood Center supports developmentally appropriate practices. It is active learning structured in a well-defined, child-centered classroom environment. Standards for early childhood education as defined by the State of Arizona are embedded into the curriculum. Risen Savior teachers also use Teaching Strategies' Creative Curriculum and NAEYC's Developmentally Appropriate Practice in Early Childhood Programs from Birth through Age Eight in planning their lessons. Ultimately, we believe in an emergent curriculum where themes emerge from the children's interests. It is the teacher's job to complicate the play and embed learning objectives into the activities planned for the classroom. Teachers share curriculum through weekly lesson plans that are posted on the Parent Board inside the classroom.

ASSESSMENT PLAN

Risen Savior's Early Learning Center uses a variety of methods to track a child's growth and development throughout the school year. The components of our Assessment Plan are as follows:

STUDENT ASSESSMENTS

- Ages & Stages Questionnaire (ASQ)

ASQ is a valid and highly reliable tool that looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children. Risen Savior uses this to bring the child's primary teacher, the parent, into the assessment process. Parents will receive the appropriate ASQ for their child's age upon entry into the center and as children age to the next level. If the parents indicate any criteria concerning them, the Lead Teacher will address the issue with the parent, whether allaying their fears or collaborating on an action plan. The Lead Teacher will bring those concerns forward to the Director or Early Childhood Specialist for consultation, if needed.

- 45 Day Screening

This assessment tool must be done within the first 45 days a child begins school and is repeated when they age out into the next class. The tool addresses vision, hearing, motor, communication, social/emotional, behavioral, and sensory issues. If the Lead Teacher feels the child needs additional screening, they will indicate so on the screener and submit it to Administration, who will observe the child and make a recommendation on how to proceed. Recommendations can include instructional support, parent conferences, referral to Arizona Early Intervention Program (AzEIP) for children under three, referral to the school district for children 3 – 5 years of age, parent coaching, Birth to Five Helpline, or Smart Support.

- Child Portfolios

Every child in the center has a portfolio that houses the backup documentation supporting a child's growth and development across domains, including cognitive learning.

DEVELOPMENTAL CHECKLISTS

Every child's portfolio contains age appropriate developmental checklists in the domains of social, emotional, cognitive, and physical development. Lead Teachers are responsible for recording a child's development at three points (beginning, middle, and end of school year) using the following rubric: M= Mastered; P = Progressing; E=Emerging; and N = Not Observed.

WORK SAMPLES

Samples of children's work provide information that would take paragraphs to convey and serve as raw data for assessment. Lead Teachers collect work samples over time to show changes in a child's development. Work samples include drawings, emergent writing, and photographs of the child engaged in an activity (process) or the result of an activity (product).

ANECDOTAL NOTES

A Lead Teacher will include anecdotal notes in a child's portfolio to recount an event telling the when, where, who, and what. These are used for preserving details about any developmental skill, behavior, or incident for later judgments and reflections. After reflection, the teacher (or parent, administrator, etc.) can draw their conclusion or the "why" of what was observed. The teacher can interpret their conclusions to be indicative of a skill either mastered, progressing, or emerging.

- Progress Reports

Two times per school year, Lead Teachers will evaluate every child's acquisition of Arizona's Early Learning Standards, including Literacy, Mathematics, Science and Technology, Social Studies, and The Arts. Parents will receive a copy and will have the opportunity to conference with teachers and collaborate on future learning goals for their child.

- Student Confidentiality

Assessments will be kept in either the child's portfolio or in the student's file in the front office. In either case, the information is locked and only accessed by Lead Teachers, the Early Childhood Specialist and the Director. In certain cases, outside professionals may be called upon to help children in our school with their growth and development. Those professionals will also have access to a specific child's file if any sort of delay is suspected.

Parents are welcome to review the contents of their child's portfolio and file at any time. Regularly scheduled conferences normally do not go into all the detail teachers collect on a child, especially if the child is considered typically developing. However, parents or primary caregivers need not wait for conferences to meet with teaching staff and/or administrators. The staff at Risen Savior always has the best interest of the child and family at heart and welcomes the opportunity to work in partnership with parents on any area of concern for their child.

SCHOOL ASSESSMENTS

All of the assessment tools listed above are primarily for students, but teachers are learning as well. These assessment methods provide feedback that the staff uses to reflect upon their practices in the classroom. This reflection can and does lead to improvements in curriculum and teaching practices. The school also incorporates other tools to assess individual classrooms and the program as a whole. Some are done by the school independently and some are done in conjunction with our participation in Quality First, Arizona's quality improvement initiative, and/or our accreditation. The following tools represent ways Risen Savior measures its effectiveness at exceeding our goals and objectives.

- **Classroom Assessment Scoring System (CLASS)**

The CLASS is comprised of three main areas including Emotional Support (Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives), Classroom Organization (Behavior Management, Productivity, Instructional Learning Format), and Instructional Support (Concept Development, Quality of Feedback, Language Modeling). Independent assessors randomly evaluate classrooms of three- to five-year olds on a bi-annual basis.

- **Annual Surveys**

Risen Savior surveys both families and staff every year to learn what we do well and where our future improvements can be. The center is dedicated to soliciting input from key stakeholders to determine the effectiveness of past improvement initiatives and what areas we can continue to grow in. All surveys are anonymous, ensuring parents and staff can give their feedback freely without concern. Survey results are tabulated, the results are considered, and next steps are identified. Results are also shared with stakeholders either in writing or at subsequent staff and/or parent meetings.

ASSESSMENT REVIEW

School Administration reviews the assessment procedure at the June meeting making any decisions deemed necessary for the upcoming fiscal year beginning July 1. This review includes both the student assessment plan and the classroom/program assessment plan.

The Administration ensures that teaching staff are trained in the appropriate assessment system used for children. High-stakes or "table testing" in young children is not done at Risen Savior. Children are assessed during their normal classroom routines during the course of their day by the teaching staff that they know and trust. Families are welcome to review the assessment tools described above either online or at school by making an appointment with the Director.

SPECIAL NEEDS CHILDREN

All children learn best in a developmentally appropriate program that offers them the

support they need to participate successfully alongside their classmates. Many children with disabilities benefit from simple accommodations and modifications, while other children may need more specialized, individualized support provided by special education professionals. If a child's developmental needs surpass Risen Savior's expertise, he/she will still be welcomed into the school with the addition of an assistant teacher dedicated to the child. The cost of the added staff is at the expense of the child's family. If a child's family has access to a paraprofessional either through insurance or the school district, the para may serve in this capacity with no additional expense to the family. Risen Savior's administration can also provide families with special needs children a list of resources available in Arizona.

PARENT TEACHER CONFERENCES

Parent/Teacher conferences are held two times per year. However, a parent may request a conference at any time. We encourage parents to share their goals for their children with the child's teacher, as we see the teaching staff in partnership with parents/caregivers in the growth and development of every child. If a developmental delay is suspected, it is imperative that the child receives intervention early because windows of opportunity close as children age. By establishing open communication between home and school, we can understand your concerns, share ours, and make recommendations on services that parents can obtain for their children. This is best done by sharing at drop off and pick up, communicating via phone calls and email, and setting up appointments when there are concerns – not necessarily waiting for conferences. An opportunity will be provided at the end of the school year for parental evaluation of our program.

NEWSLETTERS AND CALENDARS

A lesson plan will be sent home with each child on a weekly basis. The lesson plans are our way of communicating with parents what activities we have planned for your child in the coming week. The activities will support growth and development across domains and in various centers in the classroom. Calendar information can be found on the school website.

School newsletters are posted monthly on our website. Please speak with your child's teacher to find out if they will be sending home class-specific newsletters.

EXPULSION PREVENTION POLICY

We believe that all domains of learning are supported during play and through nourishing, positive interactions with adults and peers. One of the fundamental responsibilities of our program is to further the social and emotional development of children in our care. The preschool age is a crucial time for children to learn how to regulate social and emotional skills, such as feelings, thoughts, attention, and behavior. Part of children's social development is learning how to interact with their peers and other adults. We encourage interactions between children and their teachers to help them learn to form relationships.

We know that when children are provided opportunities and guidance to develop, learn, and practice self-control and other social and emotional skills, it gives them the foundation necessary for academic and life success. Developing social and emotional skills also requires communication between providers and caregivers in how to support the child in their learning process.

We support development and work diligently to prevent expulsion through:

- Our Environment
 - Staff regularly observe the classroom environment and the children as they interact in it to ensure it promotes healthy social interactions (ex. activities are made available long enough for all children to participate).
 - We develop schedules that meet the needs of children to ensure transitions throughout the day are smooth and to avoid long periods of wait time.
 - We are flexible in our schedule and follow the interests of the children's cognitive, physical, and biological needs.
 - We provide children with materials and engage them in activities that are appropriate for their age and respectful to them as individuals.

- Our Teachers
 - Teachers make an effort to communicate daily or weekly (in-person, phone, email, etc.) to parents on their child's development, in particular to identify and address any social, emotional, behavioral, or health issues that may arise.
 - Encourage peer relationships by creating social opportunities and working with children to resolve conflict.
 - Assist children to put words to their emotions (ex. "Emily, I can tell you were mad when James took your block.>").
 - Use positive methods of support and redirect the child's behavior by providing alternative actions and behaviors that are acceptable.

- Our Families
 - Communicate regularly with staff to ensure consistency in guidance between home and school. Partner with us and allow us time to work with all children, including those needing higher levels of support.
 - Understand and acknowledge that we do not expel children as they are learning skills, and understand that we strive to serve individual needs while ensuring the safety of young children.
 - When applicable, partner with experts in social and emotional skill development to help give a child the best foundation for academic and life success.

- Our Children
 - Develop confidence and self-efficacy.
 - Develop skills to help them regulate their behaviors and emotions.
 - Participate in play and activities to learn social and emotional skills.
 - Learn how to resolve conflict in a healthy manner (using appropriate words instead of physical harm).

We are committed to each child's development and success, and we do not exclude or dismiss children from our program because of concerns with behavior. Behavior concerns tell us that children need more time, support and practice to develop their social and emotional skills. When serious concerns arise, we will partner with parents and professionals who specialize in supporting children's social and emotional health. On rare occasions, we may work with families to seek the best care for their child if all parties agree that our program can no longer meet the needs of individual children.

CHILD GUIDANCE POLICY

The school's attitude toward discipline is one of loving concern and positive reinforcement. A child will be encouraged to redirect negative actions to constructive activities.

The following steps will be administered in developing self-regulation and autonomy:

- Adults will set clear, consistent limits and patiently remind children of them.
- The child will be encouraged to redirect his/her negative actions to constructive activities.
- Adults will encourage children to use words instead of physical aggression, listening when children talk about their feelings and helping them to express their feelings.
- Staff will recognize when children are losing interest or becoming over-stimulated and will change the activity accordingly.
- Staff will guide children to resolve conflicts and model skills that help children to resolve their own problems.
- The child will be given the opportunity away from the group to re-establish appropriate behavior, facilitated and supported through adult interaction.
- Parents and guardians will be included in an ongoing dialogue as part of the process of problem solving.
 - For children with persistent challenging behavior, teachers, families, and other professionals will work together to formulate an individualized education plan to support the child's inclusion and success.
 - Families may be referred to Arizona Early Intervention Program (infant-2 year olds) or Chandler Unified School District (3-5 year olds) if any type of delay is suspected.
- Any recurring concerns resulting in physical or mental injury (as determined by the teacher) which is threatening or detrimental to the class will be documented and presented to the Director and parents involved within 48 hours.
- When the above procedure and all efforts of problem solving seem to have failed and the other students' learning environment is being compromised, the child may be removed from school.
- At no time will disciplinary methods be detrimental to the health or emotional needs of the child. The teaching staff will never use threats or derogatory remarks and neither withholds nor threatens to withhold food as a form of discipline.
- Corporal punishment will not be permitted.

CHILD ABUSE & NEGLECT POLICY

The school has a very strict policy regarding child abuse and neglect. All school staff will be held accountable to comply with our policies and procedures according to the State Law of Arizona. Teaching staff are considered mandatory reporters by the State of Arizona. If any member of the staff suspects a child is being abused or neglected, they have 24 hours to report it to Child Protective Services. In addition, no staff member may act in an inappropriate manner to a child on our campus.

TOY POLICY

Children are discouraged from bringing toys from home except on show and share days. Show and share items should pertain to the curriculum unit being studied. If a toy is brought in, the child will be asked to keep it in his/her cubby during activities.

Weapon type toys and violent play are not permitted at school. Children will be given the message through words and actions that this is a safe place for each child. A major emphasis will be placed on redirection of violent play.

TRANSITION PLAN

- **BETWEEN HOME AND SCHOOL**

Upon entering the program, the school provides a Student Information Form and this Parent Handbook for teachers to gain an insight into their children, and parents can learn about the policies and procedures of the school. Parents are encouraged to tour the facility, observe classrooms, and attend Meet the Teacher activities. Parent Orientation is held once per year in July and the school holds numerous Open House events – once before registration in February and every Monday in April.

- **BETWEEN CLASSROOMS**

Teachers, parents, and administrators work together to ensure a smooth transition between classrooms for our children. Our full-year child care program has an annual move date that coincides with the first day of school for Chandler Unified School District. Students will go on “field trips” to their new classrooms at least twice before the transition dates. Keeping children together with peers reassures them and reduces any anxiety. Preschool students will have an opportunity to meet their teacher and get comfortable in their classroom during the weeks in July before school officially starts. Students moving into Kindergarten will have an opportunity to do various activities with current Kindergarten students during the 4th quarter of the school year and can participate in Kindergarten Round-Up to be with their new teacher and see what it's like to be a Kindergartner for the day!

Infants and Toddlers participate in our Continuity of Care program. Infants begin their school experience in our Nursery (Room 107). From there, they will move as a group to a Toddler Room, where they will remain together for the next two years. Brain research shows that children have increased levels of cortisol (a stress hormone), when moving between classrooms and leaving their teachers and peers. It is our desire to limit this for our youngest students.

- **BETWEEN SCHOOL AND COMMUNITY**

Exit interviews and/or surveys are given to families as they leave the program for any reason other than graduation. We use this information to reflect upon our practices and improve where needed. During spring Parent Teacher Conferences, families will be given information about local schools – public, private, and charter. Representatives from these schools may come to Risen Savior or may elect to send information for parents to consider. All Pre-K classes focus on Kindergarten readiness skills, but the last month of school provides extra emphasis for children to learn what to expect in Kindergarten, and how to make new friends.

HEALTH FORMS AND IMMUNIZATIONS

A verifiable immunization record must be provided at the time of registration. Exemption forms are acceptable for families that withhold immunizations from their children. Please note, as required by State regulations, unimmunized children will not be allowed in school if a disease in question is diagnosed in another child. Unimmunized children may return when the health concern is resolved.

ILLNESS

A child must be kept home if he/she has had a fever over 100 degrees under the arm or 101 oral temperature in the past 24 hours. A child should be kept home if they have a fever and any one of the following symptoms: bruising, rash, flu like symptoms, headache, sore throat or has a diagnosed communicable disease. Children should remain home until symptom free for 24 hours if the child has had 2 or more episodes of loose, watery diarrhea or 2 episodes of vomiting in the previous 24 hours. Any child with a fever should remain home until the child has been fever free for 24 hours without fever reducing medicine. If they have had a cough or runny nose greater than 10 days, the child should remain home and we recommend the child be evaluated by a health care provider.

The parent or guardian must notify the school office if their child has a communicable disease or has been exposed to one. Upon arrival at school the child's hands should be washed. This will minimize the spreading of germs.

State law requires that parents call the school office if a child will not be attending school because of illness. Please call the School office at (480) 802-1505.

PEDICULOSIS (HEAD LICE)

The school office MUST be informed immediately about a lice infestation. Our school has a "no nit" policy following an infestation of head lice. A doctor's note confirming the child is nit-free MUST accompany the child upon reinstatement to the school. For further details or clarification on this, please see one of our administrators.

MEDICATION

Dispensing of medication must be pre-arranged with an administrator or Lead Teacher and appropriate forms must be completed. Medication forms are available in the front office.

DIAPERS

Parents will provide commercially available diapers or pull-ups unless there is a medical reason documented by a health care provider that cloth diapers must be used. In that case, parents will provide diapers that have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents leakage. If training pants are worn during toilet training, they also must be made of waterproof material that prevents leakage.

SUN SAFETY

Parents will apply sunscreen on children, as needed, before arrival at school. For children enrolled in our full-day program, parents may consider signing a medication release form allowing staff to reapply sunscreen in the afternoon as needed. School staff will monitor all children for sun exposure.

Students will not be allowed to play outside when the temperature reaches 105 degrees or above in accordance with Arizona State heat laws, and will instead move to indoor activity areas for recess.

OUTDOOR AIR POLLUTION

The school monitors the air pollution information/forecast from the media, local air pollution control agency and/or health department. Decisions for reducing student exposure to air pollution will be based on individual student risk. Students at highest risk (including students with respiratory diseases) will be protected.

On Orange Days, the school will be aware and monitor for individual symptoms. Students with a history of reactions to ozone exposure (often 24 hours after exposure) will be encouraged to minimize their exposure, via reduced exertion and/or duration.

On Red Days, the school will move to indoor activity areas for recess and large motor activities.

PESTICIDES

Written pesticide information is available for parents, upon a parent's request, at least 48 hours before a pesticide application occurs on facility premises, containing:

- The brand, concentration, rate of application, and any use restrictions required by the label of the herbicide or specific pesticide.
- The date and time of the pesticide application.
- The pesticide label and the material safety data sheet.
- The name and telephone number of the pesticide business licensee and the name of the licensed applicator.

EMERGENCIES

In the case of an emergency, a first-aid certified staff member will administer first aid to the child while another staff member will call 9-1-1. Parents will be notified immediately. A staff member will accompany the child to the medical facility.

It is imperative for parents or guardians to notify the school office of any changes in the child's health, changes in phone numbers or addresses, as well as changes in the person(s) who are authorized to pick up the child in the absence of the parents or guardians.

INSURANCE

Risen Savior Lutheran Church has liability insurance to cover the children during school hours and activities.

FIRE DRILLS

Monthly fire drills are held during school hours as required by State regulations.

TRANSPORTATION

Risen Savior Early Childhood Center does not provide transportation to/from school or school activities.

MEALS & SNACKS

Breakfast, lunch, a morning snack, and an afternoon snack are provided to all children and included in the price of tuition. Please inform the school office of any allergies your child may have. The school participates in the federal government food subsidy program that helps offset the cost of food. As a participant, families are required to complete the Meal Eligibility Form, which can be found under the Enrollment tab on our website. School menus are sent home weekly via SmartCare and can be found in the lobby of the school.

FOOD INTRODUCTION

Risen Savior does not introduce food to infants. Parents are responsible for introducing new foods at home. Once a food has been successfully introduced in the home, you may let our staff know, and we can then begin including that food item into their diet at school.

PEANUT-FREE CAMPUS

We have seen an increase in peanut allergies and severity of reactions over time and are concerned about the safety of these students. These allergies are not only related to ingesting nuts, the allergen can be airborne or through contact with someone who has recently handled nuts. In an effort to reduce the exposure to nuts that these children face, Risen Savior asks that parents refrain from sending their children to school with products that contain peanuts. Risen Savior aims to be a peanut-free campus, but we also recognize that because much of our facility is shared space with the church, it is impossible to guarantee a peanut-free campus.

We also recognize this provides a hardship for parents making lunches for their students who do not have these allergies. We appreciate your cooperation in providing a safe lunch space for all students.

BIRTHDAYS

Birthdays are special occasions for children. Your child receives recognition on this day. You may provide a birthday treat for your child's classroom (No homemade treats- store bought only, and nut free). Please refer to your classroom teacher for suggestions and requests for celebrating birthdays. It is school policy that Risen Savior property (e.g., hallways, cubbies, parking lot) may not be used to pass out birthday party invitations, presents or thank you cards unless ALL students in the class are included.

FIELD TRIPS

Risen Savior does not take students on field trips outside the facility. Occasionally, a field trip will be brought onto campus in the form of a presenter or fun activity.

CLASSROOM VOLUNTEERS

Arizona Department of Health Services, according to rule R9-5-402, requires all childcare facilities to maintain a current employee file for each staff member. The state considers regular classroom volunteers to be employees of the facility. If you would like to volunteer in your child's classroom on a regular basis, please stop by the front office to pick up the necessary documentation. This documentation includes a fingerprint card, annual TB test verification, and school application. The fees involved are the responsibility of the parent.

It is important to note the difference between a volunteer and an observer. Any parent is welcome at any time to be in the classroom with their child. We love to work collaboratively with families and that includes having parents in the classroom. However, parent interactions must be limited to their child and the teaching staff.

GRIEVANCE POLICY

The school recognizes that from time to time parental concerns will need to be addressed. We encourage you to follow this procedure:

- Discuss concern with appropriate party (i.e. your child's teacher).
- If the problem concerns a financial matter, school policy, or the matter is not addressed to your satisfaction, please see the Director.
- If the issue is still not resolved, contact the Church Office at (480) 895-6782 and schedule an appointment with the Senior Pastor.

If the matter is still not resolved to your satisfaction, provide written notice of your concern to the Senior Pastor. Your letter may be given to either the school or church receptionist, who will deliver your letter.

Procedure for Complaints against Discrimination

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Risen Savior Early Childhood Center is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720- 2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form

AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form 0508-0002-508-11-28-17Fax2Mail.pdf](https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form%200508-0002-508-11-28-17Fax2Mail.pdf), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

Ms. Melissa Conner, Associate Superintendent
Arizona Department of Education, Health and Nutrition Division
1535 West Jefferson Avenue, Bin #7
Phoenix, AZ 85007

2. mail:

U.S. Department of Agriculture Office of the Assistant Secretary for Civil
Rights 1400 Independence Avenue, SW
Washington, D.C. 20250-9410

3. fax:

(202) 690-7442

4. email:

program.intake@usda.gov

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