



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

## PTS Rising Early Learning Center

### FAMILY HANDBOOK

Welcome to the PTS Rising Early Learning Center, where our mission is to provide a safe and nurturing environment where every child's potential is realized. We foster learning through an inquiry-based setting, empowering children to thrive in their social, emotional, and intellectual development.

Our staff is committed to providing the following on a daily basis:

- A rich learning environment with curricula that is developmentally appropriate to the specific ages in each classroom
- Intentional, engaging instruction and practice focused on social-emotional skills
- Supportive interactions and conversation-building vocabulary
- A flexible daily routine that allows children to advance at their own pace
- Encouragement and openness to that which may be different from us, and the ability to work and play with others

Enhancement of children's development in all of the following areas:

- Self-Expression
- Independence
- Creativity
- Decision-Making
- Problem-Solving
- Reasoning & Responsibility

We strongly believe that learning happens through play. Learning and exploring are hands-on at the PTS Rising Early Learning Center and are facilitated through interest areas.

Our preschool program is state-funded, following the Oregon Early Learning & Kindergarten Guidelines. Our teachers and assistants are considered highly qualified, under the Department of Early Learning and Care (DELIC).

Please note that the preschool program and daily schedule is strictly monitored by the DELIC, and our daily activities include many outside partners that support high-quality care for our children.

## Our Program

- Preschool for students age 3 by September 1<sup>st</sup>
  - Preschool Promise (Free preschool for all enrolled)
  - Employee Related Day Care (including preschool)
  - Private pay tuition
- Before and after-school care is not available at this time. Please be aware of drop-off and pick-up times.
- Our commitment to equity welcomes children of all cultures and needs, and that belief is visible in all activities, routines, and practices.
- Our administration supports inclusive services through ongoing educational opportunities, effective use of personnel, and allocation of resources.
- Our program supports a spirit of true collaboration and partnership among members of the child's team. This helps them to plan for the child's individual needs and supports ongoing communication to share ideas. Our knowledge of how children learn and develop individually guides the care and education provided to each child.

## Hours of Operation

The Early Learning Center program runs Monday through Thursday, following the school district calendar for instructional days.

Hours of operation are 8:00 am-2:30 pm.

Transportation is not provided for our program. Please arrange drop-off and pick-up plans that allow for children to arrive on time and be picked up on time. It is vital that if you will be late at pick up to notify our Early Learning Center office staff as soon as possible. *We expect prompt pickup and if no one can be reached after 30 minutes, child protection services will be contacted.*

## Locked Facility

- Our building is a secure facility. We are prepared to greet families at drop-off and pick-up but otherwise require notice. Please schedule an appointment with the director or call ahead to be buzzed in for a drop-in visit.

## Closures

- **Holidays:** All classrooms will be closed for Federal Holidays and follow the Phoenix Talent School District school calendar for summer, spring, and winter breaks.
- **Weather-related Related:** The ELC Director will make closure and late opening decisions based on local forecasts, along with the Phoenix Talent School District. Please provide a phone number on the enrollment paperwork where you would like to receive the Alert Messages regarding these closures.

# School Year Calendar

## PTS Rising Early Learning Center 2024-2025 School Year Calendar

August 2024							September 2024							October 2024							November 2024							December 2024							January 2025							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
				1	2	3	1	2	3	4	5	6	7				1	2	3	4	5					1	2	1	2	3	4	5	6	7					1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31		
122 hours							150 hours							115 hours							178 hours							115 hours														
August 2024							September 2024							October 2024							November 2024							December 2024							January 2025							
21-22	Teacher Planning Day						2	Labor Day													1	Veteran's Day						Dec 23 - Jan 3	Winter Recess						1	New Years Day						
26-28	Family Conferences						3-4	Soft Start													25-26	Family Conferences						25	Christmas Day						2-3	Winter Recess						
29-30	Teacher Planning Day						5	First Full Day													27-29	Schools Closed													20	MLK Jr. Day						
																					28	Thanksgiving Day																				
February 2025							March 2025							April 2025							May 2025							June 2025							June 2025							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
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2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
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115 hours							90 hours							105 hours							104 hours							26 hours														
February 2025							March 2025							April 2025							May 2025							June 2025							June 2025							
17	President's Day						21-28	Spring Recess						24-25	Family Conferences						23	Non-Contract Day						5	Last Day of School						5	Last Day of School						
																					26	Memorial Day						9-11	Teacher Inservice						9-11	Teacher Inservice						
																												19	Juneteenth						19	Juneteenth						



Phoenix Talent  
Home of the  
Lit Risers

## Enrollment & Orientation

### Enrollment Process

The enrollment process is a multi-step process for our Early Learning Center. Families enrolled through Preschool Promise will begin their enrollment with the Southern Oregon Early Learning Hub. Once placed with the PTS Rising Early Learning Center, we will reach out to begin the enrollment for our program. All other enrollment processes will begin with our registration platform in our school information system. Staff are available to help families walk through our enrollment forms and processes.

### Orientation

All families will be required to schedule an intake & orientation conference with the Early Learning Center staff. At this conference, we will gather information about your early learner, their interests, likes and dislikes, developmental milestones, and more. This is a very important time to help us get to know each child and to begin our partnership with each family. We are happy to be flexible in scheduling our conferences and will work with each family to find a time that works best for everyone.

## **Immunizations**

Immunizations must be current and up to date according to Oregon law. All children in the center are subject to the Oregon exclusion date in mid-February. If you receive an exclusion notice, care cannot be provided by law until your child receives the necessary vaccines and/or documentation is provided for exemption.

## **Early Learning Center Staff**

### **Staffing**

The PTS Rising Early Learning Center is staffed with experienced early learning educators that have a passion for our youngest learners. We have multiple staff assigned to each classroom and follow the appropriate 9:1 staff to student ratio in our activities. At any given time, there are also other educational professionals in our learning center for educational support, specialized instruction, or individualized education services. Questions about staff can be directed to our Early Learning Director at [kelly.soter@phoenix.k12.or.us](mailto:kelly.soter@phoenix.k12.or.us) or 541-535-1517.

## **Attendance**

### **Absentee Policy**

If your child will be absent or is sick, please notify us by calling the office or by using the communication tool that the center uses. Texts or social media messages to staff and/or emails are not a reliable way to ensure the teacher and cafeteria is aware of the absence. We will ask for details on the illness, in order to stay aware of other children's exposure during this time. If you are eligible for preschool through PreschoolPromise you will be disenrolled after 15 consecutive days of absences.

### **Communication**

The Early Learning Center has a phone line and messages can be left at 541.897.5210. This phone is not monitored during the school day. Please use the communication tool that the center uses for messaging and communication.

### **Sick Policy**

The health policies of the center are based on the recommendations of the Oregon Department of Education, Office of Childcare. The goal of the policy is to prevent the spread of disease and to provide a healthy environment for all children.

- *Fever over 100.4 degrees taken with a digital thermometer*
- *Vomiting, nausea, or diarrhea*
- *Severe or persistent cough*
- *Unusual yellow color to eyes or skin*
- *Skin or eye lesions or rashes that are severe, weeping, or pus-filled*
- *Stiff neck and headache combined with one or more symptoms listed above*
- *Difficulty breathing or abnormal wheezing*
- *Complaints of severe pain*

If any of the above symptoms appear after the child has been dropped off, the parents will be contacted to come get the child and your child will be secluded from other children immediately. We ask that your child return to the center after they are 24-hour fever/throw-up free.

### **Medication Administration Policy**

We will administer prescription medicine to your child if the following steps are taken: Medicine must be in its original container, labeled with the child's name, the doctor's name, the name of the medication, and the amount and mode of medication to be given. If a medication requires a measurement tool (dropper/cup), parents must provide the tool to the center. A medication administration form must be signed each day the medicine is to be given.

### **Emergency Medical Treatment**

Upon enrollment, each family signs a Consent for Medical Care form. In case of an emergency, first aid will be administered, and if needed, parents are contacted. If they are not available, or if a major medical emergency exists, the child can be treated at the emergency room. We will utilize the nearest hospital or recommendation from emergency medical professionals.

### **Back-Up Care**

It is an integral part of attending a certified childcare and early learning center. If your child develops a high fever, one of the excludable infections listed by the Health Department, or just feels so poorly that he or she cannot participate in our regular program, you may be called to come and take your child home.

In addition, we are required to maintain strict adult to student ratios at all times. We do our very best to cover staff absences in order to keep our center open on a normal schedule. However, on rare occasions, we may have to close for the day if we cannot maintain the appropriate staffing level. We understand that our calls may not come at the most opportune moments, but we ask that you understand. Please arrange for emergency alternate care **before** your child begins the program.

## **Hygiene**

### **Hand Washing**

Specific hand-washing times are: drop off, pre-breakfast, pre-lunch, pre-snack, post-bathroom use, and any time we wipe our nose, sneeze, or cough. Our daily morning routine includes discussing germ sharing, and we have activities around showing how germs are spread with our friends. Please continue these efforts at home and encourage your child to cover their coughs.

## **Learning Environment/Classroom**

### **Inclusion**

We support and celebrate the wonderful diversity of every family. We strive to help every child in our care develop his or her own understanding and appreciation of others by celebrating our differences and that which unites us. We do this in a variety of ways including: books; language; diverse cultural materials; class discussion; and others. Full inclusion means that we accept children with a wide range of abilities and developmental levels. We provide an opportunity for all children to participate in daily routines and activities developed with each child's individual abilities and interests in mind.

### **Items from home**

Blankets, pillows or stuffed animals are welcome from home for rest time. Parents are responsible for pull-ups, wipes, a water bottle, and a minimum of one full change of clothing (including socks and underwear). It is also helpful to have a spare set of rain boots here at all times and send in appropriate weather items, as we do try to get outside every day, regardless of the conditions. If the teacher finds toys, money, candy or other sugary snacks or drinks in your child's possession, it will be kept out of reach and given to the parents at pick-up. Please be mindful of what your child brings to school, as we do not want choking hazards unknowingly present.

### **Birthdays**

PTS Rising teachers love to celebrate your student's birthday. Due to the number of allergies and food restrictions in the building, we do not allow any type of food item to come from home. Non-food items (*age-appropriate toys, stickers, pencils...*) are acceptable as long as there is enough for everyone in your child's classroom. If you plan to have a party outside of the school day, you may use the sign-in area for invitations, but only if all the children in your child's classroom are invited. Otherwise, you are welcome to deliver the invitations in another manner. All classroom teachers provide an opportunity for the children to be celebrated and can provide more information on that if you request it.

### **Arrival/Departure**

Classroom staff will have parents sign-in and sign-out their student in either a binder or on a tablet. In all of our programs, a child will not be released to anyone not on the authorized forms, and not to anyone who shows up unannounced. All children must be picked up by someone over 16. If you need to discuss something with the teacher, please set up a time to meet via voicemail or email. Drop-off and pick-up is a time for the staff to greet all of the students and their families, and they are unable to step outside the classroom to meet with anyone individually, unless pre-arranged. Thank you for respecting this important part of the day!

### **Procedures at the Early Learning Center building for drop-off and pick-up**

Please make arrangements to drop-off and pick-up your child promptly at the start and end of the day. Staff will be greeting children at the start of the day. Please park and walk your child to the classroom. Drop-off is 7:50-8:10 am. Regular attendance and arriving for the full-day of activities is very important for routines for our little ones.

As you arrive for pick-up, please wait until the Early Learning Center staff open the classroom door to begin goodbyes. Each parent/guardian will need to use our secure system for signing out children. Pick-up is at 2:30 pm on Monday, Tuesday, Thursday and Friday, and 1:30 pm on Wednesdays. Please be sure each person picking up your child is registered in our system so we can release your child.

**Sample Daily Center Schedule** \*subject to minor changes

<b>Time</b>	<b>Activity</b>
7:50-8:15	Arrival & Table Activities
8:15	Greeting Circle & Morning Message
8:30	Breakfast & Read Aloud
9:00	Free Choice
10:00	Snack
10:15	Social Emotional Group Activity
10:45	Outdoor Play
11:15	Lunch Time
12:00	Stretching & Storytime
12:10	Quiet Time
12:40	Group Activity
1:00	Outdoor Choice Time
2:00	Closing Circle
2:30	Goodbyes & Pick-Up

**\*Quiet Time** Our entire building goes into “Quiet Time” after lunch each day. Our goal is for children to be able to rest in order to restore their minds and bodies, and so they can continue to play and learn throughout the day. If your child does not nap, the teachers provide quiet activities such as books or puzzles. **We discourage drop- off or pick-up during rest time, to avoid disruption.**

**Meal Times**

The PTS Rising Early Learning Center program follows all USDA recommended snack and meal guidelines. Breakfast, lunch, and a snack will be provided daily to your child. Meals and snack times may vary but there will never be more than three and half hours between when food is offered. Staff will sit with the children while they are eating to assist as needed, to support healthy eating habits, and promote socialization. Food will never be used as a bribe, reward, or punishment.

Water is available all day for children to access as they wish.

- Each child will have their own cup, provided by the program

If you choose to send your child's food from home or send an additional snack for your child, please follow the guidelines below:

- Food brought from home shall be "ready to eat"
- All food must be nut-free
- All staff and children must wash their hands before each meal
- All food, drink containers, and lunch boxes should be clearly marked with the child's name
- All food needs to be shelf-stable as we do not have adequate refrigeration available for all children
- Only food leftover from being served will be thrown away. Unserved food will be sent home in the child's lunchbox

### **Food Allergies**

Our center is nut-free. Please be sure to inform the program staff of any food allergies your child has. This information will be posted in your child's classroom, so that all program staff can further be made aware of the allergy.

## **Curricula and Assessment**

### **Curriculum**

The following early learning curriculum will be utilized to develop daily learning activities. Curricula is required to be in alignment with [Oregon's Early Learning and Kindergarten Guidelines](#).

The **Second Step Early Childhood Curriculum** is a comprehensive, research-based program designed to promote social-emotional development in young children. Through engaging activities, songs, and interactive lessons, it helps children build essential skills such as empathy, emotion management, friendship-building, and problem-solving. By fostering a positive, supportive classroom environment, the curriculum encourages children to understand and manage their feelings, develop self-regulation, and form healthy relationships—all foundational skills for success in school and life.

**Frogstreet Pre-K Curriculum** is our primary curriculum for our program and addressing learning in all early learning domains: Approaches to Learning, Social and Emotional Development, Language and Communication, Emergent Literacy in Reading and Writing, Mathematics, Science, Social Studies, Fine Arts, and Physical Development.

Our curriculum is built to support children becoming independent, self-confident, and inquisitive learners. When you observe children in the classroom, you should see:

- Learned concepts and skills through meaningful activities such as playing with blocks, measuring sand and water, drawing and painting, participating in dramatic play (house, restaurant, dentist, doctor).
- Activities aimed at developing large muscles (jumping, running, hopping) and small muscles (cutting, painting, play dough, building with small blocks).
- Working in small groups on individual or self-selected activities.
- Meaningful opportunities to build language, vocabulary, and early literacy skills.
- Teachers observing children and interacting to help children use materials, adding new



- materials when needed, and making suggestions to extend children's play.
- Teachers regularly engage in conversations with children, and who are genuinely interested in what children are doing, how they are feeling, and what they have to say.

## **Assessment**

As part of our learning activities and daily routine, we gather information about each child's developmental abilities and evaluate progress so we can modify and adjust what we are doing in our classrooms, so as to deliver the best individualized learning for each child.

## **Developmental Screening**

Because your child's first five years of life are so important, we want to help you provide the best start for your child. As part of our assessment process, we provide the Ages and Stages Questionnaires (ASQ) to help keep track of your child's development. You might receive an ASQ survey from your teacher several times a year, corresponding to the age of your child. Results will be confidential and shared only with the family and teaching and administrative staff and kept here in your child's personal file for future reference.

You will be asked to answer questions about your child and rate different skills he or she has mastered, or may still be developing, including communication, gross motor, fine motor, problem solving and personal-social skills. These screenings allow for dedicated time for a parent to focus on their child and increase their understanding of their child's development, strengths, and needs. If the questionnaire shows that your child is developing without concerns, we will provide activities designed to encourage your child's development and will supply the next questionnaire at the appropriate time.

If the questionnaire shows one or more areas of concern, we will contact you about getting a more involved assessment for your child. We work very closely with the Phoenix Talent School District, Southern Oregon Education District (SOESD) and their Early Intervention/Early Childhood Special Education (EI/ECSE) team.

## **Classroom Behavior Guidance**

Developmentally appropriate classroom behavior is expected of all children. Teachers shall provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment. Staff are always available to help children learn how to establish positive, constructive relationships with adults and children. Children learn to accept responsibility for their own actions, think for themselves, express their feelings, have empathy for others, and solve problems in a developmentally appropriate manner. Staff understands children have different levels of ability to control their own behavior.

Staff shall assist children to develop self-control by:

- Providing activities that are developmentally appropriate for the attention span of each child
- Developing consistent and clear rules and involving children in the process
- Helping children to develop problem-solving skills by modeling how to solve problems
- Observing, anticipating, and redirecting
- Reinforcing positive behavior
- Learning from natural/logical consequences

- Learning how to name their emotions
- Learning what reactions are appropriate for the behavior they are feeling
- Provide a safe space for a child to go when their emotions are running too high and they need to regain their emotional and physical control

### **Inclusion Policy**

Our classroom environment is inclusive of all children, regardless of ability, family composition, culture, language, or family income. The ELC staff welcome and support all children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) and we work in partnership with the local early childhood special education (ECSE) provider and parent to appropriately support each child's development.

Staff shall not use the following methods of discipline/behavior management:

- Ultimatums that force power struggles
- Emotional or physical abuse
- Humiliation
- Seclusion/isolation/timeout
- Use of food as punishment/reward
- Withhold outside time
- Denial of basic needs

### **Behavior Support & Policy on Suspension/Expulsion**

On occasion, a child's behavior may warrant additional support or accommodations to their schedule in order to ensure the student's success in the program.

Examples of such instances that warrant additional support include:

- A child appears to be a danger to themselves or others
- Continued care could be harmful to, or not in the best interest of, the child as determined by a medical, psychological, or social service personnel
- Disparaging/belittling remarks to or about others
- Threats of physical harm, implicit or explicit
- Theft of program equipment, supplies or items belonging to others
- Harassment of any kind
- Inappropriate remarks or conduct; including the use of profanity

### **Policy on Limiting Suspension and Expulsion**

The priority in our program is to maintain support for all students to actively participate and regularly attend, and will limit the use of suspension or expulsion except in rare circumstances. We work together with parents for a consistent approach to a child's behavior. If the teachers feel that the child would benefit from additional services, parents will be notified of the situation and of all ongoing observations by the teacher.

If there are ongoing issues that exhibit persistent and serious challenges in student behaviors, a parent conference will be scheduled as soon as possible to discuss the concerns. Parents will be given, in writing, the reason for recommending additional services, a brief summary of the observations related to the referral and any efforts the school has made to accommodate the children's needs. It is the parent's responsibility to share pertinent information with teachers, to

follow through on referral recommendations and to request additional conferences with the teacher if they feel they are needed. We will work collaboratively with support services.

Supportive actions may include:

- Observations of initial and ongoing challenging behaviors
- Communication and collaboration procedure with parents/legal guardian, including participation of the parents/legal guardian in planning and decision-making
- Consultation with the local ECSE provider
- Consultation with the local Child Care Resource and Referral agency, Early Learning Hub

Parents are encouraged to discuss any questions regarding classroom and behavior management with the teachers and program staff. All communication regarding the student is welcome and encouraged.

Planned transitions to another program or early learning settings that better meet the child's and/or family/guardian's needs are not considered an expulsion.

### **Family Engagement**

We believe that families are critical partners in the classroom. We welcome all families and encourage partnership in your child's learning and development. Several family engagement events and activities will be scheduled throughout the year and families will have the opportunity to provide leadership and voice in planning the activities. If a family member is interested in volunteerism in the classroom, they will follow school district policy in registering as a volunteer.

[Volunteer Packet - English](#)

[Volunteer Packet - Spanish](#)

## **Safety Practices**

### **Fire drills/Earthquake drills**

The PTS Rising Early Learning Center will participate in all required drills including monthly fire drills. All other drills will be practiced every other month following our emergency plan.

### **Lock-down/Lock-out/Evacuation**

Phoenix Talent Schools follows the district guidelines for lockdown safety practice. Should it be necessary to evacuate the building, you will find the staff and children at the PTS Facilities Building next door. If we need to be in a lock-down, all windows and doors will be covered, and no parent/guardian will be allowed access until the proper authorities tell us it is safe. School district notifications will go out to families, as quickly as possible.

### **Medical Emergency Policy**

In case of a medical emergency, staff will act quickly and calmly to ensure the health and well-being of each child. In general, the staff will follow the below steps while adhering to the PTS emergency plan:

- Depending on the seriousness of the injury it will be determined whether to call 911. Staff will use emergency contact information. Emergency information will be located in the classroom and in the school office.
- A trained staff person will administer first aid, if necessary. First aid supplies are located in

the classroom.

- If 911 is called, paramedics will decide if it is necessary to transport your child to the hospital. You will be called immediately to meet your child at the hospital. A staff member will go with your child to the hospital. If you are not available, your emergency contact will be called.
- Staff will document the injury and the follow-up. If your child needs to go home, you will be contacted to come and get him/her. Staff may not transport a child in their own vehicle.

### **Custody/Family/Confidentiality**

It is our position that we are responsible for the well-being of your child while in our care. Therefore, we will remain neutral in marital issues and aim to maintain a professional relationship with both parents. Any and all information we are given is considered confidential and staff will receive only that information that is needed to carry out their job. We will follow all laws regarding child custody issues. In the event of a divorce or separation, we will release your child to either parent or legal guardian or anyone listed on the registration form authorized to pick up your child.

If there is a custody agreement or temporary restraining order that changes this information, we will need a copy of this document for our file. We will follow what is set out in the custody agreement. We will release your child to the parent who has custody on a given day or anyone they designate in writing for their day. Your child's records in our files will only be released to parents or legal guardians. We require your written permission to release these records to any other parties.

We will not speak to either parent/guardian's attorney or release any other information about your child without a subpoena. Similarly, if you have a family member on site with their own children, we will not discuss their children with you, unless their parents/guardians specifically ask us to.

### **Child Abuse Reporting Policy**

All Child Care Providers, PTS Rising Early Learning Center Staff and volunteers included, are Mandatory Reporters. This means if a staff member or volunteer suspects that a child has been sexually, physically or emotionally abused or neglected, Oregon state law requires that the suspected abuse be reported to the Department of Human Services Child Welfare.

### **Right to Refuse Child Release**

Staff members will not release a child to the care of any person suspected of being under the influence of drugs or alcohol. To protect the child we may request that another adult listed as an emergency contact pick the child up from the location or we may call the police to prevent any potential harm.

**Privacy/Confidentiality** We try to capture moments throughout your child's day to share with you and your family in our newsletters. We also submit news and photographs to Phoenix Talent communications, social media, including pictures. If a picture is posted on social media and there are other children in the photo, we ask that you do not share that photo on your personal page, unless you have consent from the parent/guardians. We discourage staff or volunteers to post pictures of enrolled students on their personal social media pages, unless they have consent from the parents. If you see a photo of your child on someone's page, please deal with that person directly. If you are unable to resolve the issue, please contact the Director. Photography permissions are included in our enrollment process. You may opt out of your child being in any photographs taken during any and all center activities. We keep a roster of those students who are not included,

and all staff are aware of that list.

Our staff work very hard to maintain a positive, welcoming atmosphere for you and your children. We have strict mandates from Southern Oregon Early Learning Hub, Preschool Promise, DELC, and the Phoenix Talent Schools, and we try to maintain those expectations, while still developing meaningful, genuine relationships with our families.

We are proud of our high standard of care, our enriching programs, our dedicated staff and our attention to each child and family. It is our belief that a physically and emotionally safe environment facilitates a higher degree of learning and fun. If you should have any questions with regards to any of our policies or procedures, please contact the Director.

Sincerely,

Kelly Soter  
PTS Rising ELC Director  
541-535-1517 x1016  
[kelly.soter@phoenix.k12.or.us](mailto:kelly.soter@phoenix.k12.or.us)

## Family Handbook Acknowledgement

Dear Families,

Please sign this acknowledgement, detach it from the handbook, and return it to the center prior to enrollment.

This handbook may be updated from time-to-time, and notice will be provided as updates are implemented.

Thank you for acknowledging and adhering to the policies and procedures we have established for the safety and welfare of all children in our care. We look forward to getting to know you and your family.

I have received the Early Learning Program Family Handbook. It is my responsibility to understand and familiarize myself with the Family Handbook and to ask center management for clarification of any policy, procedure or information contained in the PTS Rising Early Learning Program Family Handbook that I do not understand.

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Parent/Guardian (First/Last Name) (PLEASE PRINT)

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Phone Number of Parent/Guardian

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Parent/Guardian Signature Date