



RISEN SAVIOR
Early Childhood Center

Center Policy Manual

TABLE OF CONTENTS

Table of Contents

TABLE OF CONTENTS	2
MISSION & MINISTRY.....	4
MISSION STATEMENT.....	4
PHILOSOPHY	4
VISION STATEMENT	4
PERSONNEL POLICIES.....	4
EQUAL EMPLOYMENT OPPORTUNITY.....	4
HIRING.....	5
JOB DESCRIPTIONS	5
GRIEVANCES	16
STAFF EVALUATION, DISCIPLINE, & TERMINATION.....	17
RETENTION PLAN.....	18
OPERATING POLICIES.....	18
ARRIVAL & DISMISSAL.....	18
ATTENDANCE REQUIREMENTS	19
CELL PHONE POLICY	20
CHAPEL.....	20
CLASSROOM BULLETIN BOARDS.....	20
CONFERENCES	20
CURRICULUM, LESSON PLANS, & ASSESSMENT.....	21
DRESS CODE	25
ENROLLMENT	25
ADMISSION REQUIREMENTS.....	25
REGISTRATION	26
WITHDRAWALS.....	26
FINANCES	26
GUIDANCE POLICY.....	26
MEALS & SNACKS.....	27
NAPPING PROCEDURES	28
PLAYGROUND PROCEDURES.....	29
REQUEST FOR MATERIALS.....	29
STAFF TO STUDENT RATIOS.....	30
SUPERVISION OF CHILDREN.....	30
TRANSITION PLAN.....	30

TRANSPORTATION/FIELD TRIPS.....	31
HEALTH & SAFETY.....	31
ACCIDENT & EMERGENCY	31
CHILD ABUSE & NEGLECT.....	32
CLEANING & SAFETY CHECK.....	32
EMERGENCY EVACUATION	34
HAND WASHING.....	34
HEALTH FORMS & IMMUNIZATIONS.....	35
ILLNESS & INFESTATION	35
MEDICATION.....	36
OUTDOOR AIR POLLUTION	37
SUN SAFETY	37
TOILETING/DIAPERING PROCEDURES.....	38
WET/SOILED LAUNDRY.....	39

MISSION & MINISTRY

Welcome to Risen Savior! We are glad to have you as part of our team.

MISSION STATEMENT

The mission of Risen Savior Preschool & Kindergarten, 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 pursuing academic excellence.

PHILOSOPHY

Risen Savior Preschool & Kindergarten provides a nurturing, Christ-centered environment where the child is encouraged to grow developmentally. Our curriculum is based on the Word of God and is designed to enhance the child spiritually, emotionally, cognitively, physically, and socially. Our qualified Christian teachers share the Word of God 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 to make sure it stays current.

VISION STATEMENT

Risen Savior Preschool & Kindergarten 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.

PERSONNEL POLICIES

Risen Savior Lutheran Church has a published Employee Handbook that details Personnel Policies in much greater detail than this document. Please be sure to read your copy. If there is ever a policy in conflict between the two documents, the Employee Handbook takes precedence.

EQUAL EMPLOYMENT OPPORTUNITY

Risen Savior Preschool & Kindergarten is in full agreement with the intent of the Civil Rights Laws. It is our firm belief that the basis of employee selection for hiring, promotion, transfer, training, job assignment, hours of work, rate of pay and working conditions should be according

to ability, not age, race, color, national origin, ancestry, sex or handicap. Because we are an extension of the church body, teaching positions require a Christian committed to the principles of Christ-centered education.

HIRING

DIRECTOR OF EARLY CHILDHOOD EDUCATION

Procedure for Hiring

The Pastor shall inform the Governing Board Chairperson of the vacancy.

The vacancy shall be posted in the Church newsletter, Church bulletin, and School newspaper.

Place an advertisement in the local media.

The Pastor and the Business Manager will interview candidates meeting the job qualifications as established in this manual.

The Governing Board shall interview the top two candidates.

The Pastor shall determine and hire the best candidate with the approval of the Governing Board.

OTHER EARLY CHILDHOOD POSITIONS

Procedure for vacancy

The Director shall:

- Advertise in the local media.
- Interview candidates meeting the job qualifications as established in this manual.
- Review two personal and two professional recommendations.
- Extend offers of employment.

JOB DESCRIPTIONS

DIRECTOR OF EARLY CHILDHOOD EDUCATION

Qualifications

Shall be at least 21 years of age and provide written documentation of one of the following:

- Associate or Bachelor's Degree in Child Development, Early Childhood Education or closely related field and business related training and experience.
- Associate or Bachelor's Degree in a business related field and knowledge of Early Childhood Education.

Is a Christian committed to the principles of Christ-centered education.

Has an interest in evangelism; demonstrate a willingness to share given talents with the school.

church and community

Maintain a current certification in Cardiopulmonary Resuscitation (CPR) and First Aid and have an annual tuberculin skin test.

Shall be hired contingent upon successfully passing a background check including fingerprinting in accordance with State law.

Be able to relate to children and staff, easily adapt to change.

Be able to relate to adults on all levels of the socioeconomic structure of the community.

Must perform the work requirements as outlined under Job Performance section.

Be professionally dressed consistent with the position.

Exhibits the following:

- Willingness to grow spiritually and professionally.
- Effective personal relationships with students, staff, church, parents, congregation and community.
- Effective organizational skills.

Job Performance

Serve at the pleasure of the Governing Board.

Maintain current state license and meet all requirements.

Participate in developing annual budget for recommendation to the Governing Board.

Conduct the financial affairs to the budget requirements. The Governing Board, with the consent of the Church Council, must approve deviations from the budget.

Work cooperatively with the congregation's Treasurer and financial bookkeeper. Recruit and recommend for hire qualified office personnel to the Governing Board.

Complete the following CACFP duties: Direct, manage, and train staff as required, enforce civil rights, conduct self-monitoring, prepare and submit claims, and ensure accountability of funds.

Supervise and train office personnel in best practices of early childhood care and education.

Maintain student and school files.

Maintain employee personnel files with required forms (application, health form, background verification, criminal history affidavit, record of experience and educational training including documentation, tax forms and reference checks). Monitor re-certification records and reporting to appropriate government agencies, as well as school employees.

Maintain records of sick leave and vacation for all employees, when applicable.

Handle insurance/benefit enrollment, termination and changes for all school employees.

Compile, print and distribute a monthly newsletter featuring teacher profiles and parent information.

Keep completed safety checks on file. Make corrections to problems as necessary.

Evaluate and develop emergency procedures.

Isolate children with infections/diseases. Contact parents and health department as necessary.

Maintain and select all indoor and outdoor equipment and materials with input from school staff.

Organize and maintain School library, featuring both professional and children's literature.

Conduct the annual registration process. As available, conduct tours and provide information to parents of prospective enrollees as needed.

Conduct orientations and various programs throughout the year.

Plan, implement and organize materials for center staff meetings.

Keep abreast of current trends in Early Childhood Education.

Serve as a liaison between the School and the Congregation.

Reporting Relationship

Reports directly to the Senior Pastor.

Faithfully carry out the directives and suggestions of the Governing Board and the Senior Pastor.

Participate actively in annual performance evaluation conducted by the Senior Pastor.

EARLY CHILDHOOD SPECIALIST

Qualifications

Shall be at least 21 years of age and provide written documentation of one of the following:

- High school or high school equivalency diploma and 6 credit hours or more in early childhood, child development, or closely related field in an accredited college or university, or 30 actual hours of instruction, provided in conferences, seminars, lectures, or workshops in the areas of early childhood, child development, or closely related field, and 12 months or more of child care experience.
- National Director Credential (N.A.C.), Child Development Associate (C.D.A.), Certified Childcare Professional (C.C.P.), or Certified Professional in Childcare (C.P.C.) credential and at least 12 months of child care experience.

- A minimum of 24 credit hours from an accredited college or university, including at least 6 credit hours of course work in the areas of early childhood, child development, or closely related field, and 12 months of child care experience.
- Associate degree from an accredited college or university in the area of early childhood, child development, or closely related field, and 6 months of childcare experience.
- Bachelor degree from an accredited college or university in the area of early childhood, child development, or closely related field, and 3 months of child care experience.

Is a Christian committed to the principles of Christ-centered education.

Has an interest in evangelism; demonstrate a willingness to share given talents with the school, church and community.

Maintain a current certification in Cardiopulmonary Resuscitation (CPR) and First Aid and have an annual tuberculin skin test.

Shall be hired contingent upon successfully passing a background check including fingerprinting in accordance with State law.

Must perform the work requirements as outlined under Job Performance section.

Be professionally dressed consistent with the position.

Be able to relate to children and staff; easily adapt to change.

Be able to relate to adults on all levels of the socioeconomic structure of the community.

Exhibits the following:

- Willingness to grow spiritually and professionally.
- Effective personal relationships with students, staff, church, parents, congregation and community.
- Effective organizational skills

Job Performance

Assume responsibility for the Director in his/her absence.

Conform to State health, safety and licensing regulations.

Keep abreast of current trends in the field of Early Childhood Education.

Communicate policies, practices, procedures and goals to ELC staff and parents.

Recruit and recommend for hire qualified teaching candidates to the Director.

When necessary and with Director approval, suspend teacher personnel due to job performance.

Also, recommend termination when appropriate.

Supervise and manage teacher staff and scheduling.

Substitute in classroom when teachers or aides are unavailable and/or find a suitable and qualified substitute.

With the Director, evaluate teacher personnel after 3-month probation period and annually thereafter. Evaluation is to be signed by employee and ELC Early Childhood Specialist or Director and maintained in personnel file.

Supervise and evaluate classrooms, structures and facilities.

Assist with the annual registration process. As available, conduct tours and provide information to parents of prospective enrollees as needed.

Assure that staff holds parent/teacher conferences.

Counsel staff and parents with student problems.

Observe children with special needs and make appropriate recommendations.

Keep current and accurate records.

Serve as a liaison between parents, school staff, church staff and PTO.

Meet with staff individually to develop lesson plans, discuss problems, solutions, upcoming events, procedures and rules.

Reporting Relationship

Report directly to the Director.

Faithfully carry out the directives and suggestions of the Governing Board, Senior Pastor, Director and Director of Early Childhood Education.

Participate actively in annual performance evaluations for ELC staff

LEAD TEACHER

Qualifications

Shall be at least 18 years of age and provide written documentation of one of the following:

- High school or high school equivalency diploma and 6 months of child care experience.
- N.A.C., C.D.A., C.C.P., or C.P.C credential.
- Associate or bachelor degree from an accredited college or university in the area of early childhood, child development, or closely related field.

Is a Christian committed to the principles of Christ-centered education.

Has an interest in evangelism; demonstrate a willingness to share given talents with the school, church and community

Maintain a current certification in Cardiopulmonary Resuscitation (CPR) and First Aid and have an annual tuberculin skin test.

Shall be hired contingent upon successfully passing a background check including fingerprinting in accordance with State law.

Be able to relate to children and staff, easily adapt to change.

Be able to relate to adults on all levels of the socioeconomic structure of the community.

Must be able to perform essential job functions or duties.

Be professionally dressed consistent with the position.

Complete Daily Meal Count Sheets as required by CACFP.

General Responsibilities

Be responsible for classes, direct the class educational program, and be the leader for classroom climate.

Consult and confer with the Director in developing plans and carrying out all responsibilities.

Report regularly to the Director regarding the progress and effectiveness of those plans and programs, as well as make appropriate recommendations.

Provide spiritual leadership in class and in all relationships with students, parents, faculty, staff, and all others associated with the School.

Proceeding from a Christian foundation, plan a well-rounded educational program, which will enhance the spiritual, emotional, social, intellectual and physical development of each child.

Work with all staff members in a cooperative manner.

Implement laws governing childcare centers published by the Department of Health Services.

Daily Duties

Maintain prompt hours and notify the Director in the event of illness or needed absence.

Properly prepare all lesson materials prior to all class sessions.

Set up a neat, clean, and organized classroom and take responsibility for all equipment and materials.

At the end of each week, prepare the classroom for the congregation's Sunday program.

Involve and utilize the Assistant Teacher as applicable.

Greet each child as they arrive and at the end of each class session, remain with the child until the

parent or guardian arrives and takes responsibility for the child.

Be alert to the needs, welfare, health, and safety of the children.

Maintain Christian discipline in the classroom, outside, and at the bathrooms, and ensure application of discipline with love as in accordance with Risen Savior School's discipline policy.

Be available to the Director for consultation and advice.

Be available to local, state, federal and private agencies as pertaining to the School operation.

Be responsible for playground supervision.

Record work hours on a daily basis.

Obtain Director's approval before working overtime.

Periodic Duties

Maintain accurate records on all students and submit any required reports to the Director or Early Childhood Specialist.

Develop, plan, and carry out daily activities that reflect Risen Savior's purpose and objectives. Submit lesson plan to the Director by the last class day of the previous week for approval.

Plan any field trips with the authorization of the Director.

Attend all staff meetings, and any scheduled teacher curriculum planning meeting, or other meetings the Director deems appropriate.

Collaborate with outside partners (First Things First, Quality First, NAEYC, coaches, mentors, therapists, nutritionists, social workers, etc) in the best interest of our children, families, and center. Work to secure services when need arises with staff or school families.

Supply articles for the School newsletter by the deadline date.

Conduct evaluations of each student's progress according to Risen Savior's Assessment Plan, found in Appendix A.

Participate in scheduled parent-teacher conferences twice annually and on an as needed basis.

Review educational materials and curriculum and notify the Director of supplies needed.

Participate in all scheduled teacher workdays.

Reporting Relationship

Report directly to the Director of Early Childhood Education.

Faithfully carry out the directives and suggestions of Management.

ASSISTANT TEACHER

Qualifications

Shall be 16 years of age or older and provides written documentation of the following:

- High school or high school equivalency diploma

Is a Christian committed to the principles of Christ-centered education.

Has an interest in evangelism; demonstrate a willingness to share given talents with the school, church and community

Maintain a current certification in Cardiopulmonary Resuscitation (CPR) and First Aid and have an annual tuberculin skin test.

Shall be hired contingent upon successfully passing a background check including fingerprinting in accordance with State law.

Be able to relate to children and staff, easily adapt to change.

Be able to relate to adults on all levels of the socioeconomic structure of the community.

Must be able to perform essential job functions or duties.

Be professionally dressed consistent with the position.

General Responsibilities

Assist the Lead Teacher in planning and executing an educational program, which is supportive of the educational goals and beliefs of Risen Savior Lutheran Church.

Assist in implement laws governing childcare centers published by the Department of Health Services.

Daily Duties

Maintain prompt hours and notify the Director in the event of illness or needed absence.

Be responsible for greeting and assisting each child as he/she arrives to help the child feel welcome and comfortable.

Greet parents as they arrive to drop off their children.

Assist the teacher in providing appropriate experiences for children.

Assist in arrangement, maintenance and cleaning of learning centers and equipment. While the school maintains a contract for custodial services, if at any time during the day a toilet seat, toilet handle, doorknob, or floor is visibly soiled, it is the Assistant Teacher's responsibility to clean and sanitize the affected area.

Eat snacks with children, helping to develop good nutritional habits and model good table manners.

Help children establish good habits in personal hygiene.

Assist in supervising all activities indoors and outdoors to ensure the safety of each child at all times.

Model appropriate behavior in speech and language, remembering “please” and “thank you”.

Work with all staff members in a cooperative manner.

Contribute information and insights on the individual child’s behavior.

Be involved with the children in all activities, helping and encouraging them; supervise play, directing children to appropriate use of play equipment and materials.

Assist teachers in any other appropriate manner, especially in utilizing special talents and abilities such as creative movement, dramatics and music.

Maintain Christian discipline in the classroom, outside, and at the bathrooms, and insure application of discipline with love as in accordance with Risen Savior School’s guidance policy.

Record work hours on a daily basis.

Obtain Director’s approval before working overtime.

Occasional duties

Attend all program related activities, which involve the school children.

Submit “Ouch Reports” to the Director and Log on List before sending a child home.

Follow Department of Health guidelines for providing care for children injuries.

Participate in all teacher workdays.

Reporting Relationship

Report directly to the Lead Teacher of the team, indirectly to the Director of Early Childhood Education, and as an extension, the front office staff.

Faithfully carry out the directives and suggestions of the Lead Teacher, Director, and front office staff.

OFFICE PERSONNEL

Qualifications

Shall be at least 21 years of age and provide written documentation of either a high school or high school equivalency diploma or above.

Is a Christian committed to the principles of Christ-centered education.

Has an interest in evangelism; demonstrate a willingness to share given talents with the School, Church and community.

Maintain a current certification in Cardiopulmonary Resuscitation (CPR) and First Aid and have an annual tuberculin skin test.

Shall be hired contingent upon successfully passing a background check including fingerprinting in accordance with State law.

Must be able to perform essential job functions or duties.

Be professionally dressed consistent with the position.

Be able to relate to children and staff; easily adapt to change.

Be able to relate to adults on all levels of the socioeconomic structure of the community.

Exhibits the following:

- Willingness to grow spiritually and professionally.
- Effective personal relationships with students, staff, church, parents, congregation and community.
- Effective organizational skills

Job Performance

Maintain presence at the Front Desk to assist parents and staff as needed.

Answer telephone and assist callers as needed. Distribute messages in staff mailboxes or contact immediately if call is urgent in nature.

Oversee menu planning, ordering, and purchasing for CACFP. Maintain administrative and operational records, and monitor participants in CACFP program.

Complete tasks as outlined by the Director.

Support teacher staff with copying and other office duties.

Keep supply of registration packets, parent handbook and employee handbook on hand at all times.

Routinely file papers as necessary to keep office organized.

Help maintain and organize school library.

Take minutes at monthly staff meetings, type and distribute to all staff members.

Maintain minutes of both monthly staff and Governing Board meetings.

Assist the Director at orientations and various programs throughout the year.

Assist in organizing monthly staff meetings and participate as needed.

Be cross-trained to substitute in classroom as needed.

Reporting Relationship

Report directly to the Director

Faithfully carry out the directives and suggestions of the Governing Board, Pastoral Staff, the Director and the Director of Early Childhood Education.

SCHOOL COOK

The School Cook oversees all aspects of food preparation in the facility to ensure that children receive healthy meals and snacks. The School Cook must first and foremost know how to prepare nutritious breakfasts, lunches and snacks for children. They must also have intimate knowledge of food safety and an understanding of child nutrition needs. Previous experience as a cook, including the USDA Child Care Food Program, is a plus.

The nature of the work is extremely physical, and the School Cook must be able to work on their feet for long periods of time and lift heavy containers of food and equipment. Time management and organizational abilities are also a must. The School Cook must have a love for children, nutritional knowledge and an enjoyment of cooking.

The general job description for the School Cook includes preparing lunch and two snacks, as well as planning breakfasts for teachers to provide students who arrive early. The job description includes the following:

- budgeting for and purchasing food and cooking supplies
- maintaining clean and sanitary facilities, including clean up of the utensils and eating area
- ensuring safe food storage and disposal
- planning nutritious meals and snacks, in accordance with CACFP guidelines
- overseeing kitchen operations
- keeping accurate records, including Daily Meal Production Records as required by CACFP
- helping with the children
- substituting if a staff member is absent

Qualifications

The School Cook should be able to carry 40 pounds and stand for extended periods of time. Hearing, reading and writing skills are appropriate. Cooks should have a love, patience and understanding for children. It is extremely important School Cook is versatile and willing to work in areas other than in the kitchen. The individual needs to be willing to work irregular hours and be reliable. Time management skills are a must, along with the ability to work with others. Basic food preparation and nutrition knowledge is required.

Qualifications required for the School Cook position a high school diploma or GED and a current Food Handlers Card. A two-year culinary degree and/or a Certified Food Manager Card are preferred. Additionally, the School Cook must have a Fingerprint Clearance Card and is subject to all the background checks/documentation procedures as the Early Childhood staff.

Child care cooks must first and foremost know how to prepare nutritious breakfasts, lunches and dinners for children. They must also have intimate knowledge of food safety and an understanding of child nutrition needs. The nature of the work is also extremely physical, and child care cooks must be able to work on their feet for long periods of time and lift heavy containers of food and equipment. Time management and organizational abilities are also a must. Working with children also requires skill in patience and flexibility.

Job Performance

(1) Daily Duties

The daily duties of the School Cook include the preparation and serving of breakfast, lunch, and snacks. The clean-up of the kitchen, utensils, meal dishes, tables and floors in the eating area is required. Any leftover food from meals should be stored for further use. The microwave and all appliances will be wiped off daily. Meals will be delivered to the Early Learning Center classrooms. Dishes, utensils, trash and recyclable materials will be picked up and returned to the kitchen after the lunch period. Any trash and recyclable material will be removed from the kitchen by the custodians. The eating area and kitchen will have the floors swept and mopped by the custodians at night; however, the School Cook is responsible for any large spills or mishaps.

The School Cook also provides refreshments weekly, as requested, for outside parties who use the facility, namely the Sun Lakes Bridge Club. Responsibilities include making coffee and stocking supplies. The coffee machine is to be cleaned out upon arrival the following day. The current contract calls for refreshments to be made available on Mondays, Tuesdays, Thursdays, Saturdays and the occasional Sunday.

(2) Weekly Duties

Weekly duties should include scrubbing all appliances and counters. The cupboards and drawers will be checked, cleaned and organized. Leftovers will be removed from the refrigerator every Friday and thrown away. A weekly shopping list will be prepared for all necessary kitchen and food items. The kitchen and food items will either be ordered or physically purchased each week. The kitchen and food items will be stocked on the shelves in the appropriate area.

(3) Monthly Duties

Monthly duties include cleaning the inside of the oven and the microwave, wiping down the inside of the refrigerator, defrosting and wiping down the inside of the freezer, creating and writing a monthly menu that will be distributed to the parents and posted on the wall.

Reporting Relationship

The School Cook will report to the Director of Early Childhood Education for school related responsibilities and the Director for Bridge related activities.

GRIEVANCES

ROUTING OF SCHOOL STAFF GRIEVANCES

All school staff shall report any grievances first to the Director.

If a teacher or staff member has a grievance with the School policies and procedures, the following procedure shall be observed:

- Make an appointment with the Director to discuss the issue.
- If no agreeable solution is reached, discuss the issue with the Director and the Business Manager in a joint meeting. At this point, if an agreement does not seem possible, a written, signed and dated, grievance must be filed with the Director within fifteen calendar days of the occurrence.
- The Director shall provide a copy of the written documentation to the Director of Operations.
- If the issue is not resolved, the Director of Operations shall hold a formal hearing with the employee.
- If satisfaction is not achieved by following the above steps, the matter shall be referred to the Governing Board for its consideration and final action.

ROUTING OF DIRECTOR GRIEVANCES

The Director of Early Childhood Education shall report any grievances to the Director of Operations or Senior Pastor, as appropriate for the issue.

If the Director has a grievance the following procedure shall be observed:

- Make an appointment with either the Director of Operations or the Senior Pastor to discuss the issue.
- If no agreeable solution is reached, discuss the issue with the Senior Pastor and Director of Operations in a joint meeting. At this point, if an agreement does not seem possible, a written, signed and dated, grievance must be filed with the Director of Operations within fifteen calendar days of the occurrence.
- If satisfaction is not achieved by following the above steps, the matter shall be referred to the Governing Board for its consideration and final action.

STAFF EVALUATION, DISCIPLINE, & TERMINATION

All new Lead Teachers and Assistant Teachers will be on probation for three (3) months. During the probationary period, termination may be effected by the Director of Early Childhood Education.

At the end of the three-month probationary period, the Director will evaluate the Lead Teacher and Assistant Teacher. The Director will meet with the Lead Teachers and Assistant Teachers to review the evaluation. If the work is not deemed satisfactory, the Director may terminate employment. The Lead Teacher or Assistant Teacher may appeal such termination to the Governing Board within fifteen (15) calendar days.

The Director shall conduct a performance appraisal at least once a year for all school teaching staff.

Procedure for unsatisfactory performance or improper conduct:

- The Director will document incidents of unsatisfactory performance or improper conduct.

- The first incident will result in counseling by the Director.
- The second such incident will result in counseling with the Director and may result in written notification of probation or a Performance Improvement Plan.
- The third such incident may result in termination of employment.
- The employee may appeal such termination to the Business Manager within fifteen (15) calendar days.
- Immediate termination will occur if a breach of security results in a child being in imminent danger.
- In all cases, a majority of the Governing Board will decide termination.

RETENTION PLAN

Risen Savior recognizes that we have high expectations of quality and employees may become overwhelmed at times. In an effort to support our staff, the following Retention Plan is in place:

BURNOUT

Teachers may experience burnout with a particular class or shift. Please speak with the Director about any concerns you may have and every effort will be made to offer a different age group, shift, or cross train into a different position.

PROFESSIONAL DEVELOPMENT

Teaching staff have the opportunity to further their education with scholarships through TEACH and PCPP. Application forms are available through the Director's office. College can add additional burden to a challenging schedule. Please speak with the Director if you need some time to accommodate certain projects or testing cycles.

LEADERSHIP

Risen Savior participates in many and various quality improvement initiatives. If you are looking for additional challenge in your job, speak to the Director about new incentives, leadership positions, specialized trainings, etc. that you may be interested in.

TEAM BUILDING

The administration realizes that classrooms become like families and sometimes personalities clash. If you find yourself in a situation with a co-worker that is not getting better through proper Grievance Policy channels, we can offer team building trainings or in worst case situations trade classrooms with one of the staff.

OPERATING POLICIES

ARRIVAL & DISMISSAL

Parents or guardian will indicate on the Emergency Form persons authorized to sign in or pick up a child. Parents will review and update either on annual basis or when information changes.

Parents or guardians must wash the child's hands upon arrival and accompany the child to the classroom door. This will reduce the communicable diseases coming into the center from the community and homes especially during flu season.

Parents or guardians, and others authorized by the parents, are required to sign the child in and out for the day using their legal signature as seen on their drivers' license and the exact time the child was signed in or out. The Lead Teacher will maintain a daily log of children.

No unauthorized person will be permitted to dismiss a child unless special arrangements are made with the school. Proof of identification will be required if the person authorized on the Emergency Card is not known to the school staff.

1. *PROCEDURE FOR PERSONS NOT AUTHORIZED ON THE EMERGENCY CARD TO PICK UP A CHILD:*

- Parents will call to indicate if a person not authorized on the Emergency Card is to pick up their child.
- Parents will provide the Director with a password to be used when the phone call is made.
- If the password is given correctly, proof of identification will be required before the child is released to the designated person.
- If the appropriate "password" is not provided at the time of the phone call, an attempt will be made by the Director to verify the caller's identity.
- If the caller's identity cannot be verified, the child will not be released until an authorized person is notified and available to pick up the child.

2. *COURT PROCESSES OR AGREEMENTS*

Parents or guardians will immediately inform the Director and Lead Teacher of any changes by virtue of court process or agreements of those individuals who are authorized to pick up the child. An official copy of the court documentation is needed for the school to enforce custody arrangements.

ATTENDANCE REQUIREMENTS

Because children learn best through relationships, it is imperative that staff are here to form these bonds with children. Risen Savior has a **90% Attendance Requirement** that will be checked for every employee on a quarterly basis. Employees who are found to be out of compliance will receive a written notice that will become part of the employee's personnel file. Please note, these absences are related to non-FMLA issues.

All requests for **Time Off** (Paid or Unpaid) for the year must go through your Lead Teacher for approval and then entered into the iSolved system for final approval. Lead Teachers will strive to insure their students always have at least one permanent staff member present. Employees are responsible for getting their own subs, unless in a dire emergency.

All staff that works with children must get **18 hours of professional development** per year (July 1 – June 30). This is a state requirement. Risen Savior adds some clout to the requirement by making staff

ineligible for pay increases if this requirement is not met.

- Staff meetings are paid at the current training rate and provide training on a monthly basis. **Attendance is required.** This time helps us all move forward together on quality improvement and strategic goals. Meetings are posted on the Google calendar on our website.
- Special events like Open House, Fall Festival, and the Christmas program will be optional for non-exempt employees and mandatory for exempt employees (i.e. Team Leaders).

CELL PHONE POLICY

It is impossible to be engaged with children and be engaged with cell phones at the same time. It is not only a safety issue, but children deserve our attention, especially when we are being paid to interact with them. Employees seen on their cell phones during working hours will receive one verbal warning, followed by a written notice of infraction for subsequent offenses.

CHAPEL

Children will have the opportunity to attend chapel on a bi-weekly basis. Parents, grandparents and siblings are welcome to attend chapel with the children. Chapel dates and times will be included in the monthly newsletter.

CLASSROOM BULLETIN BOARDS

Bulletin boards shall be changed by monthly and will attractively display a variety of the children's work, including outside art gallery work. Open-ended art projects are the expectation at Risen Savior – projects that require a copier are severely discouraged.

Each class shall maintain a Parent Information Board and will include a current newsletter, weekly lesson plans, snack calendar, yearly and special events calendar. It will also have a flexible schedule of daily activities posted.

The Parent Information Board will ALWAYS include the following postings:

- In Activity Areas: Room Capacity, Activity Schedule, Evacuation Plan, Dated Emergency Procedures in Area Without a Phone (R9-5-514 (B) and (E)), Specific Dietary Instructions (for a particular child), Dated Lesson Plan
- Activity Areas with Diapered Children: Diaper Changing Procedures
- Kitchen: Specific Dietary Instructions for a particular child

CONFERENCES

Risen Savior Preschool & Kindergarten has two semesters per school year with progress reports coming home at the end of each one. 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 teaching staff because we are 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 parental 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.

CURRICULUM, LESSON PLANS, & ASSESSMENT

Teaching staff are in a continuous loop of Curriculum, Observation, & Assessment at Risen Savior. Planning the classroom activities based on early learning standards leads to observing the children to see if they are grasping the desired concepts, which in turn leads to assessing their growth and development.

CURRICULUM

Curriculum at Risen Savior Preschool & Kindergarten 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 activities planned for the classroom. Resources and additional curriculum tools are available for the Lead Teachers' reference. They include, but are not limited to:

- NAEYC's Developmentally Appropriate Practice in Early Childhood Programs from Birth Through Age Eight
- Arizona Department of Education's Early Learning Standards and Infant Toddler Developmental Guidelines
- Teaching Strategies' *Creative Curriculum*

LESSON PLANS

The Lead Teachers will submit weekly lesson plans on the last day of the previous week to the Director or Early Childhood Specialist for approval. They will post the lesson plan on the Parent Information Board in their classroom and include it with the weekly newsletter sent home to families.

Lesson plans will have goals and objectives clearly stated, including any modifications necessary for individual learning needs. Modifications may not be posted if they include confidential information about a student(s). However, they need to be accessible in the classroom in case a Substitute Teacher is needed.

ASSESSMENT PLAN

The Early Childhood Assessment Plan addresses both individual students, the school as a whole, and the assessment plan itself as follows:

Student Assessments

Risen Savior's Early Learning Center uses a variety of methods to track a child's growth and development throughout the school year. 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.

The components of our Assessment Plan are as follows:

(1) 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 concerns 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.

(2) 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 tool and submit it to the Director or Early Childhood Specialist, who will observe the child and make a recommendation on how to proceed. Recommendations can include instructional supports, 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.

(3) Vision & Hearing

Risen Savior will bring in professional vision and hearing screeners to assess the children in our early childhood program. Every effort will be made to do so at no cost to the parent. Should the screener recommend that the child receive further evaluation, a note will be sent home to the parent and referrals provided for low- or no-cost options for those families who need it.

(4) Teaching Strategies Gold (TSG)

TSG is an authentic, ongoing observational system for assessing children from birth through kindergarten, proven to be valid and reliable by extensive field testing. It helps teachers observe children in the context of everyday experiences, which is an effective way to get to know them well and find out what they know and can do. It is based on 38 objectives that are aligned with Arizona's Early Learning Standards. Lead Teachers document a child's growth and development on all 38 objectives to ascertain the following information:

- What does the child know and what can he/she do?

- How their observations relate to important objectives for development and learning and use that understanding to scaffold children’s learning.
- Determine if a child is making progress over time and compare the child’s knowledge, skills and behaviors to those of most children in his/her age group or class.
- Recognize children who might benefit from special help, screening or further evaluation.

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.

(a) 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.

(b) 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).

(c) 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.

(5) Progress Reports

Two times per school year, Lead Teachers will evaluate every child’s acquisition of Arizona’s Early Learning Standards as summarized in TSG’s Content Areas (Objectives 15-38, 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.

School Assessments

All of the assessment tools listed above are primarily for students, but teachers learn something 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.

(1) 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 an annual basis.

(2) ECERS & ITERS

These Environment Rating Scales for both Early Childhood and Infant Toddlers help insure that each classroom is set up and contains the necessary materials to promote quality care and education. These rating scales are done annually by independent assessors trained to be both reliable and valid. They will randomly select classrooms to assess, which will include anywhere from one room to 1/3 of rooms from each age group (infants, toddlers, and preschoolers).

(3) Early Language & Literacy Classroom Observation (ELLCO)

This tool helps build better literacy programs by assessing the quality of both the classroom environment and teachers' practices by measuring five key literacy elements: classroom structure; curriculum; the language environment; books and book reading opportunities; and print and early writing supports. Risen Savior uses this internally as a professional development tool.

(4) Program Administration Scale (PAS)

This tool has been used internally and by independent assessors to assess the management and leadership of our early childhood program. This is done on a voluntary basis and helps Risen Savior determine the appropriateness of our policies and procedures relating to families, staff, and the community.

(5) 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, insuring parents and staff can give their feedback freely without concern. Survey results are tabulated and shared with administration, including the Governing Board, where the results are taken into consideration 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, in conjunction with the Governing Board, 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 insures 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.

DRESS CODE

While we want to be comfortable when engaged with children, it is also important to look like the professionals we are. Employees ignoring the dress code will receive a written notice of infraction after one verbal warning.

STAFF

Dressing both professionally and comfortably when caring for young children is a challenge for Early Childhood staff. Here is an overview of the Risen Savior Dress Code.

Acceptable Dress

- Comfortable shoes
- Shorts fingertip length when standing
- Capri length pants
- Slacks and blue jeans
- Skirts must be full enough for ease of movement
- Sleeveless shirts must have strap two fingers wide
- Modest necklines

Unacceptable Dress

- Sheer blouses
- Revealing low cut tops and dresses
- Strapless tops and dresses
- Spaghetti strap tops and dresses
- Short shorts
- Baggy shorts/pants that hang below the waist line
- “Muscle “ shirts
- Inappropriate messages on clothing (that do not align with Christian values; that promote political agendas, or that do not exude professionalism)

CHILDREN

Preschool & Kindergarten students should be dressed casually (“dress for mess”). All outdoor wear should be labeled.

Children should be in closed toe shoes, avoiding sandals and dress shoes.

ENROLLMENT

Risen Savior Preschool & Kindergarten is licensed by the state of Arizona and is a non-profit organization. The school admits children of any race, color, national and ethnic origin to all the rights, privileges, programs and activities made available to the students at the school.

ADMISSION REQUIREMENTS

To be eligible for the three-year-old class, the child must be three by August 31, or receive the Director's approval.

To be eligible for the four-year-old class, the child must be four by December 31, or receive the Director's approval.

To be eligible for the Pre-Kindergarten class, the child must be four by August 31 and entering Kindergarten the following school year, or receive the Director's approval.

REGISTRATION

Members of Risen Savior Lutheran Church are given first priority. Second priority is currently enrolled children and siblings. Third priority is children from the community.

A non-refundable registration fee shall be charged and collected at the time of registration.

WITHDRAWALS

It is understood that a child who is admitted to Risen Savior Preschool & Kindergarten is enrolled for the entire school year.

Parents are asked to give two weeks' notice if it becomes necessary to withdraw their child.

Refunds will be given for any prepaid tuition on account.

FINANCES

The amount of the registration fee, which shall be non-refundable, and monthly/weekly tuition shall be approved by the Governing Board.

Tuition money will be collected by the Director or her designee, counted by two people, logged and put in the church safe to be deposited by the Director.

When a check is returned for insufficient funds, tuition must be resubmitted by cash, money order or cashier's check only, within seven days of notification. A \$15.00 service fee is assessed. Re-admittance upon payment of past due tuition is contingent on the availability of class space. Weekly tuition is established by the Governing Board and varies by age group. Families will be given at least 30 days notice before an increase becomes effective. Families are allowed two weeks vacation per year without paying the weekly rate. Vacation weeks must be taken in at least one week intervals, although not necessarily Monday through Friday. One vacation week is between Christmas and New Year's Day when the center is closed. The second week is at the families' discretion.

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:

1. Adults will set clear, consistent limits and patiently remind children of them.

2. 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.
3. Staff will recognize when children are losing interest or becoming over-stimulated and will change the activity accordingly.
4. Staff will guide children to resolve conflicts and model skills that help children to resolve their own problems.
5. The child will be given the opportunity away from the group to re-establish appropriate behavior, facilitated and supported through adult interaction.
6. The child will be encouraged to redirect his/her negative actions to constructive activities.
7. Parents and guardians will be included in an ongoing dialogue as part of the process of problem solving.
8. For children with persistent challenging behavior, teachers, families, and other professionals (i.e. the Director, Early Childhood Specialist, or outside consultant) will work together to formulate an individualized education plan to support the child's inclusion and success.
9. 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.
10. 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.

MEALS & SNACKS

Meals are prepared by the School Cook according to recommended nutritional guidelines, licensing regulations, and health department codes. The School Cook will maintain food safety requirements in the kitchen, including records of health inspections and actions taken to remain in compliance. Teaching staff will insure that foods with expired dates are discarded, as well as items that may spoil within seven days of opening. All items must be marked with a date they were received.

Individual meal plans will be done in conjunction with families: introducing new foods to infants, teaching toddlers to use a cup, etc. Families must notify the school of any food allergy. A copy of students with allergies will be posted in the kitchen for the School Cook and in the classroom for teaching staff (including substitute teachers) to be aware of.

Breakfast is served to children at school between 7am – 8am. Morning snack is at 9:30. Lunch will be delivered at 11am to Infants and Ones. 11:15 for Twos, and 11:30 for Threes and Fours. Afternoon snack is served after nap time between 2:30 and 3:00.

The Lead Teacher or Assistant Teacher or other person authorized will prepare delivered food for children to serve themselves family-style. Teaching staff will insure food is cut appropriately for their students' development ($\frac{1}{4}$ inch pieces for infants, $\frac{1}{2}$ inch pieces for toddlers/twos).

Teaching Staff will sit and eat with the children during snack and meal times, engaging them in conversation.

SNACKS

Parents of children in our part-day program take turns providing nutritional snacks for the class. The monthly calendar will provide a list of scheduled snacks. Parents will sign up a month in advance and indicate the snacks they will provide. The Lead Teacher will assign names if the calendar is incomplete.

Foods must be purchased at the store and brought to school in the original unopened containers. Drinks will consist of 100% juice or skim milk only; no unpasteurized products will be stored or served. Second servings will be made available.

Meals and snacks are provided by the school for students in the full-day preschool program.

Snack Preparation

The Lead Teacher or Assistant Teacher or other authorized person will wash hands and then prepare snacks. A three-day supply of nutritional snacks will be kept on the premises and replenished as needed. All perishables will be refrigerated and food with expired dates disposed of.

If children help prepare snacks, they will wash hands and only prepare their own individual portion. All food is served family-style. The Teaching Staff will sit with the children during snack time and engage them in conversation.

The snack calendar will be posted weekly on the Parent Information Board.

1. TODDLER/TWOS FEEDING POLICIES

- Toddlers/twos will not carry bottles, sippy cups, or regular cups with them while walking or on cots.
- Sweetened beverages, other than 100% juice, are to be avoided. Juice will be limited to 4 ounces per day.
- Whole milk is given to children between 12 and 24 months, unless reduced fat milk is recommended by the child's health care provider.

NAPPING PROCEDURES

Toddlers/Twos/Preschoolers will nap on cots placed 36" apart whenever possible, unless a solid object is between them and the next cot. Students will bring a sheet, blanket and a soft object that

is soothing to them. Bedding will be sent home on Fridays for parents to wash and bring back on Mondays.

Teaching staff must remain in position where students can be seen and heard while napping.

PLAYGROUND PROCEDURES

Teacher-Student ratios will be maintained on the playground when children are present. Another staff member will be within hearing distance in case of an emergency. Children will never be left unattended on the playground or in the classroom. Staff members will be actively involved with the children during outdoor play.

The playground will be safety checked by the Lead Teachers daily. Assistant Teachers will rake the loose fill areas daily and put toys away. A schedule outlining responsible classes is adhered to.

No sharp objects on the ground, loose-fill surfacing materials have no foreign objects or debris.

No nails protruding from the equipment, no missing or damaged protective caps or plugs, screws do not protrude more than 2 threads.

No sharp edges, points or corners on the playground equipment.

No spiders, scorpions, snakes or dangerous insects in/on the equipment.

There are no potential clothing entanglements hazards, such as open S hooks or protruding bolts.

There are no trip hazards, such as exposed footings on anchoring devices, rocks, roots or any other environmental objects.

Concrete area of playground will be swept daily and loose fill area will be raked daily. Fill area should at least be 6 inches in fall zones, preferably 9 – 12 inches.

Loose fill areas are not compacted and do not have reduced depth in heavy use areas such as under swings or at slide exits.

Teaching staff insure children observe playground safety rules.

Children are not allowed on the playground if the temperature is over 105 degrees. Teachers may take their class to an alternate indoor activity area (Indoor Play Area or MultiPurpose Room) for gross motor play. Parachutes, balls, hula hoops, balance beams, and other items are available for indoor play. All outdoor safety and supervision policies apply indoors as well.

REQUEST FOR MATERIALS

Lead Teachers will request class materials and submit them for the Director's approval on the Supply Request Form. For materials under \$20, Lead Teachers can submit an expense reimbursement. Both forms are located online and in the Teacher Workroom. Reimbursements will be included on the next paycheck.

STAFF TO STUDENT RATIOS

Risen Savior meets the following ratios for children in our school:

The one-year-old class will have a ratio not to exceed one adult to 6 children.

The two-year-old class will have a ratio not to exceed one adult to 7 children.

The three-year-old class will have a ratio not to exceed one adult to 8 children.

The four-year-old, PreK, and Early K class will have a ratio not to exceed one adult to 9 children.

The Kindergarten class will have a ratio not to exceed one adult to 15 children.

SUPERVISION OF CHILDREN

Teaching staff must be aware of where children are at all times.

Kindergarten children may be out of sight and sound for no longer than ten minutes (i.e. taking information to the school office). Teaching staff must check on children if they do not return promptly.

Preschoolers from 3- to 5-years-old may be out of sight and sound for 60 seconds or less (i.e. child gets a toy in an adjacent classroom). Preschoolers may be out of sight, but within hearing distance for 3 to 5 minutes before regaining both sight and sound observation (i.e. potty breaks).

Staff needs to be able to see *and* hear *all* infants, toddlers, and preschoolers at *all* times, including when they are napping.

School staff will not perform cleaning or other maintenance duties simultaneously with the supervision of the children.

Children's personal products will be labeled and kept in the classroom cupboard.

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 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 insure 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 “play-dates” 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 final week of July before school officially starts in August. 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!

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.

TRANSPORTATION/FIELD TRIPS

Risen Savior Preschool & Kindergarten does not provide transportation. Parents provide transportation for field trips unless other arrangements are made with the Director. Parents will drive their own child to and from the field trip site unless other arrangements are made with the Director.

Parents will accompany their own child during the entire field trip visit unless other arrangements are made with the Director.

HEALTH & SAFETY

ACCIDENT & EMERGENCY

A first aid kit is in each classroom, on the playgrounds and inaccessible to children.

A written accident, evacuation, and emergency plan will be accessible to staff and updated every 12 months.

The following procedure will be followed for accidents or injuries:

- Staff wear gloves when contamination with blood may occur.
- Appropriate first aid measures will be performed. If a child has a latex allergy, use nitrile gloves when doing first aid.
- The parent or guardian will be called immediately if the injury is more than minor or if the child complains of pain, nausea, or dizziness.
- The Lead Teacher or Assistant Teacher will make provisions for the care of an injured child until the parent or guardian arrives.
- A child who is injured or ill will never be left alone.

- All minor accidents will be reported to the parent or guardian when the child is picked up from school.
- All accidents or injuries, no matter how minor, will be reported on the accident log.
- “Ouch” reports will be sent home and a copy given to the Director and the Office Manager. One copy will be placed in the child’s file. The other will be back up documentation in the Illness and Accident Log.

The following will be followed for extreme emergencies:

- A staff member who is first aid qualified will administer first aid to the child while another staff member calls 9-1-1.
- Another person will attempt to immediately contact the parent or guardian.
- The child’s emergency card will be reviewed and will remain with the child during emergency procedures.
- When paramedics arrive, a staff member will accompany the child to the medical facility.
- The accident/emergency will be recorded on the accident or illness report form and a copy to the Director or Director to log into the child’s file.

CHILD ABUSE & NEGLECT

All school staff and parents will be provided training for prevention and recognition of child abuse and neglect.

Any suspected or alleged child abuse or neglect will be reported and documentation sent to Child Protection Service within three days of the occurrence as required by Arizona State Law.

The following procedures will be followed:

- The staff member who suspects child abuse or neglect will meet with the Director or Director within 24 hours of the occurrence.
- The Director or Director will meet with the Pastoral Advisor to inform him of the occurrence.
- The staff member and the Director or Director will call Child Protective Service and send documentation within three days of the occurrence.

Any suspected child abuse by a staff member will be reported to Child Protective Service or local law enforcement and documentation sent within three days of the occurrence.

CLEANING & SAFETY CHECK

Cleaning and sanitizing shall be done based on the Cleaning and Sanitation Frequency Table posted in each classroom. Lead Teachers and teacher assistants will ensure the following materials and items will be disinfected in each classroom.

DAILY

- Tables washed with soap and water and bleach solution.
- Toys cleaned with bleach solution as needed.
- Playground picked up and safe.
- Exits secured at end of day and air conditioning turned off.
- Hard surfaced or washable toys frequently mouthed by children
- Bathroom door knobs (janitor)
- Bathroom sinks, sink handles (janitor)
- Toilets, flush handles (janitor)
- Sink/faucet handles (janitor)
- All washable floors (janitor)
- Water tables (if used that day)

WEEKLY

- Door knobs, light switches, shelves or other hard surfaces touched by children.
- Children's chairs
- Pet areas

MONTHLY

- Cloth (washable) toys, dress-up clothes (washed with detergent, rinsed and dried)
- Before Use
- Food preparation area
- Food serving tables (eating tables)
- After Each Use
- Food preparation area.
- Food preparation tools, dishes, equipment, and flatware.

IMMEDIATELY

- Any surface that has been soiled with urine, stool, mucous, vomit, blood, or nasal discharge. Staff shall wear disposable gloves when the potential exists to come in contact with infectious bodily fluids. These types of cleaning activities should follow the process of detergent – rinsing – sanitizing.

- All contaminated material must be placed in a plastic bag and tied, before being placed in a hands-free container (either garbage can or soiled clothes container).
- Toys that have been mouthed by children or otherwise contaminated must be removed for either immediate cleaning or stored for later cleaning. Toys follow the same procedure as dishes: washed with detergent – rinsed – sanitized – air dried, or run through the dishwasher.
- All solutions in spray bottles will be labeled with the solution content and surface area usage and stored in a locked container. Bleach water will be made daily.

EMERGENCY EVACUATION

A fire drill will be held once a month and the Director will document fire drills according to Arizona State Law.

Evacuation Procedures

- When the alarm sounds, the Lead Teachers will escort the children to a designated safe location outside the building.
- The Lead Teachers will close all doors and turn off the lights.
- The Lead Teachers will account for the presence of all the children. The office staff will take the emergency forms.
- The following Risen Savior Lutheran Church staff will check to see that everyone has been evacuated:
 - Office Manager – Sanctuary and Fellowship Hall.
 - Director – all classrooms and bathrooms.
 - The Director, or designee, will call 9-1-1 to notify the Fire Department.
- All School staff will remain with the children in the designated area until authorized by the Fire Department (in the case of a drill by the Director, or designee) to return to the school building.

HAND WASHING

Staff will teach children the appropriate hand-washing techniques as labeled over sinks in their classroom. It is required by Risen Savior to reduce the risk of transmission of infectious disease. Teaching staff will monitor children to insure compliance with proper hand-washing procedures, assisting them when necessary.

Proper hand washing techniques include the use of liquid soap and running water, rubbing hands (front and back), wrists, between fingers and under fingernails, for twenty seconds, then rinsing well. Drying hands will be done with a single-use paper towel, which is then used to turn off the faucet.

Handwashing sinks are not to be used in the diapering process or for bathing children. It may be used for other purposes, so long as the sink is sanitized between uses.

Children and staff will wash their hands:

- Upon entering the school classroom at the beginning of the day
- After diapering or using the bathroom
- Before meals or snacks, before preparing any food and after handling any raw food that requires cooking
- After handling any bodily fluid (i.e. blowing nose, coughing, cleaning blood/vomit)
- After playing in water shared by two or more people (i.e. sensory tables)
- After handling pets, animals or any materials that be contaminated by contact with animals (i.e. sand)
- When visiting from one group to another that involves contact with infants and toddlers/twos

Adults may use gloves as an added precaution, but will also wash their hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting
- After handling garbage or cleaning

HEALTH FORMS & IMMUNIZATIONS

A verifiable immunization and health record will be completed by the parent or guardian and provided to the school office before a child can enter school.

The child's immunization record will be complete and kept current as required by State regulations.

The child will not be allowed to attend school until immunizations are updated, unless special arrangements are made with the Director of the school.

Children, birth through Pre-K, do not have the same exemption options as school-aged children. Unimmunized children will be excluded by the Health Department if a vaccine preventable disease occurs. The child will remain excluded until released back to school by the Health Department.

ILLNESS & INFESTATION

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 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 recommend the child be evaluated by a health care provider.

Children with Pediculosis (Head Lice) will not be allowed to return to school until free of all nits.

Parents must notify the school if their child has a communicable disease or has been exposed to one.

An arrival health check will be performed to check for observable signs of illness for each child upon arrival at school.

Children who become ill at school will be isolated from other children. Options include a quiet area within the classroom, the couch in the front office if parents will be here soon, or the bed in the Nurse's Office. Parents will be immediately notified to arrange for their child's removal from school. The Lead Teacher or Assistant Teacher will make provisions for the care of an ill child until the parent or guardian arrives.

An ill child will never be left alone.

The Lead Teacher will record the illness and notification of parent on the illness log with a copy to the Director or Director to log into the child's file.

MEDICATION

Medication will be given only in cases of emergency.

Dispensing of medication will be pre-arranged with the school and appropriate consent forms are completed. The school will never be the first place a child receives a new medication to reduce the frequency likelihood of the child having an unknown allergic reaction to a medication.

The following medication administration steps are recommended by First Things First and MCDPH:

1. Wash your hands.
2. Prepare a clean area to give the medications.
3. Get supplies: medication, medication administration log, other items needed.
4. Check the medication label for the date the medication was filled, the expiration date, the period of use it is meant for, and special instructions on administration and storage provided by a licensed health provider.
5. If expired, STOP. Notify parents ASAP if medication is expired.
6. Check the medication label with the Medication Administration Log to make sure everything is correct:
 - Right Child

- Right Medication
 - Right Dose
 - Right Route
 - Right Time
 - Right Documentation
7. Wash your hands and the child's hands.
 8. Bring the child to the area where medication will be given.
 9. (Hold infants in the cradle position. Allow toddlers and preschoolers to sit in a chair.)
 10. Talk with the child and explain the procedure. Be simple and direct.
 11. Measure the amount on the medication label.
 12. Give the medication.
 13. Document on the Medication Administration Log: date, time, signature, notes.
 14. Return medication to the locked storage container and cabinet or refrigerator. *(Keep out of reach of children at all times)*
 15. Observe child for 15 minutes for side effects.
 16. (Watch for difficulty breathing, sudden sleepiness, changes in color, or signs of rash.)
 17. Wash hands before returning to normal duties.
 18. (Wash child's hands if needed)

Non-emergency medications, such as cough medicine, will not be dispensed by the school staff or kept on campus.

OUTDOOR AIR POLLUTION

The Director and/or Early Childhood Specialist are responsible for monitoring 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.

SUN SAFETY

Parents will provide sun protective clothing for children: light colored, loose-fitting, long sleeve, lightweight cotton clothing is best for sun protection. Tightly woven fabrics give more protection from the sun. Wide brimmed hats, sunglasses and sunscreen of SPF 15 or higher with UVA and UVB protection will be encouraged and labeled for each child.

Parents will apply sunscreen on children 15 to 20 minutes prior to arrival at school, and provide the school with a sunscreen labeled with a date and their child's first and last name for reapplication during the school day as needed. The parent must sign a medication consent form ahead of time.

Risen Savior Preschool & Kindergarten will schedule outdoor time that is limited to not more than 30 minutes at a time.

Water will be available outside for all children. Cold water will be provided for the children when they return to the classroom.

An area of the playground will be protected from the sun by a canopy.

School staff will monitor all children for sun exposure.

TOILETING/DIAPERING PROCEDURES

TOILETING

The Lead Teacher shall consult with the parents of 1-year-old and 2-year-old children who are not yet potty-trained to develop a plan for individual toilet training. This plan will then be communicated to the Assistant Teacher and any other staff member the child comes in contact with. Under no circumstances are volunteers allowed to assist a child with toileting. In addition, a staff member may never force toilet training on any enrolled child.

DIAPERING

Diaper changing procedures shall be posted in the licensed diaper changing area of applicable classrooms and teaching staff must follow the procedures indicated. The diaper changing area will NEVER be used for any other purpose. Diapers should be checked for wetness and feces at least hourly, visually inspected at least every two hours, and whenever the child indicates discomfort or exhibits behavior that suggests a soiled or wet diaper. All diapers will be changed when found to be wet or soiled and recorded in the daily diaper log – *no exceptions*. Labeled diapers and wipes for each child are located in the cabinet in each classroom that is licensed for diaper changing. Gloves and cleaning solutions are located in the cabinet.

Parents will provide commercially available diapers or pull-ups, unless there is a medical reason verified by a doctor, that the child must be in cloth diapers. For children who require cloth diapers, the diaper will have an absorbent inner lining completely contained within an outer covering made of waterproof materials that prevents the escape of feces and urine. The teaching staff will only change diapers in a licensed area using the diapering technique listed below:

- Diaper change surface shall be nonabsorbent, seamless and smooth, and kept clear of items not required for diaper change. Wash hands with antibacterial soap and water. **WASH AWAY GERMS** before each diaper change! Put on disposable gloves.
- Place child on surface. One hand must remain on the child at all times. Remove soiled diaper/clothing. (If a cloth diaper is used, insure that the inner and outer lining is removed as a unit.) Place soiled diaper into a covered, plastic lined, hands-free container. Place soiled clothing into a labeled plastic bag and keep in a plastic lined container (for this purpose only) until the child is picked up. Soiled clothes shall be sent home that day to be laundered. Soiled diaper and clothing containers must be kept closed and out of reach of children.
- Clean child's bottom with disposable wipe front to back, with a single swipe per clean area of the wipe. Throw soiled wipe into the soiled diaper container.
- Remove gloves and throw away in the soiled diaper container. Use disposable wipe to further clean your hands, if needed. (Limit touching the environment or supplies with gloved hands.) Use disposable wipe to clean the babies' hands.
- Place a clean diaper under the child, if you need to use baby ointment place a small amount on a clean paper towel with clean gloves apply to child's bottom as directed, secure the clean diaper on the child and dress the child.
- Wash the CHILD's hands (regardless of age) with running water and antibacterial soap for 20 seconds. Return the child to the activity area or crib.
- Clean the diaper changing area with soap and water, and sanitize with bleach solution, using single use paper towels.
- Wash YOUR hands with antibacterial soap and water for 20 seconds. **WASH AWAY GERMS!** Be sure to note the diaper change on the dated log.

WET/SOILED LAUNDRY

Wet/soiled laundry will be placed in a plastic bag, zipped or tied, and labeled with the child's name. The plastic bag will be stored in a covered container kept in the classroom cupboard. The plastic bag will be sent home with the child at the end of the class session.