



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 daily:

- 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 state-funded preschool program follows 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 Department of Early Learning Care, 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 1st
 - Preschool Promise (Free preschool for all enrolled)
 - Employee Related Day Care (including preschool)
- 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

ELC PTS Rising operates Monday through Friday following the Phoenix-Talent School District calendar.

- **Program Hours:** 8:00 AM – 2:00 PM
- **Drop-off:** 7:50 – 8:10 AM
- **Pick-up:** 2:00 PM

Transportation is not provided. Families are responsible for arranging timely drop-off and pick-up. If we're unable to contact a family member after 30 minutes, we are required to ensure the child's safety by notifying appropriate support services. We'll work with families to avoid these situations whenever possible.

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.

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 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.

Family Engagement

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](#)

Family Conferences

Conferences between parents/guardians and teaching staff are scheduled three times per year. Additional family meetings can be scheduled as needed to support children and family needs.

Early Learning Center Staff

Staffing

The PTS Rising Early Learning Center is staffed with experienced early learning educators who 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 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 Preschool Promise 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 Brightwheel 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 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.

Toilet Training

PTS Rising Early Learning Center is committed to creating an inclusive, supportive environment for all children, including those who are not yet toilet trained. In accordance with Preschool Promise requirements, no child will be denied enrollment or excluded from participation due to toileting needs. Children will never be punished or shamed for accidents, and our staff is trained in

developmentally appropriate, respectful toilet learning strategies.

We work closely with families to create individualized toilet learning plans that meet each child's unique developmental needs. Our staff understands that children develop toileting skills at different rates due to a variety of cognitive, physical, and emotional factors. We provide frequent opportunities throughout the day for children to use the toilet, and encourage them without pressure.

Toileting and diapering take place in a designated, sanitary area that is separate from eating and learning spaces. Children who have accidents or wear diapers are changed using hygienic procedures on sanitized, washable mats or single-use covers. Staff wash hands before and after each diaper change or toileting support, and soiled clothing is changed promptly using extra clothes provided by the family.

All soiled materials are disposed of daily in covered, lined, foot-pedal-operated trash cans designated for toileting materials. This ensures both child and staff safety while promoting positive, respectful hygiene routines.

Families are encouraged to discuss their child's toileting needs with staff at enrollment and throughout the year. We are here to support your child's growth with dignity, patience, and care.

Learning Environment/Classroom

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 inappropriate 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 students 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 are 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.

Daily Early Learning Center Schedule

Time	Activity
7:50-8:15	Drop Off Window & Morning Routines
8:15-8:25	Greeting Circle & Morning Message
8:25-8:50	Breakfast
8:50-9:50	Choice Time & Small Groups
9:50-10:10	Morning Snack
10:10-11:15	Outdoor Learning Choice Time
11:15-11:45	Lunch

11:45-12:10	Group Activity
12:10-1:00	Afternoon Choice Time (Indoor or Outdoor)
1:00-1:30	Read Aloud & Rest Time*
1:30-2:00	Closing Circle & Goodbye Routines
2:00	Pick-Up Time

*Rest Time All children are provided time for rest and quiet time each day. Mats are provided by the ELC. Children are encouraged to bring their blankets each day. Quiet time activities are provided for children that are not needing a rest period.

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, 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 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.

Curriculum and Assessment

Curriculum

PTS Rising Early Learning Center implements a developmentally appropriate, research-based curriculum aligned with [Oregon's Early Learning & Kindergarten Guidelines](#). The curriculum framework supports children in becoming independent, self-confident, and inquisitive learners through engaging, hands-on experiences that foster early literacy, numeracy, problem-solving, and social-emotional development.

The [Frog Street Pre-K curriculum](#) serves as the foundation of instruction, integrating language development, mathematics, science, fine and gross motor skills, and social-emotional learning within a structured, play-based model. Additionally, the Second Step Early Childhood Curriculum enhances children's abilities to self-regulate, engage in positive peer interactions, and develop critical problem-solving skills.

When observing classrooms at PTS Rising, one would see a rich, intentionally designed learning environment where children actively engage in meaningful, developmentally appropriate activities. Learning experiences include:

- Hands-on exploration through activities such as playing with blocks, measuring sand and water, drawing and painting, and participating in dramatic play (house, restaurant, dentist, doctor).
- Physical development activities that strengthen large motor skills (jumping, running, hopping) and fine motor skills (cutting, painting, sculpting with playdough, building with small blocks).
- Collaborative learning experiences, where children work in small groups, engage in peer discussions and participate in self-directed activities that foster independence and cooperation.
- Language and literacy-rich interactions, including storytelling, vocabulary-building conversations, and early writing activities embedded in daily routines.
- Purposeful teacher-child interactions, with educators observing play, extending learning through open-ended questions, and introducing new materials to deepen exploration.
- A strong focus on social-emotional learning, where teachers engage in active listening, model problem-solving skills, and support children in understanding emotions and building relationships.

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 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 parents 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.

Inclusionary Practices

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.

Classroom Behavior Guidance

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 actions, think for themselves, express their feelings, have empathy for others, and solve problems in a developmentally appropriate manner. The staff understands children have different levels of ability to control their 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

We recognize that some children may need additional support to feel successful and safe. We collaborate with families and specialists to develop personalized plans that ensure the child continues to thrive within the learning environment.

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

Prevention of Suspensions and Expulsions

PTS Rising follows a no-expulsion, no-suspension policy, ensuring that all children remain in a stable, supportive early learning environment. If behavioral challenges arise, the program uses positive behavior intervention strategies, family collaboration, and targeted support plans to address concerns without resorting to exclusionary practices.

Teachers are trained in restorative approaches and individualized behavior support plans to meet the diverse needs of children in the classroom. If additional services are needed, families are referred to appropriate early intervention and mental health support programs to ensure continuity of care.

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.

Special Education and Early Childhood Intervention

The program collaborates closely with regional Early Childhood Special Education (ECSE) providers to ensure that children with disabilities receive appropriate evaluations, individualized support, and access to specialized services. The referral process includes:

- Screening and assessment using the Ages and Stages Questionnaire (ASQ) to identify children who may need additional services.
- Coordinated family meetings and individualized learning plans (ILPs) to ensure that developmental goals align with classroom instruction.
- Onsite and community-based support services, including speech therapy, occupational therapy, and behavioral intervention, are provided in partnership with local specialists.

The program maintains strong relationships with community-based organizations, health providers, and early intervention specialists to connect families with additional child development resources. These partnerships ensure that children receive comprehensive, wraparound support that extends beyond the classroom.

Collaboration with Families

Family engagement is central to the success of inclusive practices. Families are involved in the development of individualized support plans and receive regular communication about their child's progress, accommodations, and available resources. The program ensures that all materials and communications are accessible, culturally relevant, and available in multiple languages.

By fostering an inclusive, supportive, and equitable learning environment, PTS Rising Early Learning Center ensures that every child—regardless of ability or background—is provided with the tools, relationships, and learning experiences necessary to thrive in preschool and beyond.

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 actions, think for themselves, express their feelings, have empathy for others, and solve problems in a developmentally appropriate manner. The staff understands children have different levels of ability to control their behavior.

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- 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.

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 lockdown, 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 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 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 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, and 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 from posting 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 all center activities. We keep a roster of those students who are not included, and all staff are aware of that list.

Our staff works 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. We believe that a physically and emotionally safe environment facilitates a higher degree of learning and fun. If you should have any questions with regard 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

Family Handbook Acknowledgement

Dear Families,

Please sign this acknowledgment, detach it from the handbook, and return it to the center before enrollment.

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

Thank you for acknowledging and following the policies and procedures we have established for the safety and care of all children in our program. 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.

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

Phone Number of Parent/Guardian

Parent/Guardian Signature

Date