



The Rise School

O F D E N V E R

FAMILY HANDBOOK

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Welcome to The Rise School of Denver

Welcome to The Rise School! We know how many choices you have when it comes to your child's early care and education, and we are honored that you are choosing us to partner with you and your child. This Family Handbook is designed to provide families with an overview of the program and the basic philosophy, structure and standards of The Rise School of Denver (i.e., Rise), as well as the rules that guide our day-to-day operations with children and families. Families are responsible to know and abide by the information contained in our Family Handbook. At your convenience, carefully review this handbook. If you have questions or concerns, please seek additional information or clarification from our director (director@risedenver.org) and/or assistant director (assistantdirector@risedenver.org).

Our History

In 2001, a group of five families of children with Down syndrome began meeting and discussing the needs of their children and what the Denver area had to offer. After visiting and studying the existing preschool programs in Denver, public and private, and after visiting the Rise Schools in both Dallas and Houston, the families decided that the Rise School was far and away the best program available to give children with and without developmental delays and disabilities the foundation they need to be successful in kindergarten and beyond and more importantly to become the best versions of themselves. The Texas Rise Schools were modeled after the first Rise Program developed at the Stallings Center in Tuscaloosa, Alabama. A critical component of the program is the inclusion of children with developmental delays and disabilities during all times of the day with peers who do not, resulting in ALL children's achievements beyond previous expectations. With enthusiasm and encouragement from the Rise School of Alabama and The Rise School of Dallas, our founding families formed Friends of Children with Down Syndrome of Colorado, Inc., a Colorado Nonprofit Corporation, in April 2002 and raised the necessary funds to establish the Rise School of Denver. Friends of Children with Down Syndrome of Colorado, Inc. The Rise School of Denver, is approved by the Internal Revenue Service as a 501(c) (3) Nonprofit Organization (EIN 46-0483435).

Program Description/General Schedule/Operations (Indicator 2.15, 2.16, 4.3a-c)

The Rise School of Denver is an inclusive, non-profit, therapeutic preschool. We are one of six Rise Schools located across the country. All of the Rise Schools follow The Rise School Operating Agreement, which makes our program unique and effective in these ways:

- **Highly Educated Team.** All Rise Lead Teachers have earned, or are working toward a Master's degree in Early Childhood Special Education. All Assistant Teachers have a Bachelor's degree in a related field or a combination of education and experience that satisfies the Group Leader qualifications as determined by the State of Colorado.
- **Low Child-to-Teacher Ratio.** For the majority of the day, our classrooms have a child-to-teacher ratio of 3:1-or-4:1. This ratio is lower than the Colorado Licensing ratios

for each age group (12m-36m- 1:5, Preschool- 1:10). At Rise we exceed NAEYC's recommendation regarding lower group sizes and improved adult-child ratios. Our enrollment policy is that no more than 12 of children will be enrolled in the Preschool (Ladybugs or Caterpillars) Classroom with 3 teachers. For the Toddler Classrooms, no more than 9 children will be enrolled with 3 teachers in the Bears (12-24 months) room and no more than 11 children will be enrolled with 3 teachers in Kangaroos (24-36 months).

- o 12 months to 36 months- 1 staff member to 3 toddlers
 - o 24 months to 36 months- 1 staff member to 3 toddlers
 - o 3 years to 4 years 1 staff member to 4 children
 - o 4 years to 5 years 1 staff member to 4 children
 - o Mixed age group 1 to 5 years- 1 staff member to 5 children
- **Early Intervention.** Rise enrolls children with and without developmental delays and disabilities at 12 months of age. Research has shown that the earlier children receive intervention and begin a school program, the better they will transition, socialize and develop in elementary school and beyond.
 - **Full Time Schedule.** Rise operates from 8:00 am to 2:30 pm, 10.5 months out of the year. The full preschool day gives our teachers and therapists maximum opportunities to partner with children to achieve their educational and therapeutic goals and to become the best versions of themselves. We also provide an After School Program (ASP) from 2:30-4:30pm Monday through Thursday for an additional charge. Families sign up separately from the school day enrollment process for ASP.
 - **Embedded Therapy.** The therapies provided at Rise include speech, occupational, physical, and music therapies. Therapy goals are set with families based on their priorities and the strategies used to support children to meet their goals are developed and implemented collaboratively across families and Rise team members.

While all Rise Schools follow the unique requirements listed above, The Rise School of Denver has moved forward with ensuring that we are providing the highest quality inclusion that we can. To do this, we also:

- **Recruit highly qualified administrators.** Currently, our Executive Director has a doctorate in early childhood education and early childhood special education, and our Assistant Director has a Master's degree in Early Childhood Education and Art.
- **Commitment to High-Quality Inclusion (HQI) and Inclusive Ratios.** Research has shown that in order to implement HQI, programs should enroll young children with and without disabilities in ratios that reflect the "natural proportions" of society. For every one child with a delay or disability Rise enrolls, we enroll 2 to 3 young children without disabilities, which is reflective of natural proportions. We have also partnered with the Positive Early Learning Experiences Center at the University of Denver to scale up the LEAP Model, an

evidence-based model of early childhood inclusion. In 2021, Rise became the only child care center in the world to have a classroom reach fidelity on the model.

- **Evidence-Based Professional Development.** While Rise engages in group-based professional development, we also prioritize individualized practice-based coaching for all of our team members to ensure we are continually striving to provide the best possible education, care, therapies, and inclusion for all young children and their families.
- **Prioritize a Team of Additional Experts.** To support team members and young children, Rise has added other needed members to our team of experts who support all children through a rotation schedule. These team members include:
 - **Director of Education and Inclusion.** Our Director of Education and Inclusion is responsible for coaching all classroom and therapy team members on the LEAP Model. They also provide support for scaling up another evidence-based model of early childhood social and emotional competence, The Pyramid Model.
 - **Social and Emotional Specialist.** Our SES supports the overall social and emotional well being of all young children and adult team members.
 - **Play and Behavior Specialist.** Our Play and Behavior Specialist supports all young children to develop skills for positive self and social behaviors and to learn developmentally appropriate play skills.
- **Transdisciplinary Service Delivery.** Every young child at Rise is supported by our therapy team. Rise does not pull out children to receive therapies away or apart from their peers. Therapeutic strategies are guided by domain experts, and all team members embed and use the strategies during naturally occurring routines. This form of service delivery ensures that children receive many opportunities to practice skills throughout the day and that they work on skills everyday, even when a particular therapist is not present in the room (e.g., children’s speech goals are supported when our speech therapist is in a different classroom because all team members know children’s speech goals, when and how they practice them, and the strategies to use to support them).
- **Belonging.** While we implement high-quality inclusion, we prioritize belonging for every child and family. One of the ways we do this is through the use of peer-mediated instruction and intervention (PMII). Through PMII we help children help one another learn and practice new skills. At Rise, we believe that all young children lead and follow, teach and learn, and have strengths and opportunities for growth and development. In celebration of disabilities, every child at Rise is encouraged to teach and lead.
- **Formal Research and Community Partnerships.** Rise regularly partners with University research centers around professional development and research opportunities. These partnerships allow us to stay current on best practices.
- **Rise Therapy Center (RTC).** Rise Denver offers outpatient therapy services on site for any young child who qualifies, with and/or without delays or disabilities. RTC provides therapies during non-school hours for children who attend Rise during the day and/or throughout the day for families and young children with more flexibility or who do not attend our Rise School program.

In order for children to maximally benefit from our educational services, families are strongly encouraged to bring their children prior to 8:30am each day. Please reconsider bringing your child to school after 10:30am on any given day, as most of the educational and therapeutic programming takes place in the morning hours. We have found that children have a difficult time transitioning into school if they are not able to participate in the morning activities.

During the typical school day, each child will generally follow a schedule that includes individual, small group, and large group activities, gross motor play indoors and outdoors, snack, lunch, and rest time. The day is scheduled to include as many learning opportunities as possible within the domains of cognitive, speech/language, social-emotional, and fine and gross motor development.

The Rise therapy service delivery model is very collaborative. Teachers and assistant teachers, in collaboration with therapists, deliver transdisciplinary therapy-based services through therapeutic activities that are integrated into the daily routines of each classroom. The therapy team meets regularly with each teaching team to discuss and review classroom routines, activities, and behaviors. Our therapy team also partners with families.

Based on individual children's needs, families may be provided information about supplemental direct therapies available through the Rise Therapy Center or in the community. For many young children, supplemental therapies are strongly encouraged to continue even while young children attend our school program. It is strongly encouraged that families consent to and connect outside therapists with children's Rise therapists to ensure continuity in therapy services, which is more likely to maximize the benefit of therapies.

(Indicator 2.1, 4.6, and 4.7)

Rise uses culturally responsive and identity affirming practices. We recognize diversity in our environment to include, but to not be limited to, race, ethnicity, social class, gender, language, immigration and refugee, and disability social identities. We also recognize the intersecting diversities of children and families in our care (e.g., race and disability or gender and disability). We are aware of our implicit and explicit biases as they relate to the care, education, and therapies we offer, and we provide experiences that are aligned with children's cultural and familial norms. We honor each family's home language and will encourage a child's home language development whenever possible by incorporating the language into the classroom and daily activities through labeling pictures/materials with both English and the second language, having all routines written in that language and English as well as books and written materials in both languages available to all students.

If there is a predominant second language in the child body, and the Board of Directors and Executive Director deem it financially feasible, a bilingual teacher of that language may become part of the program. Likewise, Rise understands that in some circumstances, communication creates a barrier between home and school which impacts the child's experience and sense of belonging. If a family is in need of an interpreter and/or communications in their home language, Rise will provide access to interpreters or services without charge to families through

Trans-Perfect Translation Services or any other service provider *listed in the back of the handbook*. We will also ensure that written forms of communication are translated through the use of outside translation services.

Mission Statement

The mission of The Rise School of Denver is to provide high quality inclusive care, education, and therapy services that ensure that ALL young children with and without developmental delays and disabilities become the best versions of themselves in a community where they belong. To do this we:

- Provide exemplary services based on evidence-based-and-recommended practices by partnering with young children and their families;
- Offer learning opportunities through collaboration with various academic units in higher education;
- Interface with the community through outreach activities;
- Disseminate information and provide assistance to other community-based agencies;
- Affect policy and systems change at the local, state, and national levels.

Program Philosophy and Goals

The goals of Rise are to (a) provide family-centered services designed to meet the individualized needs of all children and families; (b) provide a blend of educational and therapy services within the context of a developmentally appropriate curriculum; and (c) to prepare children for their next educational environment. The program adheres to the philosophy and recommended practices of both early childhood special education and general early childhood education. The philosophy is based on the following premises:

1. Services are family-centered with particular emphasis placed on the family as the primary decision-maker in each child's program.
2. The assessment process is dynamic and ongoing and includes multiple procedures, information sources, and settings. Assessment is linked to instruction.
3. Services are designed around an individualized plan consisting of goals and outcomes based on families' concerns, priorities and resources, the child's strengths and needs, and expectations of the next environment.
4. Services are offered that vary in intensity and structure, based on the individual and group needs of the children and their families.
5. Children's development is promoted in all areas including gross and fine motor skills, independence, cognitive skills, social competence and emotional growth, and communication.
6. Therapy services are provided within the context of the educational environment using an integrated approach. Therapy goals are developmentally appropriate and based on family priorities. Therapeutic strategies are planned and implemented collaboratively by the therapists and teaching teams.
7. The foundation of the learning environment and activities is based on general early childhood education guidelines, which are blended with recommended practices from

early childhood special education.

8. Specially designed instruction and curricular adaptations and accommodations are embedded in the daily activities of the classroom.
9. The curriculum is designed to foster children's self-confidence, self-esteem, and curiosity.
10. The curriculum is guided by functional objectives that support children in their current environment, and prepare them for continued inclusive environments.
11. The curriculum reflects a balance between child-initiated and teacher-supported activities.
12. The program addresses the children's transitions from one classroom to another, and transitions to other inclusive educational environments.

Licensing

The Rise School of Denver is licensed by the Division of Child Care of the Colorado Department of Human Services under the Child Care Licensing Act. Rise adheres to the standards set forth in the General Rules for Child Care Facilities, as well as the Rules Regulating Child Care Centers and the Rules and Regulations Governing the Sanitation of Child Care Centers in the State of Colorado.

Supervision of Children

The Rise School of Denver maintains the highest level of quality by maintaining adult/child ratios that are maximally beneficial. The classrooms have the instructional support of one (1) Lead Teacher, one (1) Assistant Teacher, and one (1) Therapist or Contractor. Additionally, there are additional therapists, approved volunteers, and university childs who provide instruction and assistance in classrooms to ensure that children receive individual support when needed.

Program Staff

The Rise School of Denver staff currently consists of the following positions:

- Executive Director
- Assistant Director
- Director of Education & Inclusion
- Director of Therapy Services
- Development Director
- Office Coordinator
- Controller
- Community Organizer
- Four Lead Teachers
- 4 Assistant Teachers
- Speech and language pathologist, physical therapist, occupational therapist, music therapist, social and emotional specialist, play and

behavior specialist and nurse consultant.

Background checks are conducted for all staff and consultants who work at Rise.

Rise does not discriminate on the basis of race, color, class, culture, gender, sexual orientation, ability and disability, national origin, indigenous heritage, religion, ethnic origin, or other identity.

Supported Employment and Self-Advocacy Program

The Rise School employs adults with disabilities as Community Organizers who assist with school and classroom activities and general daily routines.

University Partnership

The Rise mission reflects a partnership with higher education in the areas of teaching, service and research. Affiliations with other institutions are important for achieving this mission. Often, university children assist in our classrooms and work directly with children. Typically, practicum children and interns are enrolled in programs in education, human development and family studies, and/or various therapies. Any school or research project completed at Rise has to be approved by the director, and the participation of children must be authorized by the parent/guardian.

Volunteers

Volunteers may assist in your child's class to prepare or participate in classroom activities or to help in the office or with other aspects of the school. Some volunteers may be from community service programs at local high schools, from college preparatory programs, and/or from the community. Volunteers are asked to wear a volunteer badge to identify themselves. Volunteers are never left alone with young children and are always with and monitored/supported by Rise team members.

Classrooms

The Rise School of Denver currently has four classes with children ranging in age from 12 months to five years. Each classroom is licensed for 9 to 12 children. We strive to have a ratio of 1 child with a developmental delay or disability to 2 or 3 children without delays or disabilities in each class. This ratio reflects the most current best-practice recommendations for early childhood inclusion.

The Rise Therapy Center (RTC)

The Rise Therapy Center offers transdisciplinary outpatient assessment and therapy supports for young children from birth through elementary school, with a special focus on journeying

side-by-side with families as they make the difficult transition from infant and toddler early intervention services into preschool therapies and beyond. RTC supports young children and families who attend Rise, who are Rise alumni, and who are members of the community but otherwise unaffiliated with The Rise School. If you are interested in receiving more information about RTC, please contact our Director of Therapy Services at speech@risedenver.org.

Screening and Assessment Process at Rise

At Rise, we believe that authentic, ongoing screening and assessment is the key to monitoring the development of young children and to planning developmentally appropriate learning experiences that respond to their individual interests, learning styles, and abilities. Screeners and assessments also help us provide children with the level of support they need to actively participate in their classroom activities, learn and develop, and to form meaningful friendships with their peers.

During the first six weeks of school and ongoing throughout the school year, teachers and therapists, with families, complete curriculum-based and standardized screenings and assessments for all children at Rise. We request that families provide input during this process, and goals and objectives based on children's strengths and needs are developed in partnership with families from the information gathered. Rise then plans for times of the day to embed opportunities for children to practice skills associated with their goals and to plan for small and large group times, thereby linking assessment to planning.

To monitor the development of young children without identified delays or disabilities, Rise uses The Ages & Stages Questionnaires®, Third Edition (ASQ®-3) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2). The ASQ®-3 and ASQ®:SE-2 are sent home early in the school year for families to complete and return to their classroom teachers, who score them and discuss results with families.

Information on the ASQ®-3 and ASQ®:SE-2 can be found at the links provided below:

- ASQ®-3: <https://agesandstages.com/wp-content/uploads/2015/03/What-is-ASQ3.pdf>
- ASQ®:SE-2: https://agesandstages.com/wp-content/uploads/2015/10/ASQSE_What-is.pdf

To monitor the development of young children with disabilities (and with the goal of monitoring all young children's development with it by the end of the 2022-2023 school year) we use the Assessment, Evaluation, and Programming System for Infants and Children (AEPS-3®). The AEPS-3 allows our teachers and therapists to gather in depth, authentic observations of children during the daily routines of the classroom and to follow each individual child's developmental continuum on an ongoing basis. We formally complete the AEPS-3 in fall and spring and share progress with families during conferences. Looking at the "whole child," families, teachers, and therapists then collaboratively plan next steps for each child based on the information obtained.

Ongoing observation allows our team to monitor each child's development and educational and therapy plans accordingly.

Family Teacher Meetings (Indicator 2.5, 2.7)

Family-teacher conferences are held twice a year (October and March) for all children to discuss child progress. Conferences include at least the lead teacher and, for children with diagnosed developmental delays or disabilities, a member of the therapy team. These conferences are a time for more in-depth and extensive discussions about overall progress, wellbeing and time to work together to support learning goals and development. During conferences, children's goals are developed, reviewed and revised to reflect developmental progress based on assessments. We work hard to ensure that each conference can be scheduled at a mutually convenient time, and that in-person, virtual or phone conferences are available. Families are welcome to request a meeting with their child's teacher, therapists or directors at any time throughout the school year. A contact list will be provided by your classroom teacher at Open House in August of each school year.

Confidentiality of Child Records

A child's records are open only to the parent(s) or legal guardian(s), Rise staff, contract therapists and the Division of Child Care of the Colorado Department of Human Services. Records will only be released to others with written authorization from a parent or legal guardian.

Public Awareness

We are very proud of The Rise School of Denver and are happy to tour interested families, professionals and supporters of the school. As part of our public awareness and fundraising activities, Rise also utilizes a variety of photographs and videotapes of the children and the classes in accordance with written parental/guardian consent.

If you save a Brightwheel photo, please do not post them publicly (on social media, send to other family members) unless you have asked the families of other children who may be in the photo if this is ok with them. Many families have not authorized our sharing of photos of their children publicly.

Admission

All children are eligible for admission at the age of 12 months. The admission process begins with a tour of the school. Families are encouraged to bring their child with them for the tour. If The Rise School and family agree that Rise is a good fit and that the child will benefit from enrollment at Rise, children are enrolled on a first-come, first-enrolled basis, depending on availability in the class. Children are placed on our waitlist if there is no availability in the class.

If, after a tour and discussion of the child's strengths and needs, it is determined that The Rise School is not a good fit, we will attempt to give resources and information about other programs that may benefit the child and family. If, after a period of time, the director and teaching/therapy team begin to question whether or not a current child is benefiting from The Rise School model, the director will engage in honest conversations with the family about how to best support the child within the model, or how to assist in the transition of the child to a program than can better meet the child's needs.

After families are notified of an admission date, enrollment paperwork must be completed. This includes an Enrollment Form, Authorization of child Information, Health Professional Assessment and immunization record, both of which must be signed by a physician, and the emergency authorization form, which needs to be notarized. In addition, a non-refundable registration fee of \$100.00 is due, along with a \$250.00 deposit. The deposit is non-refundable but will be credited toward the first month's tuition. Families of children with developmental delays are asked to provide any Early Childhood Intervention records, medical records, and outside therapy records that may help the teachers and therapists get to know a child. Tuition is due on the first day of each month. If a child enrolls mid-month, their tuition will be prorated for that month and due on the first day of enrollment. *Rise does not discriminate on the basis of race, color, class, culture, gender, sexual orientation, ability and disability, national origin, indigenous heritage, religion, ethnic origin, or other identity.*

Termination of Services at Rise

A child's placement may be terminated by Rise if the family demonstrates a pattern of disregard for the established procedures outlined in this handbook. A written notice will be provided to families concerning the possibility of termination and followed by written notice of termination if needed. Examples of reasons for termination include: (a) extended absences that have not been explained; (b) blatant disregard of the school's operating hours; (c) failure to complete required forms; (d) consistent disregard of the illness policy; (e) habitually delinquent tuition payment; (f) one-on-one intensive needs that cannot be met at The Rise School; and/or (g) failure to collaborate positively with the faculty and/or staff in a way that reflects the mission and goals of The Rise School.

Tuition

Monthly tuition is dependent on classroom placement and schedule. Please see the web site for current tuition rates. Tuition only covers approximately 44% of our organization's general operating costs, which results in a deficit. Tuition is based on the full year program costs and is due by the 1st of each month, and prorated for the month of August. Tuition is not reduced during school breaks, family vacations, schedule adjustments or absences unless there are unforeseen circumstances that must be approved by the director and the board. After the 15th of the month, a \$20.00 late fee per week of unpaid tuition may be assessed. A \$35.00 fee in the case of returned checks/your account bouncing back on Brightwheel may also be assessed.

A \$100 non-refundable registration fee is due in the spring to hold each family's spot for the next school year. A \$250 non-refundable deposit is also due at the same time and will be credited toward September's tuition. This advanced payment is required so that families on the waitlist can be provided sufficient notice of classroom spaces available if your plans for the following school year change.

Financial Aid

Financial aid may be available to those who qualify, depending upon grants and donations that we receive specifically to be used for financial aid. Financial assistance awards have ranged from 10% to 50% of the regular tuition cost, based on a family's demonstrated need. During the spring semester, and after enrollment paperwork has been returned, families can apply for financial aid for the upcoming school year. Because of the generosity of a family foundation, we are pleased to announce that we will be able to offer financial assistance for the 2022-2023 school year. If you are interested in applying, the application can be found [here](#).

- There is a \$48 application fee. In order to ensure our process for establishing financial need adheres to national standards of best practice, we use FAST – Financial Aid for School Tuition – by Independent School Management (ISM) to process financial assistance applications. The information is analyzed independently and the personal information you provide for FAST is not reviewed by anyone on the Rise team. The \$48 application fee is a processing fee this company charges for its unbiased and confidential services. It does not go to Rise.
- The Financial Assistance Application is a very comprehensive process, so give yourself some time.
- Families are typically notified of any financial assistance during the summer, prior to school starting.
- Financial Assistance will be for the 2022-2023 school year, which starts on August 15th.

Denver Preschool Program (DPP) Assistance. Families living in Denver are encouraged to apply for this assistance program offered through a separate organization called the Denver Preschool Program, which has its own rules and qualifications for eligibility. Once families apply and are approved for assistance, DPP notifies Rise and payments come directly to us each month. We subtract the amount of DPP assistance each family receives from their monthly tuition bill. DPP credits are shown on Brightwheel tuition bills.

- [4 Year Olds living in Denver can apply here](#)
- [3 Year Olds living in Denver can apply here](#)

Parking

Parking is available directly in front of The Rise School. Overflow parking is available on E Eastman Avenue.

The First Day/Week of School

The first day of school can be intimidating for some children (and families!) Here are some helpful hints for reducing separation anxiety:

- Reassure your child that you will be back to pick them up.
- Don't linger. Be brief. Reassure your child, give a snuggle, then be on your way! We are very well-versed in helping young children regulate their emotions when a family member leaves, and we oftentimes find it easier to help them calm down once the family member has left.
- Let your child bring a comfort item from home (a blanket, lovey, etc) especially if needed for comfort at nap time.

Arrival and Departure of Children

Arrival Time

- Children should arrive starting at 8:00am. If you are late, please be respectful of the teacher and other children and enter the classroom quietly or remain in the hall if indicated.
- If you are not able to bring your child to school by 10:30am, please reconsider bringing them that day, as it is often difficult for the child to adjust to the routine mid-day, especially when naps are beginning between 11:30-12pm.
- Please sign in your child upon arrival through our Brightwheel app.
- Unless otherwise directed, please assist your child with washing their hands as they enter the classroom. Apply sunscreen if necessary, and communicate any health issues or recent injuries to the child's teachers.
- Families should contact their classroom teacher through Brightwheel if their child will be absent or late to school.

Departure Time

- We ask that you be prompt about picking your children up at the 2:30pm dismissal time. Please message through Brightwheel if you are running late. If you have not arrived by 2:45pm, your child will be taken to after-school care and a drop-in After School charge may be added to your account. (Please see the After School Program Tuition Agreement for current rates.) Your child will only be released to you (the parent or guardian) or to a person that you have designated, in writing, as authorized to pick up your child. The *Child Release Authorization Form* must be completed before your child's first day of school. If emergency changes need to be made, please call the school to inform the Rise staff of the change and to allow them to prepare your child for the change in plans. Because of safety and liability, a child is released only to authorized persons. Even when

authorized to pick up a child, if the person is unknown to the team member who greets them, we will require a photo ID to release your child. If an unauthorized person comes for your child, we will not release your child.

- Each child should be signed out upon departure. If you or an authorized person fails to pick-up your child by 4:30pm, the child will remain supervised in his/her classroom and the teacher or director will call you or the emergency number you have provided. The child will remain under supervision until you (the parent or guardian) or a person that you have designated in writing can pick up your child.
- For safety's sake, children must never be left without direct transfer to an adult. Therefore, children must always be brought directly to the classroom and checked in each day. An authorized adult must return to the classroom to pick up the child and check them out at the end of the day. **If you are dropping off your child outside, please wait with your child until the classroom teachers can transport them safely to the classroom.**

Lunches and Snacks

Children should eat breakfast before they arrive in the morning. Please send a lunch with your child each day. Lunch is served each day between 11:00 a.m. and 12:00pm (see your child's teacher for a specific classroom schedule). Snacks are typically provided by families and given mid-morning. Your teacher will provide information on safe and appropriate snacks for the classroom (that follow allergy restrictions) and also on when your family is scheduled to bring snacks for the week if snacks are shared in your child's classroom. When it is your turn, we request that you bring nutritional snacks —your classroom teacher can give you suggestions. Please refrain from bringing items that are choke hazards (i.e. nuts, raisins, popcorn, hot dogs.) Water is served with snacks unless otherwise requested. Alternative snacks are sometimes used as part of the curriculum and/or related to a weekly theme. Families should communicate with teachers about any dietary restrictions and/or allergies. Your teacher can also advise you about any classroom-wide dietary restrictions.

Supplies/Personal Items

Families are responsible for sending the following:

1. The **child's personal supplies**, including:
 - Extra change of clothing and underwear;
 - Disposable diapers;
 - Crib sheet, blanket and any items a child uses during nap time;
 - Sunscreen (year round);
 - Change of weather appropriate clothing and shoes
 - Seasonal: winter coat, hat, gloves/mittens, boots as needed.
2. The **child's lunch and a special bottle/cup** (if used) each day labeled with the child's first and last name. Please use a cold pack in your child's lunch if you pack perishable items. Rise provides plates, cups, spoons, and bibs.

3. All personal belongings and food items should be clearly labeled with the child's first and last name.
4. Personal toys may be brought to school, depending on the teacher's policy for the class. Most often, teachers ask that personal toys be kept in the children's cubbies or in backpacks when it is not free play time.

Clothing

Children are encouraged to wear comfortable clothing and shoes each day. Be aware that daily activities include active and messy play. Teachers make an effort to protect clothing during art activities and eating by utilizing oversized t-shirts or smocks. However, clothes worn at school may get soiled. A change of clothes should be kept at school in the child's cubby. As Denver weather can change drastically throughout the day, please be sure to bring layers, shoes, jackets, coats, mittens, hats and boots when seasonally appropriate.

Nap Time

Following lunch time, nap mats will be laid out and the room will be made dark to be conducive to sleeping. Children are not required to sleep, but are required to rest quietly for a time on their mats. We request that families bring a crib sheet and blanket (if safe) for their child. Crib sheets and blankets will be sent home to be washed at the end of each week, to be returned again on Monday.

Diapering and Toilet Training

Toilet training is conducted only by those who are regular/permanent staff members at The Rise School of Denver and who have been trained in diapering and toileting procedures. Team members will change your child's diapers regularly throughout the day and staff will periodically check your child in an attempt to assure they remain dry and clean. For any child requiring diapers, the parent or guardian will be required to maintain a supply of diapers for their child. Your child's teacher or other staff member will notify you when the supply of diapers is getting low. The diapers should be clearly marked with your child's name and placed in the storage bin designated for your child, along with any lotions or creams the child may need. Should your child need any special care or attention when diaper changing, please provide written instructions to the teacher upon admission. The Rise School staff is able to apply lotions or creams to children only to prevent a rash or dry skin. If skin is already broken out in a rash, a signed medication release by both parent/guardian and doctor is necessary (*Please refer to our Medication Administration Policy—available in the front office*).

All diapers will be changed only on a designated diaper-changing pad. Staff will wear protective gloves and place the soiled diapers in a plastic bag for disposal or, in the case of reusable diapers, in a plastic bag to be sent home. Cloth diapers will not be rinsed, however, staff will attempt to dispose of stools prior to sealing the diaper in a plastic bag. Clothing that

is soiled or stained cannot legally be rinsed out by the teaching staff but will be placed in a sealed plastic bag and will be placed in your child's backpack.

The Rise School staff will assist you in toilet training your child when they are ready. Your child's teacher will collaborate with you when your family has determined that it is an appropriate time to toilet train.

Positive Behavioral Support/Discipline Procedures

The Rise School of Denver implements the Pyramid Model as a framework for positive behavior support and promoting children's social, emotional, and behavioral competence. The staff members of The Rise School of Denver provide behavioral support and use discipline measures that demonstrate kindness, compassion, firmness and consistency. Every attempt is made to help children gain the confidence and knowledge that is needed to develop healthy social and emotional competence.

Staff behaviors that are prohibited at Rise include:

- Physical or aggressive punishment of any type;
- Withdrawal of food, nap, or bathroom opportunities;
- Abusive, profane, or derogatory language, including yelling and belittling;
- Any form of public or private humiliation; and
- Any form of emotional abuse.

Staff will prevent children from hurting themselves or others, or destroying property. Promoting positive behaviors is a primary goal for our children in the classroom setting. More information about The Pyramid Model framework can be found here:

https://challengingbehavior.cbcs.usf.edu/docs/Implementing-PBIS_evidence-base.pdf

Field Trips

Throughout the year, field trips may be scheduled. Families must provide written consent or permission in order for the child to participate. Children may not participate if written permission is not provided. All field trips are closely supervised. Families are encouraged to participate. Field trips may include walking to a nearby location or being transported off campus.

Vehicle Safety Policy

Rise School teaching staff are not allowed to transport children, so we rely on family volunteers to provide transportation in personal vehicles. All families are required to provide proper car seats for their own children and also sign a permission form for their children to ride with another adult. ALL drivers are required to present a current copy of their driver's license and proof of insurance to The Rise School prior to departure.

If the Rise School schedules a field trip or other excursion, a notice of the scheduled trip will be sent home with the child in advance with a written permission slip to be signed and returned by the parent or guardian of the child. The child's teacher will be responsible for coordinating transportation for the class. Advance notice of departure time will be given to families. If a child should arrive at school after the departure of the class, the child will not be able to participate in school that day.

From time to time, weather permitting, classes will take local walks. Childs will be kept a safe distance from any hazards or roads. Teachers will maintain structure by utilizing wagons for childs that need extra support as well as buddies and extra teacher control as needed.

Lost Child Procedure

In the event that a child is determined to be missing, the following procedure will be followed:

1. Staff will determine when and where the child was last seen. Staff will remain calm, and keep the other children calm.
2. Staff will (if possible) consider the state of mind of the child. Were they scared, frustrated, attempting to run away? Did they fall behind?
3. Staff will conduct a search of the immediate area with other available staff. Staff will ask nearby children and staff if they have seen or know where the child is. Before leaving the rest of the group to find a child, staff will see that the group is supervised by other staff members. Available employees will monitor front entrance and playground gates/exits, while other employees begin looking for the child within the building.
4. Staff will check bathrooms, gym, other classrooms, playgrounds.
5. Staff will contact the Executive Director and/or other administrative personnel about the situation. Staff will identify the missing child, when and where she was last seen, and provide a description of the child, including clothing worn. The Executive Director will organize an extended search. If the child is not found in 10 minutes, the Executive Director will contact the police department and the child's parents/guardians.
6. Staff will remain calm and positive, acknowledge the other children's fears, and move on to the next activity.
7. Staff will complete an incident report and any other reports requested.

Communication Between School and Home (Indicator 2.2, 2.3, 2.6)

Families are welcome visitors in the program at all times, and families are welcome to observe at Rise anytime. Additionally, families are encouraged to communicate with teachers, therapists, and administrative staff regularly as Rise believes open lines and communications between families and school provides the best care possible for your child in our program. In the first few weeks of school, classroom teachers will provide a short questionnaire that you will be asked to

complete highlighting valuable information about your family and your child. Such information such as priorities, preferences, routines, cultural and social practices, goals and family structure will help Rise to best enhance teacher interactions and instruction as well as help us better support your family.

Teachers will notify families, in writing, of significant or special events that are happening at Rise through weekly email communication and Brightwheel reminders. The Brightwheel app connects families to the classroom through daily pictures, videos and messaging capabilities. Teaching and therapy teams update the app with meals, nap times and other important information throughout the day.

Families are encouraged to message classrooms about special events at home including celebrations, changes in family routine, etc. A school-wide newsletter is distributed quarterly to families. Newsletters include information about celebrations, past and upcoming events, and resources for families including articles, tips, and information pertinent to children's development, child rearing, and therapeutic strategies. Families can leave a voicemail via the main office at 303-756-7473. If families have an emergency, the school office will get a message to the classroom teacher immediately. The best time to talk with teachers is between the hours of 2:30 p.m. and 3:30 p.m., when the children have left school for the day. Families are encouraged to schedule a time if they need to talk to teachers and/or therapists for any reason regarding their child. All classrooms also send home a weekly email about upcoming themes, lesson plans, and any relevant notes and reminders. Each teacher may also have an individual system for communicating with families. Progress summaries from the team for children with disabilities are sent home monthly via email.

Family Involvement Opportunities (Indicator 2.6)

Families are a key component to the Rise School's programming and to their children's education. In the early years, The Rise School of Denver was founded and run by parent volunteers entirely. Today, to keep costs manageable and sustain operations, families are asked to play an active role in supporting the school. The Rise Team will make families aware of volunteer opportunities throughout the year. In addition, it is expected that families will actively recruit their friends, families and employers to participate in and/or sponsor fundraising events.

Rise is a non-profit organization, and family tuition only covers about 44% of our operating costs. We all have a role and responsibility in our fundraising process. Contributing to The Rise School financially, or providing direct services benefits your child and all children enrolled. As a 501 (c) (3) organization, donations to The Rise School of Denver are tax deductible and through the Colorado Child Care Contribution Tax Credit, are eligible to be refunded up to 50% or as available by the state. Please consult your tax advisor or contact our Director of Development, Cynthia Pliska, at development@risedenver.org for more information.

Rise tries to offer social and educational opportunities for families throughout the year based on family interests identified through family surveys that are distributed in September of each school year. Past topics have included potty training and kindergarten readiness, for example. Each fall from September to November, our Director of Inclusion partnered with our expert teachers, will host Positive Solutions for Families, a 8 week course on developing and fostering positive parent/child relationships. We also host Families' Nights Out, where staff provide childcare at the school so that families can have an evening out alone or with other Rise families. We find that these opportunities help foster a community feeling at Rise, whereby families can pick up valuable tools for educating and caring for their children, serve as valuable resources for one another, and develop lasting friendships. Lastly, weather permitting, Rise hosts Family Fridays weekly from 2:30pm to 3:30pm when families are invited to meet on our playground facilities for a whole school playdate.

Family Leadership Opportunities, Input, Suggestions & Concerns (Indicator 2.11)

Here at Rise we believe that families are equal partners and active participants in goals and decisions about their children. We encourage families to actively take part in making decisions concerning their child's education and development. To ensure that the parent voice is heard, honored and supported, we regularly ask family input about significant decisions through surveys that are sent via email. We have also created the Parent/Family Action Committee. You will receive information about our Parent and Family Action (PAC) Committee that plans events, supports fundraising, acts as a conduit for sharing feedback from families to administration and the Board of Directors, and are involved in various leadership team opportunities during the year. If you would like to be involved, please contact the PAC at PAC@risedenver.org for more information.

(Indicator 2.10, 2.11, 3.1b)

Continuous quality improvement is a process which ensures that an organization and its stakeholders are intentional about improving the services they provide and how they provide them. This process is valued and used here at Rise. To support the process of quality improvement, we have created a Quality Improvement Plan (QIP) reviewed annually by the administrative team and updated periodically throughout the year. It is available via email and within the Family Handbook binder in the front office- all families are welcome to view it at any time!

Family input and feedback is always welcome and an integral part of our QIP. An anonymous family survey will be sent to all families annually, asking them to evaluate the program and make suggestions. Families and other stakeholders are notified of the results and our plan for addressing them after our improvement plan is created using the information gathered. If you wish to view the QIP in its entirety, please contact Kat: assistantdirector@risedenver.org or find a hard copy located in the office.

Families with suggestions or concerns about educational aspects are encouraged to discuss

those concerns with their child's teachers first. If the teacher and family are unable to reach a resolution, families are encouraged to consult the Assistant Director and then the Executive Director. If families have programmatic questions or concerns, they are encouraged to reach out to the Parent and Family Action Committee and/or the Executive and Assistant Directors.

Illnesses

Families will be expected to notify Rise of any illness or circumstances indicating an absence. We kindly request that families send a Brightwheel message as soon as possible once they know their child will be absent. Exclusion from school will be based on the needs of the sick child and of the other children in the classroom. Generally speaking, if the child is: not able to participate in usual activities (very tired, irritable or excessively crying); needs more individual care than program staff can provide; or demonstrates symptoms listed on the exclusion list, they will need to be excluded from school. **Please refer to the Illness Policy you receive with your admission packet for “[How Sick is Too Sick](#)”.** In case of a communicable disease, and at the discretion of the Director, other families will be notified to watch for symptoms in their children.

As per state mandated regulations, **children may not be sent to school if the following illnesses are present, or have been present within the past twenty-four hours.** The existence of a communicable disease including the following:

1. Chicken pox
2. Conjunctivitis (pink eye)
3. Hepatitis A
4. Impetigo (bacterial skin infection)
5. Body rash (with fever)
6. Strep throat
7. Vaccine preventable diseases
8. Vomiting/Diarrhea
9. Fever accompanied by other symptoms or behavior changes
(Children must be fever-free for 24 hours—unmedicated—before they may return to school.)
10. Existence of lingering illness that would inhibit the child's participation in classroom activities or outside play.
11. COVID-19 (Due to young children’s difficulties in reliably wearing a mask and also due to times of the day when children cannot safely wear a mask—i.e., rest time, meal times—Rise requires children with a positive COVID-19 diagnosis to isolate for 10 days following the child’s first symptom and/or positive test with no symptoms).

Families will be notified if their child becomes ill at school and should arrangements need to be made to pick them up. Families must supply home, work, and emergency phone numbers. Families should notify the school of the times when (a) the child will be absent from school; and

(b) the parents/guardians will not be at their regular addresses or phone numbers, to ensure they may be reached at all times, not just in case of an emergency.

The Rise Program enforces the same standards in preventing employees from working while sick.

The Director shall report to the Colorado Department of Public Health and Environment any communicable illness, including but not limited to measles, mumps, diphtheria, rubella, tuberculosis, shigella, hepatitis, meningitis, salmonella, or giardia, contracted by a Rise staff member or child at the Rise School.

Due to regular and ongoing updates of COVID-19 specific procedures required of child care centers, information regarding COVID-19 processes and procedures is regularly provided for families via Brightwheel and email.

Medical Information

Prior to admission of a child with disabilities, families will provide any of the child's pertinent medical records. Prior to admission, and updated on an annual basis, the *Health Professional Assessment* must be completed by a physician for all children. This form provides the documentation of a physical examination and a record of the child's immunizations. Because we regularly serve children who are immunocompromised, families who are not up to date on immunizations, for any reason, must follow all Colorado vaccine exemption requirements and exemptions must be reviewed and approved by our Executive Director and/or nurse consultant.

Special medical procedures such as catheterization, tube feeding, the delivery of oxygen, seizure action plans etc., require permission from the child's parent(s) or guardian(s) and orders from the physician. Many medical procedures also require additional training and delegation from our nurse consultant in order for staff to perform them. Specific permission forms and instructions will be supplied by the child's teacher or the school office.

Medications

To ensure safe and accurate administration of routine medications for all children in school, the nurse consultant will delegate and supervise the task of medication administration only to those care providers and staff members who have completed the approved Medication Administration Training.

Because the administration of medication requires extra staff time and safety considerations, families should check with their health care provider to see if a dosage schedule can be arranged that does not involve the hours the child is in school.

When it is absolutely necessary for a medication to be given at the Rise School the following

requirements must be met before administering medications.

- Written Authorization from the Health Care Provider
- Parent/Guardian Written Authorization
- Medication in the original labeled container
- Proper care and storage of medication
- Documentation of medication administration

Nebulized medications and emergency injections (EpiPen®) require a written health care plan and/or instructions completed by the RN consultant and/or the child's health care provider.

Families are responsible for providing all medications and supplies. In most situations, children should not transport medications to and from Rise; this includes medication placed in a diaper bag or backpack.

Program staff may not deviate from the written authorization from the Health Care Provider with prescriptive authority. Program staff must count and record the quantity of controlled substances (e.g., Ritalin®) received from the parent/guardian, in the presence of the parent/guardian.

Medications that have expired or are no longer being used at Rise will be returned to the parent or guardian. If the medicine has not been picked up within one week of the date of the request, then medication must be disposed of by a medication trained person or the RN, according to established procedures.

Injury to a child

Children are under visual supervision by an adult at all times. Staff will be proactive in making sure that the areas occupied by children are free from preventable hazards. Staff will promptly intervene if children are observed engaging in unsafe play.

If a child is injured, the staff member(s) who witnessed the injury will assess the extent of the injury. If the injury is determined by the staff member to be minor, first aid will be administered and the child comforted. The family will be notified by the teacher as soon as possible prior to or during pickup time.

Staff members administering first aid will wear plastic gloves if the injury involves broken skin, bleeding, and/or exposure to bodily fluids. If the staff member determines that the injury is serious and that professional help may be needed, the staff member will notify the Executive Director immediately. The team will decide the appropriate action to take including calling the parent or guardian to take the child to the doctor or calling 911. A staff member is not permitted to transport an injured child to her home or to a medical facility.

If 911 is called, the caller will give the following information:

- Self identification
- Identity of injured person and nature of injury
- Time of injury
- Location of injured child
- Pre-existing medical conditions or allergies to medications
- Current medications taken

If 911 is called following the above consultation, the parent/guardian will also be called immediately thereafter. A staff member will be selected to accompany the child in the ambulance if the child is taken from school to a medical facility for treatment. The family will be notified of the medical facility destination. The staff member will stay with the child at least until the parent/guardian has arrived. The Executive Director will follow-up with the family regarding the status of the child's condition until the child returns to school.

As soon as possible, and within 24 hours following any incident resulting in injury to a child, the observing staff member will complete the *Incident Report* form to document the injury. The Report will be given to the Executive Director to sign. A copy will be given to the family by pick-up time the day of the incident if possible. A copy will also be kept on file in the office.

Unscheduled School Closings

In case of snow or severe weather, Rise will close or delay the opening of school. Since the Rise School is located within the Denver Public School district, we follow DPS for weather delays and closures. You will also receive a Brightwheel message from Rise if we plan to be closed. Families will also be notified via Brightwheel if the school plans to close early due to snow or severe weather.

Tornado Policy

Should the threat of severe weather or tornadoes occur, the children will be instructed on what to do and where to go in the event of a tornado warning.

- The staff will first ensure children's safety by leading all children into the hall and bathrooms area.
- Children will sit on the floor with arms and hands crossed over their heads.
- The staff will count children to make sure all are accounted for.
- One staff member per classroom will stay with the children while another staff member closes all windows and doors.
- Children will be released to families once the severe weather or tornado warning is over.

Health and Safety Procedures

- Fire drills and severe weather drills are conducted throughout the year to assure the staff and children are able to evacuate the building quickly and safely (fire) or go to the

designated safe area in the building (severe weather). Evacuation routes are posted in each of the classrooms.

- In the event of a building evacuation, the children will be led to the University Hills Lutheran School building immediately east of the The Rise School's building.
- Should it be necessary to evacuate the entire University Hills Lutheran Church area, children will be led to Bradley Elementary School, 3051 South Elm Street, 303-756-8386. Children will be led north on Dahlia Street to Plum Place and go east on Plum Place to South Elm Street. They will then be led north on South Elm Street to the entrance of the school. The children and teachers will gather in the cafeteria/gym of Bradley Elementary School and await further instructions from the Executive Director.
- All classrooms maintain a first aid kit.
- Children and staff wash their hands as often as required by childcare regulations.
- Frequently mouthed and handled objects/toys are washed and sanitized between uses by the children.
- Diaper changing and toileting are performed in a separate area of the classroom or in the designated classroom's bathroom. Gloves are always worn by staff when diapering or assisting children with toileting. Latex-free gloves are used. Soiled diapers and clothing are kept in separate, closed containers. Changing tables are sterilized after each use. Rise has an open door diapering and bathroom policy.
- All classroom materials used by the children or staff such as towels, washcloths, bibs, and sheets are washed after each use.
- All electrical outlets have safety covers.
- All instructional and therapy staff and administrative staff who provide direct support in classrooms are certified in Child and Infant CPR and First Aid.

Relationships with Early Childhood Intervention Programs and Outside Therapy Providers

Rise welcomes collaboration with outside therapists. Our therapy team can be reached at their individual e-mail addresses, which are provided at the beginning of each year. If families are trying to schedule therapy time with outside providers at Rise, we ask that you contact your classroom teachers to determine the best time for this to happen. Rise can support families in communicating our expectations for outside therapy providers, with the primary expectations being that: (1) all therapies are provided within our daily routines without pulling children out of the classroom or aside/away from their friends; and (2) Rise staff do not children in front of children—we are happy to schedule a meeting outside of school hours to collaborate with outside therapists.

All outside providers are required to complete an agreement and release of liability prior to offering services at Rise. Please contact the office to obtain these forms. In some cases, children will miss time at Rise to participate in outside therapies. In this scenario, families are still responsible for tuition.

Transition to Rise and/or Next Classroom (Indicator 2.9)

Transitions refer to the process of a child moving from one program or setting to another, for example, the transition from home care to a school setting or from the Bears classroom to the Kangaroos. At Rise, we recognize that consistency and stability are important parts of child development and we acknowledge that smooth transitions support academic and social success while also contributing to the well-being of the child. Therefore, at Rise, we practice intentional and thoughtful transitions for children and their families.

The Rise School of Denver's school year begins in mid-August. Prior to that time (usually in the Spring), decisions will be made about the classroom for each child for the upcoming school year. During the last month of school, children will visit their new classroom and spend time with their next teacher to prepare them for the transition. New families to Rise are offered the opportunity to visit the classroom without their family member for a "playdate". During that time, your child will get to experience the day's activities independently (for 1-2 hrs). This allows a child to become comfortable in their new environment and begin to build relationships with the peers in their classroom. Other developmentally appropriate tools such as social stories including pictures of the next classroom and teachers will be utilized in the classroom as well as sent home with the child.

Transition From Rise to Other School Settings (Indicator 2.9)

A graduation ceremony and reception is held at the end of the school year for children graduating to an elementary school setting. The Rise staff will facilitate transition to the next school setting by offering the following services:

- Provision of information regarding public school programs
- Provision of records and assessments to the school
- Transitional plans created in conjunction with the new environment
- Family education meetings as needed
- Observing the child's next school environment
- Meeting with staff at the new school
- Encouraging staff at the school to observe the child at Rise
- Attending evaluation and IEP meetings as needed
- Providing resources to families about the laws and regulations governing Special Education

Our Director of Education and Inclusion is also available to offer additional services (i.e., individual classroom consultation, inservice training) and support for other school settings to promote children's inclusion in their next classroom.

For children transitioning to a different program (not an elementary setting or aging out) can be a stressful time. To support your child's transition to a new environment, we offer exit conferences between families and teachers, share assessment data with families and future schools and communicate via phone or email with the next setting if authorized. Additionally,

information and resources on transitions can be provided by our Director of Education and Inclusion as well as the teaching team.

Visitors to The Center

All visitors must check in at the office upon arrival. Visitors will include their name, the date, the time, and purpose of the visit. The staff will immediately alert the Executive Director if an unknown person is present in the building. Unknown authorized caregivers will be asked to provide identification at the door before being allowed to enter the building.

Procedure For Filing A Complaint About Child Care

The Rise School is a child-care program that is licensed by the Colorado Department of Human Services. The license indicates that the program has met the required standards for the operation of a child-care facility. The license is posted outside the office door.

If you believe your child has been abused, you should seek immediate assistance from your county department of social services. The telephone number to report child abuse for the City and County of Denver is *(720) 944-3000*.

Childcare services play an important role in supporting families, and strong families are the basis of a thriving community. Your child's educational, physical, emotional and social development will be nurtured in a well-planned and well-run program. Remember to observe the program regularly, especially with regard to children's health and safety, equipment and play materials and staff. For additional information regarding licensing or if you have concerns about the child-care facility, consult with the Colorado Office of Child-Care Services at *(303) 866-5948*.

The Policy Regarding The Reporting Of Child Abuse

All staff members at the Rise School have completed an intensive background check. Backgrounds are checked through the Central Registry of Child Protection and the Central Bureau of Investigation. Also, in accordance with the State of Colorado, the Rise School requires that all staff members report all cases of suspected abuse or neglect to the State Department of Social Services.

Odds and Ends

- If families have a change in address, telephone number, employment, emergency numbers, or family situation, that information should be provided promptly to the child's teacher and the Director.
- Aside from augmentative communication devices, screen use in the classroom is limited, and reserved for instructional or transitional purposes only.
- Due to strict confidentiality policies, Rise staff cannot share personal or health

information about the other children in your child's class or other children in the school. In order to ensure this confidentiality, we ask that if you hire staff for child care outside of Rise school hours, you respect our policy regarding confidentiality and professionalism. You and the hired staff member must complete the agreement attached to the end of this handbook before engaging in child care arrangements. Please note specifically:

The Rise School may ask an employee to stop babysitting if the relationship they have with the family or child prevents satisfactory job performance or causes a disruption to the child's routine at The Rise School, as determined by the Director.

Similarly, we ask you to exercise good judgment and discretion regarding interaction on social media with staff members.

Resources and Services (Indicator 2.14, 5.5)

During the first few weeks of every school year, every family will be asked to fill out a short survey about your child, and the needs of your family. If your family is experiencing trauma or other challenges, and needs the support of a community based service provider, we can help connect you to those supports and resources. Some services include: early intervention services, housing, job or food assistance programs, etc. Rise is also dedicated to providing families with information about various topics such as child development, parenting and other pertinent topics to families. If you need support, please contact your child's teacher via email or Brightwheel, or speak with the Director or Assistant Director, phone or in person. A resource binder with pamphlets, brochures, and other resources are located in the lobby as well as books about various topics which are available for families to copy or take home. Other resources are located in the back of the handbook for your convenience.

Resources For Families

[Denver Health](#)

Food Assistance Programs

[Denver Mental Health Collective](#)

[Denver Food Assistance/SNAP benefits](#)

[Hunger Free Colorado](#)

[Food Bank of the Rockies](#)

Workforce Assistance Programs

[Colorado Workforce Centers](#)

[Denver Day Works](#)

[Employment First Colorado](#)

Housing Assistance Programs

[Housing Voucher Program](#)

[Housing Colorado](#)

[2-1-1 Colorado](#)

Clothing Programs

[Clothes to Kids Denver](#)

[Assistance League](#)

[WellPower](#)

Mental Health Support

Translation

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BridgeLanguages Center (multiple
languages)
Translation, interpretation
600 S. Cherry Street, Suite 520
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Resources

Global Phone Resource:



<http://www.language.com/>

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