



Making A Difference Together

Social * Emotional Academic Learning Centers

Parent Handbook

Chelwood Elementary School

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COMMUNITY FOR LEARNING

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Student/Parent Handbook Acknowledgement Form (Please sign and return to Site Supervisor)

Welcome to Community for Learning (CFL)
Before & Out of School Time Program

Project SEAL – Social, Emotional & Academic Learning

Mission Statement

CFL Provides a path to success by empowering children and families with opportunities that support academic success and social-emotional growth.

It's the mission of Community For Learning (CFL) to provide out of school time programs that are more than just safety nets, but also promote positive development and expand children's goals for school and beyond. CFL is based on a social, emotional and academic model with a strong emphasis to provide quality before and out of school time programming with enriched activities for children. We do this by offering children academic support in reading and math, homework help, social-emotional learning, and fun recreational activities.

CFL's out of school time program is called Project SEAL (Social, Emotional and Academic Learning). Project SEAL assists in meeting state and local student standards in core academic subjects, such as reading and math, and is a community out of school time program providing children with the opportunities to take part in a variety of academic and recreational enriched activities. CFL aspires to serve, students, families, the community and the school to develop and maintain a quality out of school time program that models and provides choices of centers in the areas of math-numbers, reading-library, science, sensory, creative arts, manipulative area, music, and dramatic play by using fun hands-on learning. CFL provides an environment where children can play, learn, grow academically and socially, make new friends and feel safe in their out of school time environment. Our program is designed for nurturing children in the area of academics as well as developing a child's social and emotional growth.

Philosophy Statement

Children's growth, development and behavior

Our goal is to strengthen the whole child – physically, cognitively, linguistically, socially and emotionally by providing and connecting them with structured learning experiences, frequent and varied involvement in reading and writing activities, and positive interactions with caring adults. By focusing on children from a holistic perspective, we can support not only academic learning, but also the development of a variety of life skills. Exposure to caring adults provides our youth with role models, mentors, guidance, high expectations, an awareness of people's differing interests, strengths and plays an important role in their learning and development.

Children learn through play

Meaningful hands-on activities are used to focus on individual needs of students.

All children are engaged in reading, writing, speaking, listening, math and science during their centers of choice. Children explore their physical and social world through their senses. Adults can facilitate learning through play by providing children with opportunities to see, touch, taste, and smell. At this stage of early intervention, the out of school time program can provide hands on, active team-building games and collaborative learning opportunities to assist in the learning of socially interaction with adults and peers.

How Children Learn

Children learn through play and meaningful hands-on activities focused on individual needs of students. Children are engaged in reading, writing, speaking, listening, math, and science during centers of choice with adult supervision and engagement of meaningful conversations that promote vocabulary development and other educational needs. It is the responsibility of the adult in the out of school time environment to use the three **Scaffolding Comments** for engaging conversation with your children.

1. **Telling** – Giving them the answer to keep them going or share basic knowledge. Example: "Santa Fe is the capitol of New Mexico".
2. **Demonstrating** – Modeling an act or behavior with the intention of getting the student to do the same. Example: "I am going to re-read the last paragraph to try and understand it better"
3. **Prompting** – Focusing the student's attention on meaning by using a structural or visual cue. Example: "Look at the first two letters in the word," or "Notice how cool the water feels".

The out of school time program provides the opportunity to interact positively with children of different ages and adults that can provide one-on-one attention in the areas of reading, math, science, homework, and social, emotional development. CFL uses researched based curriculum to teach social skills along with essential tools that are needed in real life situations.

As children move into the elementary school years, their focus shifts from dramatic or pretend play to "games with rules" and organized sports that require strategy and skill. Games with rules include traditional board games, card, video, and computer games, as well as physical games such as tag and "Red Rover." Through these play experiences children hone their ability to relate to others, their gross motor skills, and their eye-hand coordination.

The Role of the Adult in a child's learning process

The CFL approach fosters youth engagement and development, youth-adult partnerships in learning, and community enhancement, as we believe that these strategies foster a positive learning environment and effectively support the growth, learning, and resiliency of young people. We utilize each unique community as the context for both service and place-based learning. By utilizing a hands-on approach

to learning, we can then focus on the full range of competencies needed for young people to become productive, healthy, and socially/emotionally intelligent adults.

It is important to have quality adult supervision, engagement, and meaningful conversations that promotes quality vocabulary development and other educational needs for all children in the out of school time program.

When young people participate in effective, high quality out of school time programs, there are a variety of individual, family, school, and community benefits that include (but are not limited to):

- Increased engagement in learning
- Better social competence
- Improved academic performance
- More civic engagement and community development
- Reduced involvement in risky behaviors
- Assistance to working families by providing a safe, supervised, and stimulating environment
- Keeping our communities safe

The Physical Environment and how it contributes to learning

- All ECECD regulations will be posted in all areas in which the out of school time program will be located in. This could include the school gym/cafeteria or break out room. Learning centers will be clearly defined using shelves and furniture, labels in English and Spanish, and instructions will be at all centers for all children and adults to read.
- The CFL environment has from 3-9 identifiable learning centers. They are functional with adequate space. Adults will supervise and engage with children in all centers. Materials well cared for and organized by type of center.
- The environment may include the various following centers: Dramatic Play, Creative Play, Books, Blocks & Accessories, Art, Manipulative, Music, Science, Math/Numbers, and Sensory.
- Noisy and quiet areas are separated. Floor surfaces are available for different activities. Examples of children's work are displayed in spaces where students can see them clearly.

Children with Special Needs

CFL will make reasonable accommodations to provide fully inclusive out of school time care for any child with special needs that are enrolled in one of our out of school time programs. Reasonable accommodation may include adapting space and activities so that all children can participate fully. All children enrolled in CFL programs must be able to manage their behavior in a way that does not compromise the health and safety of the children and staff involved in the program. As well, all children must be able to participate in the group nature of our programming.

The evidence suggests that good out of school time programs have some essential characteristics:

- Children need to be given opportunities to solve problems and use their reasoning

skills.

- Projects that teach children how to work as a team- to begin to think of “we” instead of just “me.”
- They nurture children’s skills and talents- leads to a child’s self-esteem as well as the three R’s- resourcefulness, responsibility, and reliability.
- They offer choices.

Project SEAL offers a culture of learning that allows children to safely explore independence, peer relationships and leadership. As well as academic enrichment and social and emotional growth.

Curriculum Statement

Play as the primary mode of learning

A structured, consistent, and well-rounded daily/weekly schedule, complemented by community driven values and rules provides a skeleton for a smoothly run program. Our schedule includes time for academic based learning / homework help, enrichment activities (social-emotional learning), physical activities, and self-selection/play. Although some activities are developed and structured for the participants, we understand that free self-selection or play time is a critical way in which children learn, so these periods are found throughout the schedule with active engagement using learning centers of choice for opportunities to experiment and explore.

A range of activities (grouped within larger themes and subjects) are rotated on a daily, weekly, or monthly basis allowing children to be exposed to a variety of topics, and interests, as well as ways of learning and active engagement with adults and peers. Participants are actively engaging in lessons as they get the opportunity to experiment and explore the subject matter. Children have the opportunity to engage in the social emotional development through weekly lessons using social –emotional learning activities that are active and literacy based.

GENERAL INFORMATION

CFL Staff

Anne Apodaca, Executive Director

Anne has a Bachelor of Arts in Psychology and Sociology, a Master of Arts in Social Work, and a LMSW license. She has more than 20+ years of experience in social work, non-profit development/ management and behavioral therapy. She serves as a trainer in the area of social and emotional development, and capacity building for small grass-root organizations.

Michael C de Baca, COO

Michael has extensive experience with the New Mexico state department of Education, with a focus on Charter Schools. He has served as the program director for CFL’s out of school time programs for the last fifteen years. The Program COO provides operational management/supervision over the out of school time program and the staff.

Tamarah Apodaca-Fredrickson, Program Development and Behavioral Support Specialist

Tamarah has extensive experience with working with kids in many capacities. She has run out of school time programs and has been a program manager for CFL. She has a Bachelors in Human Development and Family Relations from UNM and is currently working on her Masters in Special Education- with a focus on learning and behavioral exceptionalities: studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners. She is passionate about helping her community.

Melissa Stellmon, Trauma Informed Behavioral Support Director

Melissa has a Bachelor of Science in Psychology with a minor in Sociology and a Master of Science in Psychology, clinical track. She has been involved with out of school time programs for 13 years working as a site-supervisor, program manager and overseeing grant requirements. She is dedicated to supporting children as they grow into healthy well-rounded individuals with an emphasis in trauma informed approach and restorative language.

Ashley Rodriguez, Program Manager

Ashley has her child development certificate and is currently working on getting her Bachelors in Family Studies. She has worked with CFL for 9 years-instructor, site-supervisor and currently serves as a program manager. Ashley is bilingual, fluent in English and Spanish. She was drawn to CFL because of how rewarding it is to work with children, help them grow, and be a positive role model in their lives. Ashley's approach to supporting kids is meeting them where they are and creating a safe space for them to express themselves.

Sevin Garcia, Program Manager

Sevin has a Bachelor of Arts in Criminology with a minor in Psychology from the University of New Mexico. Sevin was a Site-Supervisor for CFL for four years before moving into the Program Manager position. She has worked with children of all ages Pre-K- 12th and has a deep understanding of social wellness. Sevin is here to support and guide our staff so that they can be understanding and make deep, impactful connections with the children and families we serve.

CONTACT INFORMATION

If you have any questions or concerns, please contact the Program Managers:

Ashley Rodriguez (505) 414-1385 arodriguez@nmcfl.org

Sevin Garcia (505) 410-0676 sevingarcia@nmcfl.org

New Mexico Community For Learning

Email: info@gmail.com

Office # (505) 242-3353

PROGRAM INFORMATION

The goal of CFL's staff is to provide a safe and fun environment for children, and a place for social, emotional, and academic growth. The role of the adults working in this quality out of school time program is to be a facilitator of the positive development of children through healthy interactions. All adults will work on the encouragement of realistic life experiences and high expectations for children. High expectations provide all children with the challenges and feedback necessary for engaging the whole child in learning. CFL always plans for active learning between children of different ages who model responsible behavior and share a sense of community. The Site Supervisor is responsible for the day-to-day operation of the program and will oversee and supervise all instructors and volunteers. All CFL staff are trained to engage with all children enrolled in the program. Instructors are required to obtain a background check, and have twenty-four hours of professional development per year in the areas of working with school-aged children, out of school time programming, out of school time classroom management, child development, choices in an afterschool environment, etc.

Homework Time

The out of school time program will provide a space and time for children to work on their homework each day. If homework is not completed during learning center time, there will be a table or space for them to finish. We will do our best to ensure that children spend time on their homework, **but we do not guarantee that all homework assignments can be completed during the program hours.** Your child may also participate in individual and/or small group tutoring to target specific learning challenges. (Available at certain designated schools.)

ESL Reading and Math Activities for Children

The out of school time program will offer bilingual teaching time and practice time with reading and writing to build fluency in both English and Spanish. Individual and small-group instruction and activities will be provided at sites with bilingual staff capacity only.

Services offered at each school site:

1. Quality Out of school time Care
2. An out of school time environment that offers:
 - Learning activity centers – offering choices for children
 - Homework Help
 - Reading and math enrichment
 - Social - Emotional learning
 - Recreational Activities- Health & Wellness
 - Dance, Music, STEAM and other extracurricular activities

The following sites are ECECD Licensed and follow the New Mexico State licensing regulations:

- Alvarado ES
- Apache ES
- Albuquerque Sign Language Academy
- Chelwood ES
- Cochiti ES
- Comanche ES
- Coronado ES
- Helen Codero ES / Edward Gonzales ES
- Lew Wallace ES
- Oñate ES
- Reginald Chavez ES

DAILY SCHEDULE & HOURS OF OPERATION

All CFL out of school time programs operate five days a week (Monday-Friday). Hours of operation are based on the school's *hours of operation*. All programs operate and follow the APS school calendar, and schedule (snow days, vacation days, holidays, and emergency school closings).

Alvarado ES Out of school time Hours: 2:15pm-6:00pm

Apache ES Out of school time Hours: 2:15pm-6:00pm

**Albuquerque Sign
Language Academy** Out of school time Hours: 2:50pm-6:00pm

Chelwood ES Out of school time Hours: 2:15pm-6:00pm

Cochiti ES Out of school time Hours: 2:15pm-6:00pm

Comanche ES Out of school time Hours: 2:15pm-6:00pm

Coronado ES Before School Hours: 7:00am-8:40am
Out of school time Hours: 3:25pm-6:00pm

**Corrales International
School** Out of school time Hours: 2:30pm-6:00pm

**Helen Codero ES /
Edward Gonzales ES** Before School Hours: 7:00am- 9:15am
Out of school time Hours: 4:00pm-6:00pm

Lew Wallace ES

Before School Hours: 7:00am- 8:40am
Out of school time Hours: 4:10pm-6:00pm

Oñate ES

Out of school time Hours: 2:15pm-6:00pm

Reginald Chavez ES

Before School Hours: 7:00am- 8:40am
Out of school time Hours: 4:10pm-6:00pm

Food Service Policy

During program, each child will be provided with a daily meal and snack. This program is made available through CACFP At-Risk Child and Adult food program. Staff is required to maintain a clean and healthy environment. Serving bowls, juice containers, tables, microwave, etc. must be clean and sanitary. Children are required to wash their hands before eating their meal and snack. ***If your child has nutritional needs please let the site-supervisor know.**

- The use of fruit drinks that contain less than 100% juice or artificially flavored drinks for meals and/or snacks is prohibited.
- The amount and type of food offered must be appropriate for the ages and sizes of children.
- CFL will protect food and drink by properly storing items in an airtight container or by wrapping them.
- CFL will protect all food from insects, rodents, and other vermin.
- CFL will disinfect eating utensils, dishes, and cups before reuse.
- CFL will use cleaning materials for the kitchen and food preparation areas only in the kitchen and will store the materials separately from food.
- CFL will equip dining areas with tables, chairs, eating utensils, and dishes appropriate to the age of the children served and disinfect the areas before and after use.
- Drinking water must always be readily available. We will provide sanitary cups or glasses or a drinking fountain for drinking water.

Expectations for Parent Involvement

Open Door Policy

CFL has an "open door" policy. While we encourage your involvement, our preference is that you coordinate your visits with us so we can give you quality time while visiting our program.

Communication and Family Involvement

To provide a positive atmosphere for your child's development good communication is essential. The site supervisor may need to know if there have been any significant events in your family's life, if so, please feel free to discuss these issues with the site supervisor. Such events, both positive and negative, can significantly affect your child's behavior. Likewise, we would like to let you know of any accomplishments your child may have experienced as well as updating you on how your child's afternoon went or if there have been any program changes. Please feel free to talk to the out of school time site supervisor at any time with questions or concerns you might have. Throughout the year there may be various out of school time events, and everyone is welcomed and encouraged to participate.

Appropriate Student Dress

All students should dress comfortable and casual unless required to wear uniforms at their school. If you know your child will need a change of clothes, please provide a change of clothing in their personal backpacks.

Family/Volunteer Involvement

CFL encourages and supports parent / family involvement in the program.

Birthdays and Other Holiday Celebrations

Birthdays and holiday celebrations are parent/guardian driven. When treats are brought for your child to share with classmates on her/his special day, please let us know. There are some restrictions on what kinds of treats may be offered to children in our program. We can only have items that are store bought/prepared in accordance with the Child and Adult Care Food Program guidelines. Please consider healthy snacks and treats rather than those with high sugar and low nutrition content.

Parents often donate books, puzzles, or games to the out of school time program in honor of the child's birthday. The birthday child has the honor of giving, not just receiving on their special day. If you wish to donate an item, the site supervisor can give you ideas of what the children in the program might enjoy. Out of consideration for all our children and families, we request that you do not pass out invitations for private parties at the out of school time program unless all children are invited. If your family does not celebrate a particular holiday due to religious beliefs, we will honor and respect your request, and your child will not be required to participate in any holiday celebrations you identify.

Parent Conduct

Parents and staff are role models for children and must therefore act accordingly. Failure to do so may result in loss of out of school time services. Parents must refrain from:

- Physical punishment of children.
- Verbal abuse, yelling, swearing, or cursing.

- Threatening staff, other parents, or children.
- Smoking.
- Quarreling with other parents or staff.
- Disciplining other people's children.
- Contributing to an unsafe environment.
- Drug & Alcohol use

Parents / family members are welcome to participate as volunteers and/or organize a community service project for children. Volunteers are also needed to do other tasks such as: helping children with homework, providing program activities, donations, chaperoning field trips, and recruiting other volunteers. All volunteers are required to have an APS background check.

Family Services

Each CFL site provides a variety of family involvement and support services. These may include: parent workshops, translation services, referrals, and advocacy, English as a Second Language classes, self-help programs, and in-home support. If you are in need or interested in participating in a particular service (or topic), feel free to request it. Please contact your Site Supervisor and look for postings at your site.

Policies and Procedures

Enrollment Procedures

All Students who are enrolled in schools that CFL serves are eligible for enrollment. Applications for enrollment are acted upon without regard to race, religion, sex, national origin, disability, or primary language. All prospective participants will fill out the registration/application forms available on CFL's website <http://www.nmcfl.org/>.

Disenrollment Procedure

Each out of school time center reserves the right to terminate the enrollment agreement with a family for any reason, including, but limited to the following:

1. Nonpayment of fees.
2. Failure to observe the rules and policies of this Center as outlined in the parent handbook.
3. A child and/or parent whose needs cannot be met by the program adequately.
4. Physical and/or verbal abuse to staff or children by parent or child.
5. Chronic disruptive behavior that interferes with the provision of quality of care for the other children in the program.
6. All accounts must be settled at time of disenrollment. There are no refunds on paid accounts.
7. If your child does not attend for two (2) consecutive weeks, without notice, your child will be automatically dis-enrolled. ECECD will be notified if your child is on a contract.

****According to ECECD policy, contracts through the state will be terminated after 10 consecutive absences.***

Financial Assistance

If you need Child Care Assistance (Universal Childcare, ECECD), please visit the CFL website at <http://www.nmcfl.org/> Click on the "Childcare assistance eligibility" tab at the top of the page. It will lead you directly to the webpage where you can fill out the appropriate paperwork. Each family will need to create an account to apply for assistance. If you should have questions about this process or if you desire assistance with this process, please let the Site Supervisor know at your school and he/she will assist you.

Payment Options & Policies

****If your child has received a Universal Child Care contract these fees do not apply.***

CFL has adopted the following fee schedule for participation in ECECD Child Care programs:

After School time Program:

1. \$50.00 per child per week.
2. For a "drop-in" child: \$20.00 per day for the first 2 days, \$10.00 for the third day.
3. Siblings: \$45.00 per week for the first sibling and subsequent siblings.

Registration Fee is \$25 per family

Payment Procedures

A. CFL accepts credit and debit cards.

1. Payment is due on Monday of the following week that service is rendered.

**Advance payment for a semester or year will receive a 10% discount.*

2. If payment for a child is not received by the WEDNESDAY following the Monday due date, the child will be dis-enrolled from the program and may not participate until the unpaid balance has been paid.
3. Accounts will be charged a \$20 fee for non-sufficient funds or for rejected credit cards. Fee or credits are noted, and payment is adjusted to meet the number of days in program.
4. Children must be picked up no later than 6:00 P.M. Parents will be charged \$5.00 per 15 minutes after 6:05pm. If not picked up by 6:15pm APS Police will be notified.

5. If a child is dis-enrolled for non-payment of fees, CFL will bill the parent for any balance due in the child's account.

Attendance/Notification of Absence Policy

1. For your child's safety, and to secure a meal/snack please report all absences to the site supervisor.
2. If your child has an ECECD contract, they may not be absent for 10 consecutive days during program (with due consideration for extenuating circumstances). Per ECECD regulations.

In order to ensure the safety of our child (ren), **parents are responsible for calling the site to report their child's absence.** Daily attendance is taken when your child comes to the out of school time program. Your child must be responsible for coming directly to the out of school time program once they are dismissed from the school day.

Child Drop-Off and Pick-Up Procedures

All children enrolled in the program are to report directly to the designated area upon school dismissal. On days of special fieldtrips and/or camps, students are to be escorted by the parent to the program site and checked in with a staff member. **Please do not drop your child off to enter program alone.**

When your child is picked up, she/he must be signed out before they will be released. Students will only be released to individual(s) listed on the child's registration form over the age of 18, and they will be required to show identification. **If someone whose name is not on your registration form will be picking up your child, we must have your written permission to release your child from the program.** We may choose to confirm this with a phone call to you at home or work. It is vital that emergency information is kept current. **Your child's safety is our primary concern.**

If a child is not picked up by the closing time of the program, the Site Supervisor will call the parent/guardian's home and/or work numbers. If a parent cannot be reached, the emergency contacts listed on the registration form will be called. If neither the parents/guardians nor emergency contacts can be reached within 15 minutes after closing time, law enforcement and/or social services will be notified. The Site Supervisor will notify the Program Director of the situation and remain with the child until the authorities arrive.

Field Trip Policies

Field trips are first hand experiences that supplement your child's learning in our program. A signed parent permission form is required for your child to attend field trips. Parents must complete a form for each field trip. You will be notified about field trips in advance and will be told the place/event your child will go to, as well as departure and arrival times, etc.

Medical Procedures

Procedures for Handling an ill Child

CFL cannot provide sick childcare. If your child is sick or may be contagious to others, they could jeopardize the health of the students and staff. Please keep your child at home at least 24 hours or until a doctor approves his/her return. If your child becomes ill, or in our judgment has symptoms that may be contagious, we will separate him/her from other children, and you will be notified to pick them up immediately.

If a child has any of the following signs or symptoms of illness, the parent/guardian will be notified to pick up the child from the out of school time program:

1. A fever for the child is more than 100.0 degrees or the need to control the fever with medication within the last 12 hours.
2. A runny nose with yellow or green mucus.
3. Eye drainage.
4. A red throat or earache.
5. Unexplained rash or skin eruption.
6. Swollen neck glands.
7. Communicable disease.
8. Diarrhea
9. Fever
10. Head lice
11. Pink eye or symptoms which might be pink eye
12. Untreated skin infection
13. Difficulty breathing
14. Severe coughing
15. Vomiting

The Site Supervisor should be informed of any illness, especially where there is a chance that others may be exposed. Families will be immediately called for a parent or guardian to pick up their child. If the child has conjunctivitis (pink eye) or a strep throat, he or she must be on an antibiotic 24 hours before returning. If the child has chicken pox, he or she must not return to school for seven days and/or until all sores are completely dry. If the child becomes sick while at program, the parent will be notified and expected to pick up him/her within the hour. Although we try to make the child feel as comfortable as possible while waiting, we do not have an infirmary to care for the child for an extended time. If the child is sent home sick, he or she is expected to stay home the following day unless there is an absence of fever and an absence of the symptoms listed above. By following these guidelines, not only will it enable the child to regain his/her health more quickly, but it will also protect the other children in our program.

Medication

CFL does not have the capacity to store prescription medications per regulations, or a nurse on duty to administer them at our sites. Thus, if your child requires prescription medications during program hours, please communicate this with the Site Supervisor.

A *Parent Authorization for Over-the-Counter Medications* will need to be signed by the parent/guardian of the child. CFL policy is that all medications be given by the school nurse and NOT brought to the out of school time classrooms.

If your child has an allergy, eating disorder, or any other special need, you should notify the staff in writing with any necessary instructions.

Accidents/First Aid

If a child is slightly injured while attending the out of school time program, first aid will be administered, and parent/ guardian will be notified when the child is picked up that day. All CFL Site staff are trained in first aid and CPR.

Serious Injury/Emergency Procedures

If a child is seriously injured or has a medical emergency while attending the out of school time program, emergency services will be called, and the child will be transported to the hospital. Every effort will be made to contact the parent/guardian or emergency contact person listed on the child's registration form. The emergency information you have provided will be taken to the hospital. **It is vital that the emergency information regarding your child be kept current.** A staff member will remain at the hospital with the child until the parent or guardian arrives. **Parents will be responsible for all costs incurred in emergencies.**

Parents of all children in the program are required to sign a medical release giving the Site Supervisor/staff permission to seek medical attention for the child in case of an emergency.

Safety/Emergency Procedures

The safety and wellness of our staff and your children are of critical importance to us. Staff is trained in the proactive prevention of injuries and accidents and tries to remain mindful of monitoring for possible hazards. Fire, emergency, and lock down drills are conducted during program hours. Each school site has specific site procedures for lock down or emergency evacuations. CFL staff will ensure those procedures are communicated with all children attending the out of school time program. School sites can contact APS Police at 505-243-7712. All sites have lock down and fire required procedures by the front entrance along with a lock down kit. Fire and lock down drills are scheduled once a month.

Inclement Weather/ Snow days and program closure

When schools close early due to inclement weather or any other emergency situation, the out of school time program will not be held. The program will resume on the same day school resumes. If the weather becomes hazardous or an emergency situation occurs after the program has begun, parents are asked to pick up their children as soon as possible. If the out of school time program is in question of being cancelled, staff will try to contact as many parents as possible. Parents and guardians should listen to their local radio and/or television stations for confirmation.

All sites will follow the APS snow day and abbreviated day schedules.

- Abbreviated days are days beginning at 10:00 am and releasing at the normal school day- before school will be cancelled, and the out of school time programs will operate on the regular schedule. If the school has an early release time due to weather or other circumstances, the out of school time program will be cancelled.
- Snow days are closed program days for all sites.

Confidentiality Policy

Information from your child's registration packet, assessments, conversations with school personnel, and conversations with parents will be utilized for program purposes only and will be kept confidential. Parents should also keep any information they may overhear regarding another child or family member confidential and not share it with others.

Mandated Reporting of Child Abuse and Neglect

In New Mexico, all personnel working with children are required by law to report suspected child abuse and neglect. All staff are aware of their responsibility to the children and must alert their Site Supervisor immediately if they see any signs of abuse or neglect. When necessary, the Site Supervisor / Staff will contact Child Protective Services to make a report. Reported cases include a parent who is suspected of being intoxicated when picking up a child. Parents will not necessarily be told that a report has been filed. The out of school time staff must cooperate fully with ECECD and Child Protective Services when a report is made.

Guidance Policy

A Trauma-Informed and Restorative Language Approach

Purpose

Our after-school program is committed to providing a safe, welcoming, and inclusive environment where every child feels respected, valued, and supported. We recognize that behavior is a form of communication and that children may respond to stress, adversity, or trauma in different ways. CFL's role in guidance is to teach children how to make good choices and help them develop self-discipline, a sense of caring, a sense of fair play, and maturity.

Our approach emphasizes:

- Building positive relationships
- Teaching social-emotional skills
- Repairing harm
- Promoting accountability
- Supporting growth rather than punishment
- Use of Restorative Practices
- Encourage individuality and independence

Trauma-Informed and Restorative Approach

Our Rules of Conduct are designed to create a safe, respectful, and welcoming environment for everyone. We believe every student can learn from mistakes, repair harm, and make positive choices.

Program Expectations

Students are expected to:

1. **Be Safe**
 - Keep hands, feet, and objects to yourself.
 - Use equipment and materials appropriately.
 - Follow staff directions during activities and emergencies.
 - Walk indoors and in designated areas.
2. **Be Respectful**
 - Use kind, respectful words and actions.
 - Listen when others are speaking.
 - Respect differences in culture, identity, beliefs, and abilities.
 - Care for program property and the belongings of others.
3. **Be Responsible**
 - Follow program expectations.
 - Participate appropriately in activities.
 - Clean up after yourself.
 - Take responsibility for your choices and help repair harm when needed.
4. **Be Kind and Inclusive**
 - Welcome others into activities.
 - Solve problems peacefully.
 - Offer help when appropriate.
 - Include others and avoid exclusion or bullying.
5. **Be Ready to Learn and Grow**
 - Come prepared to participate.
 - Try your best.
 - Ask for help when you need it.
 - Learn from mistakes.

Trauma-Informed Responses

Staff recognize that challenging behavior may be connected to:

- Stress
- Trauma
- Anxiety
- Frustration
- Developmental needs
- Skill deficits

Before addressing behavior, staff consider:

- What may be happening for this child?
- What support does the child need?
- How can I maintain connection while setting limits?

Restorative Language

Staff use language that promotes reflection and accountability.

Questions staff may ask:

- What happened?
- What were you thinking at the time?
- How did your actions affect others?
- Who has been impacted?
- What needs to happen to make things right?
- What can you do differently next time?

Responding to Challenging Behavior

When behavior occurs, staff will:

1. Stay calm.
2. Ensure immediate safety.
3. Regulate before redirecting.
4. Listen to the student's perspective.
5. Reinforce expectations.
6. Help repair relationships.
7. Teach replacement skills.
8. Follow up after the incident.

Restorative Practices

The program encourages:

- Community circles
- Check-ins and check-outs
- Restorative conversations
- Peer problem solving (with adult support)
- Reflection activities
- Collaborative agreements
- Opportunities to repair harm

Examples of repairing harm include:

- Writing an apology
- Cleaning shared spaces
- Helping replace damaged materials
- Restoring relationships through conversation
- Making a plan for future success

De-escalation Strategies

Staff may:

- Offer choices.
- Provide movement breaks.
- Use calming spaces.
- Encourage breathing or grounding exercises.
- Reduce environmental stimulation.
- Speak in a calm, respectful tone.
- Give processing time.
- Stay nearby while allowing space.

Staff avoid:

- Yelling
- Public shaming
- Power struggles
- Threats
- Sarcasm
- Arguing
- Humiliation

Logical Consequences

Consequences should:

- Be related to the behavior.
- Be respectful.
- Be reasonable.
- Help teach responsibility.
- Include opportunities for repair.

Family Partnership

Families are valued partners.

Staff will:

- Communicate respectfully.
- Share successes regularly.
- Discuss concerns early.
- Collaborate on support strategies.
- Maintain confidentiality.

Staff Responsibilities

All staff will:

- Model respectful communication.
- Use restorative language consistently.
- Build positive relationships with students.
- Participate in trauma-informed training.
- Document significant incidents objectively.
- Seek support when additional interventions are needed.

Behaviors That Are Not Allowed

The following behaviors interfere with a safe and positive environment and are not permitted:

- Physical aggression, including hitting, kicking, pushing, or fighting
- Bullying, intimidation, harassment, or discrimination
- Threats or intimidation
- Profanity directed at others or abusive language
- Destruction, theft, or misuse of property
- Leaving supervised areas without permission
- Possession of weapons, alcohol, tobacco, vaping devices, or illegal substances
- Unsafe use of equipment
- Repeated disruption after staff support and redirection

How We Respond

When expectations are not met, staff will respond by:

- Remaining calm and respectful
- Helping students regulate emotions before addressing behavior
- Listening to each student's perspective
- Reviewing expectations and teaching appropriate replacement behaviors
- Using restorative conversations to understand what happened and who was affected
- Supporting students in repairing harm when appropriate
- Partnering with families when additional support is needed

Restorative Questions

Staff may ask:

- What happened?
- What were you thinking or feeling?
- Who was affected by what happened?
- What do you need right now?
- How can you help make things right?
- What can you do differently next time?

Possible Responses to Misconduct

Depending on the behavior, responses may include:

- Reminder or redirection
- Restorative conversation
- Reflection activity
- Temporary break from an activity to regain self-control
- Loss of access to a specific activity until expectations can be met
- Repairing or replacing damaged property when appropriate
- Parent or guardian communication
- Behavior support plan
- Suspension or dismissal from the program for serious or repeated safety concerns

Commitment Statement

Our after-school program believes that every child deserves to be seen, heard, respected, and given opportunities to learn from mistakes. Through trauma-informed care and restorative practices, we foster a community where relationships are strengthened, accountability is meaningful, and every student has the opportunity to grow academically, socially, and emotionally.

Missing Children Procedures

Once in the care of CFL, if a child becomes missing and cannot be located after a 5-minute search by the staff, the parent, the police, and the program manager will be notified by the site supervisor in charge.

* Important: This procedure applies to children who check into the program and subsequently become missing, not to children who fail to show up for the program.

Assessments

CFL staff gathers a variety of assessment and observation data about your child's academic, social/behavioral, and developmental functioning to target program activities to meet their needs. We have ongoing communication with your child's teacher and make every effort to link academic

enrichment activities with what your child is working on during the regular school day. We may also have information sharing conversations with other school staff, such as the counselor, to best understand how to work with your child. You may choose whether or not to allow your child's information to be shared on the *Permission Disclaimer and Liability Release Form*.

Data Collection

CFL is funded by grants and contracts and is committed to evaluating the benefits of our programs; therefore, we develop various reports that include information regarding changes in student academic performance, participation, and attendance. Children's names WILL NOT be used in reporting. You may choose whether or not to allow your child's school records to be included in the *Permission Disclaimer and Liability Release Form*.

Parents will be asked to complete various surveys and other evaluation forms that will assist CFL in monitoring to ensure program quality once or twice a year.

Photographs and Videos

There may be times when photographs and/or video are taken of the children participating in the out of school time program. The photographic and video material, whole, in part, or composite may be used as the program sees fit in publication of educational material, promotional articles, and/or for any other lawful purpose. Parents will be asked on the *Permission Disclaimer and Liability Release Form* to give consent for their child's likeness to be used. If you do not wish to have your child appear in any type of media, be sure to indicate that on the registration form.

Questions, Comments, and Volunteers

If you have any questions, comments, or would like to volunteer in the out of school time program, please feel free to contact your child's Site Supervisor, or call 505-242-3353 to speak with the Program Managers Ashley Rodriguez or Sevin Garcia. Your feedback is important to us to ensure quality programming. If you want to volunteer, you must first obtain a volunteer background check from the APS fingerprint office.



COMMUNITY FOR LEARNING

Licensed Child Care Program

Parent Handbook Acknowledgment

Parent/Guardian Acknowledgment of Receipt and Review

I acknowledge that I have received a copy of the **Parent Handbook** for _____ Project S.E.A.L. and have been given the opportunity to read and review its contents.

I understand that the Parent Handbook contains important information regarding the program's philosophy, policies, procedures, health and safety practices, emergency procedures, discipline and guidance policies, attendance, fees, illness and medication policies, transportation (if applicable), parent responsibilities, and other information required for participation in the program.

By signing below, I acknowledge that:

- I have received and reviewed the Parent Handbook.
- I understand the policies and procedures outlined in the handbook.
- I agree to abide by the policies and procedures while my child is enrolled in the program.
- I understand that it is my responsibility to ask the Program Director if I have questions regarding any policy or procedure.
- I understand that the program may revise or update the handbook to comply with changes in licensing regulations, state requirements, or program operations, and that I will be notified of significant changes.
- I understand that this acknowledgment confirms receipt and review of the handbook and does not create a contractual agreement between the program and the parent/guardian.

Child's Name: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ **Date:** _____

Site Supervisor Signature: _____ **Date Received:** _____

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