

**ONE
ALBUQUE
RQUE** family & community services



FAMILY HANDBOOK



2019



1820 Randolph Rd S.E.
Albuquerque, New Mexico 87106
505-767-6500

Welcome to the City of Albuquerque Division of Child and Family Development! We are pleased to welcome you to our Child Development Centers. In the following pages you will find policies and procedures required for participation in our program. It includes our history and philosophy, enrollment procedures, goals for children, schedules and more.

We believe that working with young children is a privilege. Together we will partner in providing a learning environment that is safe, enriching and will help your child build a solid foundation for learning and understanding.

We are here to assist in the care and education of your child and our doors are always open to hear about your child's successes, needs and concerns. We look forward to working with you and your child this year.

DCFD Team

**Division of Child and Family Development (DCFD) Main Office
Shana Runck, Division Manager 767-6560**

Early Head Start

Devona Duran
Program Manager 767-6516

Robi Ruiz
Education Specialist 767-6535

Early Head Start Enrollment

Monica Watrin
Intake Specialist 767-6512

Main Office/Fax
767-6500/767-6525

Preschool, NM Pre-K and Early Pre-K

Debra Montano
Program Manager 767-6534

Eileen Lucero
Education Specialist 767-6533

Lisa Clover
Education Specialist 767-6518

Patty Besse
Education Specialist 767-6517

Preschool and NM Pre-K Enrollment

Lisa Lopez
Enrollment Specialist 767-6504

Phyllis Santillanes
Enrollment Admin Assistant 767-6566

City of Albuquerque (CABQ) Child Development Centers

Alamosa Preschool & Pre-K Programs

6900 Gonzales Rd. SW Albuquerque NM 87121
Phone: 836-8764
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Barelas/Zoo Preschool & Pre-K Programs and Science Learning Center

1440 Iron SW Albuquerque NM 87102
Phone: 764-3235
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Carlos Rey Preschool & Pre-K Programs

1310 Delgado SW Albuquerque NM 87105
Phone: 836-8704
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Duranes Preschool & Pre-K Programs

2436 Zickert Rd. NW Albuquerque NM 87104
Phone: 764-1521; Pre-K 764-2017 ext. 55788
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Emerson Preschool & Pre-K Programs

620 Georgia SE Albuquerque NM 87108
Phone: 255-9091 ext 27658
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Governor Bent Pre-K Program

5700 Hendrix NE Albuquerque NM 87108
Phone: 804-3621
Hours of Operation 8:00 am – 4:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 4:30 pm

Hawthorne Preschool & Pre-K Programs

445 Erbe St. NE Albuquerque NM 87123
Phone: 291-6236
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Herman Sanchez Preschool Program

1830 William SE Albuquerque NM 87102
Phone: 244-6663
Hours of Operation 8:00 am – 4:30 pm

La Luz Pre-K Program

225 Griegos Rd NW Albuquerque NM 87109
Phone: 344-6772
Hours of Operation 8:00 am – 4:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 4:30 pm

La Mesa Preschool Program

7500 Copper NE Albuquerque NM 87108
Phone: 256-2063
Hours of Operation 8:00 am – 4:30 pm

La Mesa Early Head Start Program

7500 Copper N.E. Albuquerque, NM 87108
Phone: 505-256-2075
Hours of Operation 8:00 am – 4:30 pm
Early Head Start 8:00 am – 2:30 pm
EHS Extended Care 2:30 pm – 4:30 pm

Longfellow Pre-K Program

400 Edith NE Albuquerque NM 87102
Phone: 765-1966
Hours of Operation 8:00 am – 4:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 4:30 pm

Los Volcanes Preschool & Pre-K Programs and Intergenerational Center

6500 Los Volcanes NW Albuquerque NM 87121
Phone: 836-8796
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Lowell Preschool & Early Pre-K Programs

1700 Sunshine Terrace SE Albuquerque NM 87106
Phone: 764-1522
Hours of Operation 7:00 am – 5:30 pm
Early Pre-K 8:00 am – 2:30 pm
Early Pre-K Extended Care 2:30 pm – 5:30 pm

MacArthur Preschool Program

1100 Douglas MacArthur Rd NW Alb. NM 87107
Phone: 761-4023
Hours of Operation 7:00 am – 5:30 pm

MacArthur Early Head Start Program

100 Douglas MacArthur N.W. Albuquerque, NM 87107
Phone: 505-761-4046
Hours of Operation 7:00 am – 4:30 pm
Early Head Start 8:00 am – 2:30 pm
EHS Extended Care 2:30 pm – 4:30 pm

Manzano Mesa Preschool & Pre-K Programs

801 Elizabeth SE Albuquerque NM 87123
Phone: 291-6227
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

McKinley Preschool & Early Pre-K Programs

3401 Monroe St. NE Albuquerque NM 87110
Phone: 888-8134
Hours of Operation 7:00 am – 5:30 pm
Early Pre-K 8:00 am – 2:30 pm
Early Pre-K Extended Care 2:30 pm – 5:30 pm

Plaza Feliz Preschool & Pre-K Programs

517 San Pablo SE Bldg. K Albuquerque NM 87108
Phone: 255-0501
Hours of Operation 8:00 am – 4:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 4:30 pm

Plaza Feliz Early Head Start Program

517 San Pablo S.E. Bld. K Albuquerque, NM 87108
505-255-0247
Hours of Operation 8:00 am – 4:30 pm
Early Head Start 8:00 am – 2:30 pm
EHS Extended Care 2:30 pm – 4:30 pm

School on Wheels Early Head Start Program

129 Hartline S.W. Albuquerque, NM 87105
505-764-3297
Hours of Operation 7:00 am – 4:30 pm
Early Head Start 8:00 am – 2:30 pm
EHS Extended Care 2:30 pm – 4:30 pm

Singing Arrow Pre-K Program

13001 Singing Arrow SE Albuquerque NM 87123
Phone: 291-6230
Hours of Operation 8:00 am – 4:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 4:30 pm

Singing Arrow Early Head Start Program

13001 Singing Arrow SE Albuquerque NM 87123
Phone: 291-6230
Hours of Operation 7:00 am – 4:30 pm
Early Head Start 8:00 am – 2:30 pm
EHS Extended Care 2:30 pm – 4:30 pm

Tomasita Preschool

701 Tomasita NE Albuquerque NM 87123
Phone: 291-6228
Hours of Operation 8:00 am – 4:30 pm

Tres Manos Preschool & Early Pre-K Programs

823 Buena Vista SE Albuquerque NM 87106
Phone: 848-1310
Hours of Operation 7:00 am – 5:30 pm
Early Pre-K 8:00 am – 2:30 pm
Early Pre-K Extended Care 2:30 pm – 5:30 pm

Trumbull Early Head Start Program

419 Pennsylvania S.E. Albuquerque, NM 87108
505-256-2045
Hours of Operation 8:00 am – 4:30 pm
Early Head Start 8:00 am – 2:30 pm
EHS Extended Care 2:30 pm – 4:30 pm

Vincent E. Griego Preschool & Pre-K Programs

1812 Candelaria NW Albuquerque NM 87107
Phone: 342-1415
Hours of Operation 7:00 am – 5:30 pm
Pre-K 8:00 am – 2:30 pm
Pre-K Extended Care 2:30 pm – 5:30 pm

Western Trail Early Head Start Program

6440 Western Trail N.W. Albuquerque, NM 87121
505-831-0302
Hours of Operation 7:00 am – 4:30 pm
Early Head Start 8:00 am – 2:30 pm
EHS Extended Care 2:30 pm – 4:30 pm

**THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT
PROGRAM OVERVIEW**

THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT PROGRAM OVERVIEW

HISTORY

The City of Albuquerque established the Division of Child and Family Development Program (DCFD) in 1989. Addressing the need for affordable, quality early care and education services for families who are working and/or are going to school, four (4) Child Development Centers were established in collaboration with the Albuquerque Public Schools. The program has expanded to twenty five (25) Child Development Centers to include Early Head Start Child Development centers; located in elementary schools and in a variety of other community settings.

DCFD Preschool was established in 1989 to address the need for affordable, quality early care and education services for families. The program was to provide comprehensive child development services for children ages 3-5 years of age. Today we provide services to 356 children in 21 child development centers.

Early Head Start was established in 1994 with the reauthorization of the Head Start Act. In 1995 the Division of Child and Family Development in the City of Albuquerque's Department of Family and Community Services applied for and received the first Early Head Start grant in Albuquerque. The grant was to provide comprehensive services to families, pregnant women and children ages birth-3 years of age. Today we provide services to 128 children in 7 of our center based and home based sites.

The NM Pre-K pilot program was established by the State of New Mexico in 2005 and the grant was awarded to the Division of Child and Family Development in the City of Albuquerque's Department of Family and Community Services in 2005. The grant was to provide comprehensive child development services to children 4 years of age. Today we provide Pre-K services to 272 children in 15 of our preschool child development centers.

The NM Early Pre-K pilot program was established by New Mexico Pre-K in 2015 and the grant was awarded to the Division of Child and Family Development in the City of Albuquerque's Department of Family and Community Services in 2015. The grant was to provide comprehensive child development services to children 3 years of age. Today we provide Early Pre-K services to 44 children in three of our preschool child development centers.

MISSION

The City of Albuquerque Child Development Centers are a collaborative effort of the City of Albuquerque, the Office of Head Start, NM State Pre-K, Albuquerque Public Schools and other community partners to provide quality care and education for, children ages birth-5 of working or student parents/guardians and pregnant women, who meet income guidelines. The City Child Development Programs assist families by caring for their children as they become self-sufficient, contributing members to the economic development of Albuquerque. and assist

families to promote the school readiness of children by enhancing their cognitive, social, and emotional development in a learning environment that supports children's growth and development.

PHILOSOPHY

The City of Albuquerque Child Development Centers work to provide a safe learning environment that is child-centered and appropriate for the various developmental levels of the children attending (ages 6 weeks to 5 years of age). The quality of early childhood education in the first five years of a child's life has a significant impact on his/her overall development. We provide children with opportunities to explore, experience, and develop competence with materials, tools, people, language, ideas, and concepts.

Opportunities for children to interact with each other and with adults in meaningful activities with a variety of materials enable children to build knowledge, self-esteem, and competence in physical, cognitive, social, emotional, and literacy skills. . In order to optimize the development of each child, our centers foster healthy relationships based on mutual trust and respect between teacher, child and family. We provide healthy, safe, culturally diverse and developmentally appropriate learning environments that nurture the child's development.

We believe that the early years are critical in a child's development and that the quality of the care they receive early in their lives will have long lasting importance. Our Centers offer a unique combination of quality care, early childhood education and parent involvement.

NEW MEXICO FOCUS

An excerpt from: www.earlylearningnm.org

"FOCUS On Young Children's Learning, New Mexico's Tiered Quality Rating and Improvement System (TQRIS), provides early childhood program personnel with the criteria, tools, and resources they need to improve the quality of their programs. These quality improvements focus on children's growth, development, and learning – so that each child has an equitable opportunity to be successful when entering school. The FOCUS: Essential Elements of Quality provide a framework for programs as they strive to make quality improvement efforts. The Essential Elements of Quality also serve as criteria used to determine a program's STAR Level – the level of quality that is indicated on its child care license. Successfully completing the criteria at FOCUS Levels 3, 4, and 5 correspond to the 3, 4, or 5 STARS on a program's license".

NAEYC ACCREDITATION

National Association for the Education of Young Children

The City of Albuquerque is proud to announce that all twenty-one Child Development Centers have received Accreditation by the National Association for the Education of Young Children (NAEYC). The newest Centers go through the accreditation process when they have been in operation one year. Accreditation assures the community and families that our Child Development Centers are safe, healthy, quality learning environments for children. After an intense self-study process, each Center is visited by representatives of NAEYC and all the

criteria for a quality program is validated. Our Child Development Centers received the status of Accreditation because they have met the highest standards of quality in early care and education. The state of New Mexico recognizes accredited centers as “5-Star Centers” on their star status scale of 1-5.

In NAEYC Accreditation programs you will see:

- Frequent, positive, warm interactions among teaching staff and children
- Planned learning activities appropriate to children’s age and development, such as reading stories, block building, painting, writing, dress-up, and active outdoor play
- Specially trained teachers and administrators
- Ongoing professional development
- Many varied age-appropriate materials
- Respect for cultural diversity
- A healthy and safe environment for adults and children
- Inclusive environments
- Nutritious meals and snacks
- Regular, two-way communication with families who are welcome to visit at all times
- Effective administration
- Ongoing, systematic evaluation

**THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT
CURRICULUM OVERVIEW**

THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT CURRICULUM OVERVIEW

CURRICULUM

The DCFD programs use curriculum and assessment components that are appropriate for each age group. Evidence and research based resources in alignment with New Mexico Early Learning Guidelines help us scaffold each child's growth and development while learning through play. Play and hands-on activities are the vehicles from which to expand children's learning and knowledge about the world. Through play, exploration, investigation, and choice, children satisfy their curiosity and develop feelings of accomplishment and confidence. These attributes contribute to their continuing social, emotional, physical, and intellectual development. We recognize play as children's work. It is through play that children "make sense" of the world around them and learn early academic skills through natural, engaging, planned and spontaneous experiences.

BIRTH – 3 EARLY HEAD START (EHS) CURRICULUM AND ASSESSMENT

Each EHS Center plans curriculum around children's interests. Creative Curriculum and the Ages and Stages Questionnaire (ASQ's) for ages birth-3 are the frameworks from which staff plan activities that are based on the curiosity and interests of children to include the development of language and literacy, math, science, social studies, health, art, music, fine and gross motor skills.

The Creative Curriculum offers choices and encourages flexibility. What makes caring for infants and toddlers so enjoyable and satisfying is the ability to appreciate the everyday discoveries that delight a child. The Creative Curriculum also helps the teacher to be intentional about the experiences offered to infants and toddlers while still having the flexibility to respond to the changing interests and abilities of young children.

Certain fundamental beliefs underlie the Creative Curriculum. Included are:

- Building trusting relationships with each child
- Providing responsive individualized care
- Creating environments that support and encourage exploration
- Ensure children's safety and health
- Supporting partnerships with families
- Observing/documenting children's development in order to plan for each child and group
- Developing partnerships with families
- Recognizing the importance of social/emotional development
- Appreciating family, culture, and individual differences
- Taking advantage of every opportunity to build a foundation for lifelong learning
- Supporting dual language learners
- Including children with disabilities in all aspects of the program

Screenings and Ongoing Assessment

- Ages and Stages questionnaire is completed for every child enrolled in the City of Albuquerque Early Head Start program according to the ASQ schedule. This is a screening tool that is used to help determine your child's strengths and needs. The ASQ is a parent questionnaire and is helpful in gathering information about your child. The ASQ will be completed with participation by the teacher and the parent. Together with the teacher you will have input into the development of your child's Individual Development Plan that will keep you abreast of their skills and development.
- New Mexico Early Learning Guidelines: Helps teachers to identify where the child is at in each of the 7 domains thus guiding the teacher in planning for areas of development for the child. The 7 domains/areas of development are universal and embody the development of the whole child. Of these domains, outcomes are identified and through these outcomes more specific indicators are used for curriculum planning and implementation. Our program enrolls children starting at 3 years of age. The Early Learning Guidelines are also very instrumental in helping us see where the children are at as a 3-year-old. The guidelines give us information about the 2-year-old child so that we can use that measure to create an individual plan where needed.

PRESCHOOL, EARLY PRE-K AND PRE-K CURRICULUM AND ASSESSMENT

Each Child Development Center plans curriculum around children's interests. Creative Curriculum and the Focused Portfolio System for ages 3-5 are the frameworks from which Teaching Staff plan activities that include the development of language and literacy, math and science, social studies, health, art and music and fine and gross motor skills. Teaching staff use a thematic approach and practice emergent curriculum thus specific studies are encouraged based on the curiosity and interests of children. These plans are posted for families to get a glimpse of the program's curriculum experiences for the day.

During program time, the whole group gathers for group instruction and children participate in small-group planned activities. Materials are available to children in teacher-arranged interest centers where one child or a small group of children interact with one another; interact with an adult and/or with the materials and props available. Traditional curriculum subject matter is taught and integrated throughout the day into various activities in the interest centers.

The Pre-K and Early Pre-K classrooms for 3 year olds (3 by Sept 1st) and 4 year olds (4 by Sept 1st) are funded by the state of New Mexico. We implement specific state-mandated curriculum standards and guidelines for these programs.

Screenings and Ongoing Assessment

The purpose of the child assessment instruments listed below is to gather information about the child so as to plan curriculum that addresses each child's strengths, needs, and interest in order to help the child reach his/her potential. The tools also help us communicate the results

to the family so that in partnership, school and home are supporting the child's growth and development. Formal and informal assessments used throughout the year are consistent with the Child Development program's philosophy of obtaining authentic assessment data to plan and modify curriculum as necessary for individual children. The instruments chosen meet our goals in better understanding children, communication with the family, and in referral of children for further development screening if necessary.

- **Creative Curriculum:** The goals and objectives of the Creative Curriculum along with the other assessment tools are the framework for planning of social, emotional, physical, cognitive, and language development for each child in our programs. Themes and topics of study are planned and implemented based on observations of children's interests, strengths and needs. The classroom environment is provisioned for children's learning.
- **Ages and Stages Questionnaire:** Given to newly enrolled families who fill out the assessment and provide teachers an insight to their child's growth and development. Parents discuss their observations with teachers and we follow through with referrals for further screening to Child Find if needed.
- **New Mexico Early Learning Guidelines:** Helps teachers to identify where the child is at in each of the 7 domains thus guiding the teacher in planning for areas of development for the child. The 7 domains/areas of development are universal and embody the development of the whole child. Of these domains, outcomes are identified and through these outcomes more specific indicators are used for curriculum planning and implementation. Our program enrolls children starting at 3 years of age. The Early Learning Guidelines are also very instrumental in helping us see where the children are at as a 3-year-old. The guidelines give us information about the 2-year-old child so that we can use that measure to create an individual plan where needed.
- **Focused Portfolios:** This is an on-going assessment. Children are observed by staff in planned and spontaneous activities and developmental milestones are documented. Focus portfolio documentation is discussed with the family during Parent/Teacher conferences. This documentation is also used to plan for children's diverse strengths, interests, values, beliefs and children or classroom needs. The essential indicators from the Early Learning Guidelines help us in our efforts of documenting for children's portfolios. All teachers are required to write anecdotes for children's portfolios.
- **The Nurtured Heart Approach:** This is an approach for responding to children's behaviors giving energy to positivity rather than negativity. The Nurtured Heart approach builds relationships with individual children and builds the child's inner wealth. A home-school partnership is established to provide consistent strategies using the Nurtured Heart Approach through parent workshops and/or one to one collaboration with families in need of learning the approach.

THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT CURRICULUM OVERVIEW CONT:

WHAT WILL MY CHILD LEARN?

The classroom environment is set up to stimulate children's curiosity and creativity and to invite involvement in meaningful activities. Teachers will help to develop literacy through play by providing materials to help children make sense out of written language and be sensitive to the cultural backgrounds of the children in the Child Development Center.

The environment allows learning to proceed at the child's pace and tempo and encourages parent participation and involvement in their child's learning experiences at the Child Development Center.

Your child will develop skills for order and organization, a sense of responsibility for self, others and their surroundings and an awareness of community. Your child will also develop social skills in relation to self and others as well as skills that enhance his/her competence and sense of self.

Dramatic Play

Dramatic play takes place in all curriculum areas, and occurs as a part of solitary, parallel, and cooperative play. The dramatic play center provides opportunities for dressing up, role-playing, and self-initiated exploration of real-world activities.

It fosters:

- Social skills development
- Social studies concepts (community life, family experiences)
- Creative and imaginative play (interacting with one another)
- Conflict resolution (problem solving)
- Emotional development
- Enhancement of self-esteem based on the understanding and mastery of life skills in the child's environment
- Language and literacy (build language and literacy skills; vocabulary development, environmental print, reading/writing skills, phone number, address, name writing)

Creative and Sensory Activities

Art opportunities allow for development at each of the following stages: (1) the scribbling stage (ages 2 – 4), during which children, while experimenting with materials, create their own pictures to compare to the real world; and (2) the pre-schematic stage (ages 4 – 7) when children pre-plan what they wish to represent. Ideas may still change throughout the process. Art for infants/toddlers is largely a sensory experience. Flexible materials such as play dough and clay provide a three-dimensional experience that includes sensory stimulation.

All art opportunities provide for:

- Emotional expression
- Self-esteem through self-expression
- Exploration and experience through varied media

- Enhancement of imaginative abilities and creativity
- Representation of ideas (Sees self as a reader/writer)
- Literacy (language development, fine motor control for writing, ability to notice details)

Shelf Toys, Manipulatives, Puzzles and Books

These materials allow children opportunities to practice:

- Small muscle development (writing, fine-motor control)
- Improved hand-eye coordination
- Perceptual development
- Conceptual development (thinking, problem solving, math, science)
- Stringing
- Classification and sorting
- Self-care skills (e.g. dressing, organizing, following directions)
- Planning skills and problem-solving skills
- Cognition and academic concepts (math, literacy, reading, writing, letters/sounds, vocabulary development)
- Self-esteem based on mastery (sense of achievement/competence)
- Book handling skills (enjoyment of books/stories, story sequence, environmental print)

Science Experiences

Allow children opportunities to:

- Investigate and explore (curiosity, questioning, finding out, persistence)
- Learn beginning science concepts (classification, comparison, prediction, questioning)
- Build meaningful vocabulary (self-expression, communication)
- Participate in guided experimentation (observation, follow directions)
- Understand and participate in caring for animals and plants
- Conceptualize how things change (growth, natural phenomena, weather, notice details)
- Literacy (reading/writing-documenting learning, observation, dramatization)

Music and Movement

These experiences provide children with opportunities to:

- Express emotions
- Develop creative expression and use of imagination
- Heighten sensory awareness (listening, singing, use of 5 senses)
- Increase social skills
- Enhance body image, motor skills, and self-identity
- Develop appreciation of rhythm and rhyme
- Enhance cognitive development (musical, language, and movement concepts, rhyme)
- Enhance motor coordination
- Enhance gross motor skills (balancing, hopping, dancing, etc.)
- Enhance spatial awareness (body awareness, position in space)
- Promote problem solving skills

- Literacy (listening, math-counting/comparison, science concepts-high/low, fast/slow)

Block Play

Children playing and building with blocks develop:

- Physical coordination skills
- Hand-eye coordination skills
- Math concepts and planning skills (size, comparison, number, symmetry, shapes)
- Informal measurement of length, area, and volume
- Creativity and imagination
- Understanding of social studies
- Abstract thinking and problem solving (planning, designing, notice details, construction)
- Self-esteem based pride in accomplishment
- Literacy (self-expression, writing/reading, use of references)

Outdoor Play

Children who play outdoors develop:

- Gross motor skills (running, jumping, climbing, riding)
- Large muscle strength (endurance, lifting, balance)
- Mastery of environment, leading to enhanced self-esteem
- Exploration of natural phenomena
- Concepts (science, nature, weather, community awareness etc.)
- Social skills (playing games, cooperating, sharing)
- Literacy (language development, planning, imagination, noticing details)

Sand Play

When children play with sand and sand toys whether indoors or out, then enhance:

- Social skills (sharing, cooperating, turn taking)
- Creativity
- Dramatic play
- Imaginative play
- Math and science (measurement, comparison, size, volume, observation, number)
- Fine motor skills (pouring, mixing, shaping)
- Literacy (language development, vocabulary building)

Water Play

When children participate in water play, they develop the same skills as listed above. Water also provides an opportunity for calming, relaxing, non-threatening play to diffuse overactive behavior.

Self-Help Activities

These include routines such as dressing, eating, washing, cleaning up, and toileting. Children develop:

- Fine motor skills

- Patience during routines
- Time management
- Social/personal responsibility (taking initiative, persistence, cooperation, follow directions)
- Health concepts
- Nutrition concepts
- Self-esteem – the joy of “I can do it MYSELF”

Dirt, Paint and Fun Stains

Children are often involved in messy and/or dirty activities. While we do encourage children to wear smocks or protective covering, accidents can and do happen. Because “staying clean” can inhibit exploration and learning, we believe that it is an inappropriate expectation at school. We suggest that you dress your child in school clothes that can and may get messy and dirty. For Early Head Start, we suggest that you bring your child fully dressed for the day.

NAPS AND REST TIME

Naps and rest time are essential for the healthy development of young children and are required by child care licensing regulations. The City of Albuquerque, Division of Child and Family Development is responsible for ensuring that the services provided through the Child Development Centers promote the development and enhance the learning of each child. Young children learn through activity – through moving, exploring and acting on objects. Because the children who attend our Centers are so active, a period of rest is necessary.

New research suggests that nap/rest time is crucial to young children’s brain development and that without them; a child’s physical and psychological development can suffer. A nap/rest time offers a break from stimuli and allows a child to recharge for further activity. Naps help calm children because the stress hormone cortisol dips during sleep. Without this drop in cortisol, a child is likely to become fretful and impatient in response to minor frustrations. The rest allows the child to absorb new information better.

Our teaching staff creates an atmosphere for rest – a quiet, darkened room and sleep mats for each child. Routines such as rest and sleeping are handled in a relaxed manner. We recognize that there are individual differences in the amount of rest/sleep children need and these differences are respected as much as possible.

We encourage parents to help children understand that nap time is part of their day at the center. The children who do not fall asleep may rest quietly. Many children sleep after an active morning. After a nap or rest period, children are happier, more content and ready to participate in learning activities. Parents may bring a small blanket and small pillow for their child which will be sent home to be laundered weekly.

- Infant schedules will differ and are based on individual, biological rhythms.
- Infants nap and feed on demand.

TRANSITION TO KINDERGARTEN

Children in the City's Child Development Programs will have excellent care and education which will enable them to form the foundation for future learning. As children move from the City programs into another setting at age 5, it is important to help each child and family make the transition as smooth and comfortable as possible. When there are common goals and continuity of services, children and families are better able to make the adjustments necessary and to continue their progress right where they left off, thus creating an easy transition.

The City Child Development Programs give children the background to succeed at tasks they will encounter when they enter their formal schooling in kindergarten. Children ready to transition to kindergarten will take a field trip to visit a kindergarten classroom. Parent meetings will be offered on the topics of transition to kindergarten, school expectations and school readiness. In the springtime, parents will be asked which elementary school their child will be attending, and parents will be notified about important pre-registration dates for kindergarten enrollment in the public school system.

PARENTS AND TEACHERS AS PARTNERS

PARENTS AND TEACHERS AS PARTNERS

“Today’s families take many different forms. Each family has primary responsibilities for its own children, and parents may share this responsibility for their children with others. The parents and the caregiver become partners who communicate respectfully and openly for the mutual benefit of the children, the family, and the caregiver. Caregivers also recognize that parenthood, too, is a developmental process and that they can support parents in their role.”
Council for Early Childhood Professional Recognition

Working with your child is a collaborative effort and parent participation is required. You will be invited to share relevant information about specific needs your child may have so that parents and teachers together can form a partnership to support your child’s continuous growth and development. Teaching staff will collaborate with the child’s early intervention team, parents, and other staff to implement a management plan that will give the child every opportunity to succeed in the program.

Our Child Development Centers value parent input. We know that we can do a better job of meeting your child’s needs and of building on your child’s strengths when we work in partnership with you. Therefore, we value your input at parent conferences and as a volunteer in classroom and home activities with children. We support the research which shows that when parents are involved in their child’s education, the child does better academically and socially in school. Children eagerly anticipate their parent’s presence in the classroom.

PARENT GROUPS

We believe that a strong parent involvement is the key to the success of an overall program, as well as that of the individual child. Parent involvement helps parents to know and participate in program activities, to get to know teachers and other families, and to keep abreast of their child’s unique developmental growth. For Early Head Start it also helps parents know and participate in program governance.

Responsibilities of Parents in Parent Groups

- Collaborate with the teachers at the Center to decide how best to plan special events
- Participate in screenings for your child, individual learning plans and assessments.
- **BIRTH – 3** **EARLY HEAD START**
 - Report about Policy Council Meetings to parents and center parent meeting reports to Policy Council
 - Participate in program’s annual Self-Assessment, Health Services Advisory governing board, and other program committee’s

Volunteerism at the Child Development Center:

- Collect materials for use in children’s curriculum projects
- Identify speakers and topics for required parent workshops
- Plan special events for the Child Development Center
- Share special interest or talents

- Spend time talking and reading with the children during program time
- Translation of notes/newsletter in a language other than English

Parent Newsletter

Each Child Development Center sends out newsletters to families on a regular basis.

The purposes of the newsletters are:

- To describe classroom activities and interests of children
- To give parents helpful hints on child development and ways to become involved in their child's learning
- To remind parents of events on the Child Development Center calendar
- To remind parents of Child Development Center policy and procedures
- To provide the opportunity for parents to share information

Parent Bulletin Board

Parent Bulletin Boards will be available to exchange information items, which may include:

- Hours of Operation
- Helpful Hints
- Child Development Center calendar
- Weekly Menus (Food is provided by Canteen)
- Program Events
- Health Notices
- Licenses and Permits
- Lesson Plans
- Special Announcements

We appreciate your time and contributions to our Child Development Centers.

Your commitment to your child's care and education, and willingness to support our efforts, provide us with encouragement to continue our work with young children.

BIRTH – 3 EARLY HEAD START PARENT ENGAGEMENT

The Early Head Start Center provides many opportunities for parents and staff to form a partnership. These include:

- **Two Home Visits:** teachers will complete two home visits. Home visits are six months apart and are a requirement by the Head Start Performance Standards. These visits support a strong home – center connection and is an opportunity for both parties to share goals, accomplishments and expectations
- **Two Parent Teacher Conferences:** Conferences are held at the center twice annually. Parent Conferences are a requirement of the Head Start Performance Standards
- Opportunities to volunteer in the classroom
- Opportunities to participate in Policy Council
- Regularly-scheduled Center parent meetings
- Opportunities for family events

- Opportunities to share information verbally, through newsletters, and by using the classroom Bulletin Board
- Opportunities for parents to contribute recyclable materials, supplies for activities, and their talents and expertise

Early Head Start Home Visits

Teachers for Early Head Start will schedule a home visit at six month intervals. This begins to build a strong home-school partnership. It is an opportunity for the child to build trust with the staff and feel comfortable and safe. Home visits are an opportunity for teachers and parents to communicate transition expectations.

Early Head Start Parent Conferences

The Early Head Staff will use documentation from the Ages and Stages Questionnaire “ASQ” to record children’s growth and development. Through anecdotes and children’s work samples, teachers put together a visual account of each child’s accomplishments. Using recognized Developmental Milestones, growth in the following seven areas of development is assessed:

1. Thinking, Reasoning and Problem-Solving
2. Emotional and Social Competency
3. Language and Communication
4. Gross-Motor Development
5. Fine-Motor Development
6. Reading and Writing Development
7. Creative Development

We are looking forward to sharing these milestones and celebrating your child’s learning, accomplishments and progress with you twice a year.

PRESCHOOL, EARLY PRE-K AND PRE-K PARENT PARTICIPATION

The Child Development Center provides many opportunities for parents and teachers to form a partnership. Some are required of parents as participants in the program and to ensure the child’s continued enrollment in the program. All are opportunities for involvement and making connections between parent and school. Child Development Centers will have sign-in forms to keep parent attendance.

The following are required:

- One (1) Orientation to the Classroom and Center
- A Home Visit that will begin the establishment of a strong home/school partnership.
- Attendance at three (3) Parent -Teacher Conferences per year where decisions will be made to determine whether the needs of the child are being met.
- Two (2) Parenting Workshops
- Two (2) of the additional opportunities listed below.

Additional opportunities are as follows:

- Attend field trips with your child

- Help organize and attend family social gatherings
 - Volunteer to share in the classroom your talents and expertise or helping with classroom activities

Preschool, Early Pre-K and Pre-K Home Visits

Teaching staff for both Preschool and NM Pre-K Programs will schedule a home visit for each new child upon enrollment and at other times as appropriate. This visit helps to develop a strong home-school partnership. It is an opportunity for the child to build trust with the teachers and feel comfortable and safe. Home visits are an opportunity for teaching staff and parents to communicate transition expectations. Children are excited and pleased to have their teachers as guests in their homes and often refer to the visit throughout the year.

Preschool, Early Pre-K and Pre-K Parent Conferences

The Head Teachers and Teachers will use portfolio collections to record children's growth and development. Through photographs, anecdotes and children's work samples, teaching staff put together a visual account of each child's accomplishments. Using recognized Developmental Milestones, growth in the following seven areas of development is assessed:

1. Thinking, Reasoning and Problem Solving
2. Emotional and Social Competency
3. Language and Communication
4. Gross Motor Development
5. Fine Motor Development
6. Reading and Writing Development
7. Creative Development

The "Focused Portfolios" process recognizes and celebrates that all children develop at different rates and with various strengths. Collections are completed in fall and spring and kept in a folder as long as the child is enrolled in the program. At the end of the child's enrollment, the portfolio becomes a memento to be taken home and treasured. This collection is a representation of the child as an individual with distinct interest, background, skills and desires. Teaching staff will meet with you during Parent/Teacher conferences to share these treasured collections and celebrate the accomplishments of your child. We invite you to become participants in this portfolio collection process

We look forward to sharing these portfolio collections and celebrating your child's learning, accomplishments and progress with you. Our Preschool, Early Pre-K and Pre-K classrooms will be closed 3 times within the year in order to accommodate all conferences and to give each family the time needed to discuss their child's progress.

PARENT VISITORS AND OPEN-DOOR POLICY

Parents are welcome to visit in their child's classroom at any time. If you come to visit during the day, we ask that you plan to stay at least 30 minutes in order to give your child plenty of time to share his/her classroom experience with you. Please remember that when you visit the

Center, you are entering your child's world and respect for your child's activities and friendships are important. As we like to make as many connections between family and the Center, it is possible to arrange for other family members to visit also. All visitors will be asked to sign in. **Parent/staff communications beyond 5 minutes should be scheduled outside of program time in order that staff may provide full attention to the children**

CONFIDENTIALITY

Confidentiality is a professional, ethical and important aspect of the City of Albuquerque Child Development Programs. All program staff strive to build respect, trust, and cooperation as they establish and maintain relationships that support the needs of their colleagues and the children and families in the program. Confidentiality is demonstrated by program teachers, coordinators, specialists and managers in regard to individual children and families. All information that parents share with program staff will be treated as confidential. All program staff agree to keep in confidence any specific information, specific issues, or concerns that are shared regarding participating children and families to include information shared that may be of a sensitive nature. Program staff is committed to upholding the utmost professionalism when planning and meeting the needs of individual children's growth and development. Parents also are expected to maintain confidentiality regarding specific teaching staff or other children and families in the program.

Concerns about child abuse or neglect do not pertain to the confidentiality policy because such concerns are required by state law to be immediately reported to the proper authorities.

INQUIRIES – IDEAS AND CONCERNS

The Head Teacher at each City of Albuquerque Child Development Center is also a licensed Director by the State of New Mexico and the person in charge of the day-to-day operations and programs for the center. Parents are urged to communicate directly with the Head Teacher and Teacher when they have inquiries, ideas or concerns. Our teaching staff are committed to providing the BEST educational experience for each child. If you feel this is not being accomplished, or if you would like to share some great moments, our teachers want this feedback. A parent or any other person wishing to share a concern regarding the center, teaching staff, or program should contact the Head Teacher and Teacher at the Center. Individual conferences can be scheduled upon request.

GRIEVANCE PROCESS

Any complaints should first be directed to the Teacher in your child's classroom. The Head Teacher will hear and mediate or otherwise respond to any complaints not resolved at the classroom level. If this is not sufficient, please submit your concerns in writing to the Education Specialist and/or the Program Manager at the Division of Child and Family Development main office, 1820 Randolph SE, Albuquerque, NM 87106. **You are also welcome to call the Division of Child and Family Development and speak to the Child Development Program Education Specialist and or Program Manager at 767-6500.**

**CITY OF ALBUQUERQUE DCFD CHILD DEVELOPMENT
PROGRAM POLICIES AND PROCEDURES**

CITY OF ALBUQUERQUE DCFD CHILD DEVELOPMENT PROGRAM POLICIES AND PROCEDURES

Regulations: City of Albuquerque Child Development Centers operate under the provisions of “New Mexico State Regulations Governing Facilities Providing Day/Night Care to Children.” In addition Early Head Start Centers operate under the provisions of “The Head Start Act and Performance Standards” A copy of the state regulations is available upon request from the Children, Youth and Families Department, State of New Mexico and they are posted at each Child Development Center and a copy of the Head Start Performance Standards are available for review at each Early Head Start site.

City of Albuquerque Child Development Centers also operate under City of Albuquerque local government protocol and Administrative Instruction. All staff, parents and families involved in these programs are working toward building a good relationship in order to support young children’s learning.

The following is an excerpt from the Zero Tolerance Policy City of Albuquerque Violence in the Workplace Policy Administrative Instruction No. 7-22:

“It is the policy of the City of Albuquerque that workplace violence by its employees shall be prohibited. Furthermore, violent behavior directed toward a City employee by a member of the general public shall not be tolerated.”

It is of the utmost importance to respect each other as we provide care and education for your children. The program staff will make every effort to treat all families with courtesy and respect. In accordance with Federal law and U.S. Department of Agriculture policy, the City does not discriminate on the basis of race, color, national origin, sex, age, or disability.

HOURS OF OPERATION

The hours of operation for DCFD Child Development Centers is as follows;

Early Head Start Ages BIRTH - 3

- **Child Development Center Hours of Operation**
 - **7:00 am through 4:30 pm**
 - **7:30 am through 4:30 pm.**
 - **8:00 am through 4:30 pm.**
 - Early Head Start Program Hours; 8:00 am through 2:30 pm.
 - Early Head Start Extended Care; 2:30-4:30pm

Preschool and NM Pre-K Ages 3-5

- **Child Development Center Hours of Operation 7:00 am through 5:30 pm.**
 - Preschool Program Hours; 7:00am through 5:30pm
 - Early Pre-K or Pre-K Program Hours; 8:00 am through 2:30 pm.
 - Early Pre-K and Pre-K Extended Care 2:30 – 5:30pm.

Preschool and NM Pre-K Ages 3-5

- **Child Development Center Hours of Operation 8:00 am through 4:30 pm.**
 - Preschool Program Hours; 8:00am through 4:30pm
 - Early Pre-K or Pre-K Program Hours; 8:00 am through 2:30 pm.
 - Early Pre-K and Pre-K Extended Care 2:30 – 4:30pm.

Important Closure Dates

A list of closure dates for city holidays, staff development and center maintenance can be obtained from the Enrollment Office during the enrollment process and from the Head Teacher or Teacher at the child development center. These dates may vary from one school year to the next, please request a copy of these dates so that you know in advance when our child development centers will be closed. Please provide this information to people on your pick-up list.

ATTENDANCE AND ABSENCES

Our program is centered on offering children meaningful experiences with interesting and engaging materials. Getting used to a new school, getting to know the new teacher and the new students is a big job for a child. With your support, your child can arrive **on time** and come to school **every day** thus building school readiness. This will be instrumental in helping your child develop good school habits that s/he will carry with them to the next level of education.

To ensure that your child receives the full benefit of the program children must be present to fully participate in his/her early education. Children are expected to attend the center full time which is a **total of 6.5 hours per day 5 days a week**. It is the parent's responsibility to notify the center daily if your child is going to be absent. It is imperative that you notify the Head Teacher if your child will be out for an extended period of time due to illness, vacation or family emergency. If you have not called the Child Development Center after two consecutive weeks of absence and there has been no contact, your child may be disenrolled.

BIRTH – 3 EARLY HEAD START DAILY SHEETS

Daily Sheets are used as a two-way communication between the parents and the classroom and are filled out daily. It is important that you fill out the entire parent portion of the Daily Sheet as this gives us information about your child before he/she arrives in the classroom. This will help teachers plan and accommodate for your child's daily activity in the classroom. Please read your daily sheet when picking up your child and sign it. Feel free to discuss your child's day with the teacher and any concerns or questions

ARRIVAL AND DEPARTURE

The hours of operation for the Child Development Centers are listed above. Arrival and departure requirements are as follows:

1. Your child must be accompanied by an adult to and from the classroom and/or parking area.

2. As per CYFD NM State Regulations: Children must be accompanied to and picked up from their rooms by an adult. According to CYFD, an adult is age 18 and over.
3. Each child must be signed in and out of the Center by a parent or designated adult listed on the pick-up list. Only people who are on the written pick-up list and are 18 years of age (unless a parent) and older will be allowed to pick up a child.
4. People on your list will be asked to show an ID intermittently.
5. It is required that you sign your child in/out (to include time of day) upon your child's arrival or departure daily. This includes the times the child is picked up and dropped off during the day for appointments, etc.
6. It is required that you inform teaching staff upon your child's arrival or departure daily.
7. Upon arrival and departure from the Center, it is required that each parent/guardian remind their child to wash his/her hands in order to prevent the spreading of germs and to avoid diseases.

LATE ARRIVAL/LATE PICK-UP

It is a requirement of the program that children arrive by 8:00 a.m. in order that your child fully participate and understand the focus of each day. If an *emergency* arises and you are going to be late, call the Center to inform them of the time you will be arriving. Please set your clocks/watches to match the time on the clock at the center.

Center staff will document when your child arrives late or is picked up late. After your child has (3) late arrivals/pick-ups listed, a parent conference will be scheduled with you to clarify the responsibilities of all parties. Should this practice continue, a conference with the Education Specialist or Program Manager will take place and could result in disenrollment of your child from the Center.

If your child is left at the center after the center or program has closed, every effort will be made to contact family members and emergency contacts. If we are unable to reach anyone and you have still not contacted us 30 minutes after closing, Head Teachers and Teachers will contact the Albuquerque Police Department who call Child Protective Services and they will take over the care of your child. Teachers will also notify the Education Specialist and/or the Program Manager and will contact State Licensing.

Any parent or other designated person who picks up a child while suspected of being under the influence of a substance, will be reported to the Albuquerque Police Department and to Child Protective Services and they will take over the care of your child.

If a family finds themselves in this situation, for the safety of your child, please send another person on the pick-up list to pick up your child. It is always the Enrolling Parent's responsibility to make the necessary arrangements to have their child arrive or depart at the specified times.

**THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT
ENROLLMENT OVERVIEW**

THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT ENROLLMENT OVERVIEW

BIRTH – 3 EARLY HEAD START ENROLLMENT CENTER BASED

1. The child must be between the ages of six weeks and three years of age for center based enrollment.
2. Parents must be in compliance with EHS guidelines i.e. assessments, home visits, individual and family development plans.
3. Parents or guardians must attend a **Mandatory Enrollment Meeting** to fill out all application forms and an orientation to the parent handbook before your child may begin attending the center. (For Home Based options please contact the EHS Intake Specialist)
4. Two copies of the Parental Agreement are signed.
5. The following required documentation must be submitted: copies of immunization records, birth certificate and emergency contact numbers.
6. Vacation time for up to two weeks will not jeopardize center enrollment. Please communicate all vacation plans and other absences with the Head Teacher to avoid any confusion.

Eligibility can include check/pay stubs, 1099 IRS Form/Quarterly Taxes if self-employed, and letters of employment to establish family status.

BIRTH – 3 TRANSITION IN THE EARLY HEAD START PROGRAM

The following requirements must be met for enrollment into the City of Albuquerque Early Head Start Center:

1. Before your child begins attending the center, plan to spend a transition day in the classroom to work on enrollment documents and operating and classroom procedures. The Head teacher will work with you to develop the ideal transition day taking into account your work/school schedule
2. As your child ages he/she may move up to a room for older infants or toddlers. Center staff will work with you to provide a smooth transition for your child.
3. Your child will be introduced to the new classroom setting and staff gradually spending increased amount of time in the new environment.
4. When your child is 2 ½ years old, center staff will begin to work with you to prepare your child to transition out of the Early Head Start program and into a pre-school program that will meet your family's and child's needs.
5. If your child is transitioning into a City of Albuquerque preschool for ages 3-5, please refer to the Preschool, Early Pre-K and Pre-K Enrollment.

PRESCHOOL, EARLY PRE-K AND PRE-K ENROLLMENT

Enrollment of children into the City of Albuquerque's Child and Family Development Preschool, Early Pre-K and Pre-K Programs takes place through a variety of steps. Families will complete a phone prequalification with the Enrollment Office to determine possible eligibility and a space at the chosen center. This is followed by providing documentation and signing paperwork about the qualifying terms of their child's enrollment at the Division of Child and Family Development.

There the family will also receive the Parent Handbook and sign parent contracts to the program. Once the family has taken care of all enrollment criteria, to include any parent meetings required prior to attending the center, a start date will be established.

Enrollment in the program also considers your child developmental readiness to toilet learning. In our Preschool and NM Pre-K we continue the process of toilet readiness and toilet learning skills. Families will meet with the Head Teacher and an Education Specialist after the child is enrolled and prior to attending the center. Together a Toilet Learning plan will be created for the child. It is important that strategies are consistent between home and the center to ensure toilet success thus the expectation is that Toilet Learning will take place at home upon enrollment and at the child development center when the child starts.

There are required fees and tuition is based on a graduated fee schedule. All fees are determined by family income and number of family members. Fees are minimal and non-refundable. There is an additional fee for siblings in the center and fees for Pre-K and Early Pre-K Extended Care. (Please ask the enrollment office for more details).

1. For Preschool programs the child must be three to five years of age. For Early Pre-K programs the child has to be 3 year olds by Sept 1st and for the Pre-K program the child has to be 4 years old by Sept 1st
2. All application forms must be completed in full, income eligibility criteria met and parent contracts signed before the child is enrolled in a center.
3. Required enrollment documents can include:
 - child's birth certificate
 - child's immunization records
 - emergency contact information
 - ID
 - check/pay stubs
 - 1099 IRS Form if self-employed
 - Quarterly Taxes
 - Written statement of Employment
4. The family will choose and **Enrolling Parent**.
 - The Enrolling Parent is the primary contact for information about the child and center events, closures, activities, etc.
 - The Enrolling Parent is responsible for all fees and written documentation.
 - The Enrolling Parent designates the people on the child's emergency contact and child release (pick-up) list. It is a good practice to have a second resource for child care like: grandparents, other family member, etc., should our Child Development Centers be closed for scheduled closures and for any emergency closures that could take place. Upon enrollment consideration will be paid to court ordered documentation that refers to the parenting plans in place.

- The Enrolling Parent shares any pertinent information with those listed on the emergency contact and child release list. People on this list are responsible for transferring any information received by the center to the Enrolling Parent.

All families enrolled in the program will have an established fee. Fees are minimal, and non-refundable and there is no daily pro-rating of fees. Depending on the program chosen, established/required fees must be paid in advance of services. Families are paying for the spot their child is enrolled in thus, fees must be paid regardless of attendance. Families can pay their fees online and in advance. A calendar of closure dates will be provided for times within the school year that payment is not required.

Attending the Child Development Center

The family will arrive at the center that their child will be attending on their established start date. At the Child Development Center the teacher will arrange a mini orientation to the center and classroom where families can ask questions about center protocol, paying fees online, review the toilet learning plan, review the Parent Handbook if needed, and get other miscellaneous information about the center.

Parent(s) or guardian(s) must attend a **Mandatory Orientation Meeting and Home Visit** to understand the center protocol and goals. The Child Development Center Management; the Head Teacher and/or Teacher will arrange these events.

For Preschool, the school “year” starts in July and ends in June each year. The Early Pre-K and Pre-K programs take place Monday thru Friday beginning in August and ending May each year. At the beginning of each school year returning families are requalified. Throughout the year changes in family status are updated. Head Teachers or Teachers will provide the Enrollment Office with any changes in family status like, address changes, phone numbers, etc. Please let them know if there are any changes in family status; they will guide you to update that information.

DISENROLLMENT/EXPULSION

Families may experience disenrollment/expulsion from the program. Center management is required to document and report the following actions below. A conference will be held with the Education Specialist and the Program Manager to determine disenrollment/expulsion and the family will be notified in writing.

1. The Enrolling Parent’s non-payment or habitual late payment of fees: As per enrollment procedures, fees are due in advance of services and regardless of attendance. Families can pay their fees online at the beginning of each week prior to services rendered or pay monthly and in advance of services.
2. If the Enrolling Parent or the family representatives on the pick-up list fail to comply with Early Head Start and/or Preschool, Early Pre-K and Pre-K program practices and procedures or requirements listed in this handbook or required by program partners i.e. public-school partners, community center partners, etc.
3. If the Enrolling Parent or guardian does not attend the required parent participation activities for Preschool, Early Pre-K and Pre-K Programs.

4. If the child has not attended for two consecutive weeks and there has been no contact or payment of fees between the Center and the Enrolling Parent or has chronic absenteeism and all efforts to resolve have not resulted in consistent attendance.
5. If the child's behavior causes harm to himself/herself, other children, property, or staff with no successful resolution
6. If the Enrolling Parent or family representative exhibits abusive and/or inappropriate behavior toward any COA program staff or program participants (See COA Zero Tolerance Policy). Teaching Staff strive to maintain a safe nurturing environment. Should a situation occur and the safety of the children, teaching staff or COA personnel is compromised, the authorities will be contacted.
7. Negative interactions occurring between parents or families that are divorced which interfere with normal functions of the center i.e. verbal disagreements, abusive language, etc. the program will re-evaluate the enrollment.

CUSTODY ISSUES DIVORCING/SEPARATED PARENTS

During enrollment, please clarify the custody arrangements for the child and bring legal documentation or legal court orders that include the parenting plan in place. On a case-by-case basis, legal documentation may be reviewed by the Education Specialist and Program Manager prior to enrollment. Our obligation as childcare providers and educators is to create a safe nurturing environment and to remain **a neutral party**. **If situations occur between parents or families which interfere with normal functions of the center** (i.e. verbal disagreements, abusive language, and hysterical children) **it may be grounds for disenrollment**.

1. The Enrolling Parent is the primary contact for information about the child and center events, closures, activities etc. and is the responsible for all fees and pertinent documentation.
2. Only the people placed on the Emergency Contacts and Child Release lists by the Enrolling Parent will have access to the child unless there is a court ordered parenting plan in place.
3. In a case where one parent has enrolled the child without putting the other parent on the Child Release list, or without reference to another parent in the child's life, should a person contact the Center and claim to be the child's parent, that person will only be given access to the child with the written permission of the enrolling parent.
4. If there is a dispute about parental rights, families must take care of that communication off site. If a custodial dispute jeopardizes the Center's ability to create a neutral, safe nurturing environment, authorities will be called to help the family settle the dispute off site.
5. As custody issues are legally decided, documentation of the settlement must be left with the Enrollment Office and Child Development Center in order to clarify (1) fiscal/financial responsibility for the child; (2) custodial responsibility for the child; (3) visitation rights to the child. The Child Development Centers will keep copies of this documentation on file and will abide by these legal agreements as they pertain to our program.
6. Any changes to legal court ordered documentation that is already in place must be submitted to the Enrollment Office and Child Development Center as soon as possible.
7. If there is a legal restraining order between parents, the documentation must be on file at the Enrollment Office and Child Development Center and we will abide by the legal

agreement/plan as it pertains to our program. Families with restraining orders must take care of any communication off site. If a parent is denied access to their child by an Enrolling Parent, authorities will be called if necessary.

8. **Remember that the center is a neutral party**; please coordinate any arrangements for your custodial responsibilities off site to include those that apply to the transfer of children's clothing and/or other necessary items from one home to another. Due to limited space at the Center, overnight bags and/or weekend luggage, car seats, etc. should not be stored at the Center.

PRESCHOOL, EARLY PRE-K AND PRE-K STUDENT TRANSFERS

For families requesting a transfer from one Child Development Center to another the following applies:

1. Notify your child's Head Teacher that you wish to transfer.
2. Any outstanding balance must be paid in full.
3. The Head Teacher will inform the Enrollment Specialist and submit a status change form.
4. The Enrollment Office will determine availability of a spot.
5. The Enrollment Specialist will inform the Education Specialist about the transfer for continuity of services.
6. Families that transfer to another site will go through a requalification so that all account information is updated.
7. All information about the child to include IEP's will follow the child to the next center for continuity of care and education.

PAYMENT POLICY AND PROCEDURES

PAYMENT POLICY AND PROCEDURES

All families enrolled in the program will have an established fee. Established fees are from \$0 – \$105.00. Fees are minimal, and non-refundable and there is no daily pro-rating of fees. Depending on the program chosen, established/required fees must be paid in advance of services regardless of attendance. The enrollment office will provide you with an established fee upon enrollment.

1. Preschool tuition is based on a graduated fee schedule that reflects the CACFP (Child and Adult Care Food Program) guidelines. All fees are determined by family income and number of household family members. Separate fees are established for siblings.
2. Early Head Start, Early Pre-K and Pre-K program hours of operation are from 8:00am – 2:30pm at no cost to the family if your child qualifies for the program. Extended Care and Education services takes place between 2:30 and 4:30 or 5:30pm, closure times vary per center. The fee for this time frame is determined by family income and number of household family members.
3. Fees must be paid even if the child does not attend for any length of time, excluding the closure weeks for which fees are not charged. These weeks are listed on the calendar of closure dates for families.
4. Parents must pay their established weekly fee or their state subsidy fee. Documentation of a state subsidy contract is required at enrollment. If the parent is seeking state subsidy, please call child care assistance (the enrollment office can provide contact information). Your City of Albuquerque established fee will be in place until your state contract is approved. Once the subsidy copay is in place, it will be your new fee until the state contract expires. As soon as your contract expires the established weekly fee will be reinstated.
5. If you are participating in Extended Care services then a fee has been established at enrollment. All required fees must be paid in advance of care. If you are late picking up your child and arrived at the center after **the center or the program is closed** you will incur a late fee of \$15.00 per occurrence. These fees will be added to your account and listed in your online bill.

Please note...It is always the Enrolling Parent's responsibility to make the necessary arrangements to have their child arrive or depart at the correct times and to tend to the required fees without impacting the child's wellbeing.

6. Fees are paid in advance online, should you require assistance or need to pay by check or money order, **payments can be made at:** The Office of Child and Family Development, 1820 Randolph Rd SE Albuquerque, NM 87106. Monday – Friday 8:00 a.m. – 4:30 p.m only. Your receipt is your proof of payment. **Cash is accepted at the Office of Child and Family Development. City of Albuquerque Treasury does not allow change to be given for cash payments, please bring exact cash payments. For check or money orders, please make these payable to the City of Albuquerque**

Center management is required to document and report the following actions in regards to payments. Families may experience disenrollment/expulsion from the center and/or program due to the following:

- 1. The Enrolling Parent's non-payment or habitual late payment of fees: As per enrollment procedures, fees are due in advance of services and regardless of attendance. Families can pay their fees online at the beginning of each week prior to services rendered or pay monthly and in advance of services.*

Families in arrears can receive a verbal notice, followed by a letter indicating that fees have not been paid. Should non-payment of fees continue a conference will be held with the Education Specialist and the Program Manager to determine disenrollment/expulsion and the family will be notified in writing of their disenrollment/expulsion.

Please note...It is always the Enrolling Parent's responsibility to make the necessary arrangements to have their child arrive or depart at the correct times and to tend to the required fees without impacting the child's well-being.

STATE SUBSIDY

Families utilizing state subsidy contracts for child care are eligible to attend child care and education services for a time frame that is longer than the state contract allocation. For more information regarding child care assistance/state subsidy and how it aligns with the City of Albuquerque Child Development Programs please contact the enrollment office at 767-6500.

NUTRITION, HEALTH AND SAFETY

NUTRITION, HEALTH AND SAFETY

NUTRITION

The City of Albuquerque DCFD programs assist families in meeting each child's nutrition needs and in establishing good eating habits that nurture healthy development. The quantities and kinds of foods served conform to recommended meal pattern standards set by USDA. All of the children's meals are funded by the Child and Adult Care Food Program (CACFP).

Early Head Start provides Enfamil formula with iron. If your child is breastfed, you will need to provide a supply of expressed breast milk. Breast milk must be labeled and dated. Infants on breast milk must demonstrate the ability to successfully bottle feed.

Meals and Outside Food

Nutritional meals and snacks are provided at the Center based on the State Child and Adult Care Food Program (CACFP) regulations. All children in attendance will be offered the same meals with no physical segregation of, or other discriminatory action against any child because of race, color, national origin, sex, age, or disability. Children and parents are asked not to bring outside food into the Child Development Center. Exceptions to bring outside food will be decided by the Head Teacher (determining factors will be that the food item is store bought with a food label. Other determining factors can be allergies, birthdays, pot lucks, etc. All food items brought should be labeled with your child's name and the day's date). The Child Development Centers limit the use of peanut products and request peanut-free snacks and 100% juice for children. If a child has a food allergy, a Nutrition/Allergy Form must be signed by the doctor.

Food Allergies.

The City of Albuquerque Child Development Programs participates in the CACFP (Child and Adult Care Food Program). This program ensures that our participants are receiving meals and taking part in family style dining experiences. If a child has a food allergy, a Nutrition/Allergy form must be signed by the doctor and given to the Head Teacher for assessment. This information will also be shared with the meal vendor so that they will find appropriate food components to accommodate the child's needs. Vendors for our meal service accommodate and serve special meals based on the medical needs of a child, however, they do not accommodate, nor do they provide meals based on lifestyle choices. The program accommodates special diets, foods, or other dietary requirements with appropriate documentation from the child's physician. The program also cooperates as much as possible with diet restrictions for religious or cultural purposes when able.

HEALTH

Health Records

In order to be aware and responsive to the needs of your child while at the Center, parents will be required to share relevant information about your child's health such as the date of child's last physical given by the doctor, dental exams and vision screenings or any other health-

related information helpful in working with your child. This information will be part of the enrollment documentation process.

Immunizations

State regulations require us to have on file an up-to-date copy of each child's immunization record. Children cannot attend the program without this documentation on file. This is part of the enrollment documentation required in order to participate. **If a child receives an immunization during the year, the parent must notify the Head Teacher and Teacher who will update the child's record. The Teachers will notify the Enrollment Office and provide them the updated documents.** CYFD NM State Licensing conducts random checks of child files and expects, as per their regulations, that these records are up to date.

The New Mexico Immunization Exemption Law (24-5-3):

Any minor child through his parent or guardian may file with the health authority charged with the duty of enforcing the immunization laws. 1) A certificate of a duly licensed physician stating that the physical condition of the child is such that immunization would seriously endanger the life or health of the child; or 2) Affidavits or written affirmation from an officer of a recognized religious denomination that such child's parents or guardians are bona fide members of a denomination whose religious teaching requires reliance upon prayers or spiritual means alone for healing; 3) Affidavits or written affirmation from his parent or legal guardian that his religious beliefs, held either individually or jointly with others, do not permit the administration of vaccine or other immunizing agent. **NMAC 7.5.3:** "Within sixty (60) days of receipt of a request for exemption from immunization, the director of the public health division or the designee shall review the request to determine whether the certificate has been duly completed"

Illness

In order to protect teaching staff and children from illness, it is better for all concerned if the sick child stays home. It is important that children who have been ill stay home until they are no longer at risk. A low resistance jeopardizes your child's health. If your child is not ready to fully participate in the class activities, *including outdoor play*, do not send your child to school. **Please protect your child, the teaching staff, other children and families. Upon arrival and departure, have your child wash his/her hands at the Center.** As per State Licensing Regulations and DCFD policy, **keep your child at home if he/she:**

- Is feverish or has had a fever within the last 24 hours (100.4)
- Coughs continuously during naptime
- Has vomited or had diarrhea within 24 hours of going to the Center
- Has pink eye or symptoms which might be pink eye (conjunctivitis)
- Had developed a runny nose that is cloudy not clear
- Has been on antibiotics for for less than 24 hours
- Have symptoms of any contagious diseases or infections (ringworm, crusted or oozing lesions, chicken pox, etc.)
- Has an undiagnosed rash

You will be called to pick up your child at the Center if your child shows any of the symptoms listed above. It is important that your child be picked up as soon as possible due to the child's discomfort and possible contagious condition In order to assure that your child does not expose

others to their illness or to endure added stress if ill (i.e. allergies, broken bones, heat rash etc.), teaching staff will err on the side of caution and may call you to pick up your child at times you believe are unnecessary. A doctor's note may be required to return to the Center.

Contagious Diseases

In consideration for the health of all children and teaching staff and to meet CYFD NM State Licensing regulations, the Center should be informed when a child has a contagious disease (strep, chicken pox, pink eye, etc.). Other parents may need to be informed of the contagious disease; families whose child has documentation releasing them from immunizations or families whose child is between time frames and has yet to receive an immunization due to age must stay home to protect the child until the contagion has been contained. Children who are under immunized and seem to show symptoms of a disease that is vaccine-preventable will be sent home so that they do not put other children or staff in the center at risk. Certain contagious diseases must be reported by the Center to State Licensing and to the Department of Public Health who will contact the family. A list of reportable diseases is posted in each Center.

Parents of Children Who are Hospitalized

Parents of children who are hospitalized or in an emergency room **must provide a medical release document from the doctor for the child to return to the Child Development Center.** A medical release indicates that the doctor is stating that your child is ready to fully participate in the class activities, including outdoor play.

Medication

The Center may administer medication with written permission from the parent. The permission form requires the name of the child, the medication, the dosage, and the hours the medication is to be given. Any medication to include the following:

- sun screen
- lotion
- lip balm
- diaper rash ointment
- teething treatments
- children's Tylenol

brought to the Center must be in the original container, labeled with the child's name and brought to a teacher. No cough drops will be administered due to the choking hazard.

Parents are required to keep medication up to date; expired medication will be returned. Medication(s) will only be given by a teacher (or teacher designee) and a written record is kept for six months specifying the name of the child, the medication, dosage, time given, and the signature of the person who gave the medication. Parent(s) must initial medication form daily. Medication(s) cannot be placed in the child's cubby, backpacks, etc. Medication is stored in a secure container away from the reach of children.

Due to a child's specific need or disability, parents are responsible for providing staff training by medical personnel for any medications that may require training in order to administer to their child. We reserve the right to refuse to give medication(s). This training will help teaching staff further meet the needs of the child. Please note that this training is only a guide and that the

teachers are not considered medical personnel. Should administering medication by teaching staff pose a serious safety threat to the child it may be determined that medical personnel are needed and/or the program is not the most appropriate placement for the child because we are unable to meet the child's needs.

Sunscreen

All children enrolled in the City of Albuquerque programs will receive sun protection during sun exposure for greater than 10 minutes at one time. Parents will be provided with information about sun protection. The following steps will be implemented for all program children:

- Protect children from the sun; seek shaded areas
- Cover up with clothing that covers skin
- Apply a hat that shades the face, scalp, ears and neck
- Obtain a signed parent permission to apply sunscreen
- Apply sunscreen with SPF15-30 UVA and UVB protection 30 minutes before child goes outside.
- Parents will bring in and label sunscreen for the individual child with the child's name
- Observe the skin for signs of irritation. Discontinue use and notify parent.

SAFETY

Emergency Numbers and Change of Address

It is critical that all information on your child's Application/Enrollment Form be current. In case of an emergency, the Head Teachers and Teachers must be able to reach you at any time. All changes in information must be reported to the Head Teacher or Teacher immediately. Changes will be added to your current documentation and submitted to the Enrollment Office to update your file. Please note that the New Mexico State Regulations require each family to list two **local** emergency contacts on the Application/Enrollment form. **For the safety of your child, emergency contact people are required to produce identification when picking up the child.**

Child Seat and Seat Belt Safety

By law: Children are not allowed to be in the parking lot or in cars unattended. It is also required by law, that your child be secured in a child safety seat or seat belt when being transported in a vehicle.

"Children under one year of age shall be properly secured in a rear-facing child passenger restraining device that meets federal standards in the rear seat of the vehicle. If there is no rear seat, the child may ride in the front seat of the vehicle if the passenger-side air bag is deactivated. Children 1 year to age 4, regardless of weight or children who weigh less than 40 pounds shall be secured in a child passenger restraint device that meets federal standards. Children 5 or 6 must ride in a child safety seat or booster seat that meets federal standards. Children 40-60 lbs., regardless of age, shall be properly secured in a child safety seat or child booster seat that meets federal standards. Children 7 through 12 years of age shall be properly secured in a child safety seat, booster seat or a seat belt. A child age 13 through 17 must ride in a seat belt"

Due to limited space at the Child Development Center, car seats may NOT be left or stored at the Center during the day. Car seats should remain in your vehicle.

Accidents and Safety

The teaching staff at the City Child Development Centers make every effort to provide a safe environment thus each have First Aid and CPR Certification. Accidents, however, do occur occasionally; teaching staff will administer First Aid whenever a child is injured and follow the emergency procedures when necessary. There is always a person with First Aid certification present. Emergency procedures are posted beside the telephone, and the staff is updated on these each year. Accident reports, as required by the State of New Mexico Regulations and City of Albuquerque protocol, will be completed and signed by Center staff and parents.

Emergency Procedures/Safety Preparedness Plans

Child Development Centers follow the emergency procedures in their Safety Preparedness Plans for each emergency at hand. These are posted in each classroom. In the event of any major emergency (fire, tornado, bomb threats, severe weather, etc.) teaching staff will follow the emergency procedures for the site and/or school they are in a partnership with to include evacuating to a safe off-site location if needed. Parents will be called to pick up their children.

When the Center cannot operate in compliance with State Regulations (e.g. water/gas/power is shut off) parents will also be called to pick up their children. Should you receive a call to pick up your child, it is important that children be picked up immediately. Every effort will be made to get Center resources working prior to calling families. For continuity of operations a placement at another center may be arranged if possible; CYFD NM State Licensing Regulations Apply, i.e. teacher/student ratios, etc. Teaching Staff will do the following for each emergency situation and they are posted in each classroom beside each telephone.

1. Administer First Aid as needed
2. Call 911 if needed
3. Call the parent or emergency contacts designated by parent if parent is unavailable.
4. Call DCFD (Division of Child and Family Development) Main Office
5. Notify State Licensing
6. Evacuate to a safe location if needed

Center Lock-Down/Shelter in Place

Should a Center be in a lock-down status due to a dangerous situation, for safety reasons, no person may enter or leave the classroom until the lock-down is lifted or until the police make instructions clear. The teaching staff will make every effort to keep children calm and safe. Children will be occupied with play activities to keep them distracted from the lock down. Teaching staff might not be allowed to use the telephone depending on the situation. You may contact the DCFD (Division of Child and Family Development) main office for more information about the lock down at 767-6500. **For your safety and the safety of the children, please stay in your vehicle until the lock down has been lifted.**

Suspected Child Abuse and Neglect

In observance of New Mexico laws, Teaching Staff are trained to observe children who are under their care for any changes in behavior or physical evidence which might indicate child abuse or neglect. They are **required by law to report** to the Children, Youth & Families Department at 841-6100. Teaching Staff will then notify main office supervisors and State Licensing and provide required documentation to include incident reports .

Supervision / Missing Child

Children must be adequately supervised by sight indoors and outdoors at all times. Children should never be left unattended. Teaching staff are present with children at all times, whether activities are inside or outside the facility. Periodically throughout the day attendance is checked. If a child cannot be found after a thorough search of the facility indoors and out, the following will take place:

1. 911 will be called
2. Parents will be notified immediately.
3. A call to the DCFD (Division of Child and Family Development) main office will be placed to notify them of the emergency situation.
4. A call to the State of New Mexico Child Care Licensing Bureau will be placed to notify them of the emergency situation.
5. For centers on APS grounds, the principal will also be notified.

SPECIAL CIRCUMSTANCES AND NEEDS

SPECIAL CIRCUMSTANCES AND NEEDS

CHILDREN WITH SPECIAL NEEDS; IFSP AND IEP

The City of Albuquerque Division of Child and Family Development (DCFD) program provides a wide range of services for children with special needs and their families. The DCFD program pursues a policy of "Inclusion" for children with special needs. This policy provides for participation of children with special needs in regular classroom activities to the greatest extent possible. Center staff work closely with the families of the children with special needs regarding all aspects of the child's development.

An Individual Family Service Plan (IFSP) is developed with the participation of service providers, staff, health professionals, and the parents for the special needs' child. The plan is used to develop and implement individual learning activities for the child. The IFSP is used to guide and monitor the child's development throughout the year. For Preschool programs an Individual Education Plan (IEP) is obtained to develop individualized care and education for the child. This may include a parent or family member may be asked to attend school with their child for a limited time to help with special needs, transition and to ease the child's adjustment to the center.

TOILET LEARNING

The DCFD program believes in a partnership approach with parents in the toilet learning process. In Early Head Start the time to begin toilet teaching should be a decision made largely by parents based on signs of readiness. Center staff can provide families with helpful information in making the decision to begin toilet learning. Signs for toilet readiness include:

- Physiological readiness – the ability to stay dry overnight
- Regularity of bowel movements
- Increased awareness of related body functions demonstrated by either physical or verbal cues (e.g. going to a corner, wanting to be alone, announcing "pee-pee" or "poop")
- Understands concepts such as wet/dry, clean/dirty, up/down
- Has ability to communicate needs, understands and follows simple directions
- Can dress self with minimal assistance such as pulling underwear up or down
- Curious about bathroom habits of others

When parents make the decision to begin toilet learning we ask that they schedule a conference (10 – 15 minutes) with the Head Teacher. It is important that strategies are consistent between home and the center to ensure toilet success. Keep in mind that during the learning process there will be accidents so parents will make sure there are plenty of extra clothes/underwear in their child's cubby.

In our Preschool and NM Pre-K we continue the process of toilet readiness and toilet learning skills. Families will meet with the Head Teacher and an Education Specialist after the child is enrolled and prior to attending the center. Together a Toilet Learning plan will be created for the child. It is important that strategies are consistent between home and the center to ensure toilet success thus the expectation is that Toilet Learning will take place at home upon

enrollment and at the child development center when the child starts.

As the child is learning to use the toilet, teachers will help the child get to the bathroom when the child is reminded to go. They will encourage the child to wipe and help the child use wet wipes or toilet paper where necessary to clean themselves. When an accident occurs, teaching staff will provide the child wet wipes and self-help tips toward cleaning themselves up and also give the child a fresh set of clothing or a pull up that the family has provided. The goal is for the child to understand that their need to urinate or have a bowel movement now involves using a toilet versus their clothing or pull up they are wearing. Parents will be contacted if the child does not have extra clothing. If the child's clothing has been sent home to be laundered, a request will be made that an extra set is provided the next day.

Teachers will dispose of any soiled pull-up in an appropriate container that will be provided and put soiled clothing in a zip lock bag for the family to collect. Teachers will clean surfaces/matts that were used to change the child and they will teach the child to wash their hands each time they go to the bathroom. Centers will provide a daily progress report for the child that will be located in a file next to the sign-in sheet. The daily progress report will have a history of the child's daily progress that the teaching staff will fill out and at the end of the day both staff and parents will initial at pick-up time. There is also a weekly progress report where updates about the week at school and at home are communicated to include any supplies or clothing that the child needs.

Parents will be required to provide pull ups for the child and enough extra clothing. They will introduce toilet training at home immediately and continually practice. We request that parents stop the use of diapers so that the child does not get mixed messages; the goal is for the child to stay dry and use the toilet when they need to urinate or have a bowel movement. Parents will introduce the center bathroom to the child and let them know this is where they will be using the toilet daily.

Each day parents will sign in, take the child to the bathroom and change the child should they arrive at the center wet. Once the child has tried going to the bathroom, parents will help them wash their hands so that they can begin participating in center happenings. It is important that parents are modeling these skills. All parents whose children are in need of Toilet Learning will be required to attend a Toilet Learning meeting. Toilet Learning will be successful when we work together and provide positive reinforcement, consistency and communication between home and school.

MANAGEABLE CLOTHING

It is a program goal that children learn self-help skills, including toilet learning. Clothing which is difficult to fasten and unfasten frustrates these efforts. Please avoid dressing your child in body suits, heavy belts, overalls, and clothing which fastens in the back, on the shoulder, or in between their legs (i.e. bodysuits) unless the child is able to manage it on his/her own. Dress children appropriately and in layers for changing weather and temperatures. Open-toe sandals

may present a danger and should be avoided. Closed-toe sandals or tennis shoes are preferred. Shoes with roller wheels are NOT allowed at the center.

EXTRA CLOTHES

An extra set(s) of clothing items must be labeled with your child's name and left at the Child Development Center at all times to use in case your child needs a change of clothing. Please provide shirt, pants, socks, and underpants. If extra clothes are not available, parents will be required to pick up the child or bring extra clothes upon notification. Remember that it is hazardous to leave children in clothing that is soiled with urine, feces or vomit thus a change of clothing is necessary. Every attempt will be made to contact you if your child does not have extra clothing thus it is imperative that parents provide extra clothing. If your child's clothing has been sent home to be laundered, please replace the extra set the next day.

BIRTH – 3 DIAPERS

The City of Albuquerque Early Head Start provides diapers while the child is in attendance in any Early Head Start center in accordance with the Head Start Performance Standards.

BEHAVIORAL ISSUES

Children whose behavior pose a threat to themselves and/or others may be physically restrained by staff members and held quietly until they regain self- control. If a pattern of aggressive behavior emerges and the child's behavior harms himself, other children, teachers or property, the teacher in consultation with the family, center and/or program management and program health, mental health and/or disabilities resources, will schedule a conference with the parents to decide how to address the situation.

Every effort is made to ensure a child's continued enrollment. When all reasonable attempts have been made to guide the child without a positive outcome, a determination may be made that the program is not the most appropriate placement for the child. Thus, disenrollment/expulsion of early education center services can take place for that child. For Early Head Start a recommendation to continue to provide services through home base can be made at this time.

GUIDANCE AND DISCIPLINE

Get down to child's eye level
Understand the reason behind behavior
Involve the parents
Describe the behavior to child
Acknowledge the child's feelings
Note the Successes
Comment on positive behaviors
Engage the child in another activity

Discuss the situation with the child
Identify the misbehavior
Structure the environment
Control the situation
Involve the child through choices and consequences
Plan time for loving
Lead child to new activity
Increase consistency
Notice and acknowledge positive behavior
Encourage child's positive behavior/actions

Our guidance/discipline procedures are consistent with those printed in the State of New Mexico "Child Care Regulations." The following is excerpted: *"Discipline means guidance which fosters the child's ability to become self-disciplined, demonstrating orderly conduct in*

relationship to peers and adults. Discipline shall be clear and understandable to the child, consistent and explained to the child before and at the time of any disciplinary action. Discipline includes positive guidance, redirection and the setting of clear-cut limits, which foster the child's own ability to become self-disciplined. Discipline practices established by the Child Development Center are designed to encourage the child to be fair, to respect property and assume responsibility for him/her self as well as responsibility for others"

The DCFD programs provide a supportive environment in which very young children can learn to practice appropriate behavior as individuals and in a group. Teachers respond sensitively; meeting each child's needs in an affectionate and nurturing manner. Early Head Start centers provide positive guidance techniques to encourage self-control in the children. Teachers foster physical and emotional security for each child by setting clear, consistent limits and having realistic expectations of the children.

Preschool teaching staff utilize the Nurtured Heart Approach which focuses and celebrate the child's positive behaviors, actions, attitudes, feelings, and desired ways of being. Children develop self-control when attention and energy is given to positive rather than negative behaviors. By noticing and describing positive actions and accomplishments every day, this gives your child confidence, sense of belonging, competence, and builds great "inner wealth".

Practices which are prohibited include:

- Physical punishment of any kind including shaking, biting, hitting, pinching or putting anything on or in child's mouth
- Withdrawal of food, rest or bathroom opportunities
- Abusive or profane language, any form of public or private humiliation including threats of physical punishment
- Unsupervised isolation of the child
- Any other type of punishment that is hazardous to the physical or mental health of the child

TRANSFER OF STAFF/TEACHERS

The City of Albuquerque Office of Child and Family Development strives to meet the needs of children, individual Teaching Staff and programmatic requirements. Occasionally the transfer of teaching staff must be made in order to best accommodate the needs of the program. A great deal of thought and consideration is put into the decision-making process like, teaching staff promotions, vacancies and requests and/or facility needs. We carefully consider all personnel in making the final decisions for assignment to another center. We also must be sure to balance the teaching staff at all sites in requirement of State Licensing teacher/child ratios. Child Development Center teaching staff assignments and transfers are made with the needs of the whole program in mind. The continuity of staff and stability of relationships are important for a child which is why we make every effort to transfer teaching staff prior to the new school year. It may be difficult initially when change occurs therefore some teachers will remain at the Center to continue stability. When a teacher is transferred during the school year every effort will be made to provide notice to families so that Head Teachers and Teachers can prepare children for the change. With your support and cooperation, change can be successful, and the quality of care and education can be maintained.

MISCELLANEOUS PROGRAM COMPONENTS

MISCELLANEOUS PROGRAM COMPONENTS

MEDIA RELEASE STATEMENT

The City of Albuquerque Division of Child and Family Development may use children's photos and/or family photos in their programs. These images both in print and electronic, still or live may be used for the purpose of Educational Training, Media Coverage, Classroom Display or Individual Child Portfolios. When any such videotape, film or photograph (digital or film) is produced and released, it becomes the property of the party to whom it is released, and it may be replayed or reprinted at a later date. Images posted by the City of Albuquerque on the City of Albuquerque's Internet Website will be used without names for security measures. Photos/video may also be unintentionally taken and used on social media platforms. The City of Albuquerque is not responsible for how these photos/videos are inadvertently used.

VIDEO / DVD POLICY

Child Development Centers will watch videos only when it is related to the theme of the month regarding the curriculum and when it is developmentally appropriate. Parents will be notified when a video will be used, and only G Rated movies will be shown. **Child Development Centers are required to follow state licensing regulations on children watching television. Please refer to the state regulations located at newmexicokids.org**

PHONE CALLS

In order to ensure a quality program for your child at the Child Development Center we discourage telephone communication during program time so that all teaching staff will be available to interact with children. Please call the Child Development Center and leave a message. If there is an emergency, please state this in a message on the machine and we will respond at once. The constant contact by phone between parent and child while the child is at the Child Development Center can be disruptive to the child and may intensify separation anxiety so we ask that you refrain from calling the Child Development Center repeatedly to speak with your child and instead leave a message that we will deliver.

CELL PHONE USE

Cell phone usage is not allowed in the Child Development Centers by parents or teaching staff so that children can have quality greetings, interactions and program time with all adults and other children while at the Child Development Center. Emergency phone calls are the exception and should be taken in private and away from the group to ensure confidentiality.

SNOW DAYS

When it snows, parents should listen to radio and/or television announcements regarding the APS (Albuquerque Public Schools) schedule for the day, **before** leaving home. All City of Albuquerque Child Development Centers will follow the announced APS schedule. If APS announces a two-hour delay, all Child Development Centers will begin accepting children at 10:00am. Breakfast will not be served. If APS announces an early dismissal due to inclement weather, all Child Development Centers will also close and contact families to pick up their

child. If there is severe weather and APS happens to be on break, call the Center **before** leaving home. If APS announces a closure, all Centers will close.

BIRTHDAYS

If your child wishes to share his/her birthday with the classmates, you are welcome to bring a special treat for the celebration. We encourage creative, peanut-free, nutritious ideas for children of this age. Make arrangements with your child's teacher well in advance to assure that all issues are addressed (e.g. religious beliefs, allergies) and all food items brought should be store bought with a nutrition label. Items should be labeled with your child's name and the day's date. If you are having a party at home to which only some of the children in the classroom are invited, please do not distribute invitations at the Center. This practice could be hurtful to non-invited children.

HOLIDAYS AND CELEBRATIONS

All Teaching staff are sensitive to individual family traditions and culture. We are committed to respecting family preferences regarding celebrations. Our teachers develop and implement age-appropriate activities that reflect local community and regional celebrations such as balloon fiesta, fall harvest and other seasonal winter, spring and summer events. Our intent is to provide children opportunities to experience and learn about relevant aspects about New Mexico, American culture and other cultures.

ITEMS BROUGHT FROM HOME

If your child brings toys or other personal items to the Child Development Center, they may become broken, misplaced or damaged; therefore, we ask that you not allow your child to bring unnecessary items to the Child Development Center. A book for sharing with the class or a stuffed animal for naptime may be brought and must be marked with the child's name. Parents may be asked to bring a crib size blanket and/or small pillow for nap time purposes (*These items must be taken home on weekends to be laundered*).

Items brought for "Show & Tell", according to individual classroom policy, will be stored in the child's cubby. We discourage children from loaning toys or articles of clothing. The Child Development Center is not responsible for personal items including clothing if the items get damaged. The following examples are considered personal and unnecessary items that may not be brought to school: jewelry, tattoo stickers, fake fingernails, make-up, lip gloss, lip balm as make-up, war toys, etc.

Our Child Development Centers discourage violent play. Children are not permitted to bring toy guns or war toys to the Child Development Center. If your child brings home a toy, puzzle piece, or game part, please return it to the Child Development Center. It is important that we keep our equipment intact.

LOST AND FOUND

All unidentified clothing will be placed in a Lost & Found Box at the Center. If your child is missing an article of clothing, please check this box.

FIELD TRIPS

Our Child Development Centers will periodically schedule field trips to enhance your child's learning experience. Frequently the field trips are to extend their knowledge of the curriculum. Field trips will involve transportation on a minibus. When this occurs, individual parent permission forms will be required, and teaching staff will provide the documents needed to participate. When a minibus is not available to transport children, all parents may be asked to drive their own child to the field trip. Head Teachers and Teachers will notify parents each time a field trip is scheduled. When all teaching staff and children are away from the Child Development Center, notification will be posted.

While field trips are an important addition to the classroom curriculum, they are not mandatory. If you do not want your child to attend or you cannot attend as planned, please let the Head Teacher or Teacher know in advance so that enough teaching staff can remain at the Child Development Center or so that arrangements can be made to take your child to a nearby City of Albuquerque Child Development Center on the day of the field trip.

WALKING TRIPS

The City of Albuquerque Child Development Center staff will plan walking field trips (weather permitting). We believe that young children need to experience the world around them and that they are given the opportunity to be exposed to nature and the world around them. Parents will be given notice in advance of any walking trip. Whenever children are taken off site, staff take all the necessary precautions to assure the children's safety. Parental permission is required even for these short trips. The walking field trip permission form is part of the enrollment packet. **These trips are restricted to a 4-block radius of the center and does not entail crossing streets with heavy traffic.**

PETS IN THE CLASSROOM

The City of Albuquerque Child Development Centers believe that it is important that children of all ages relate to the world around them including animals. Teachers expose children to pets as part of the curriculum. Pets are introduced through books, thematic units, props, visitors from the community that work with animals. Some Preschool and NM Pre-K programs may have pets in the classroom; **as a precaution Early Head Start does not allow pets in the classroom.**

**THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT
DAILY SCHEDULE OVERVIEW**

THE CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT DAILY SCHEDULE OVERVIEW

During the day the staff has carefully planned an array of activities for whole group, indoor and outdoor time, which can take place in interactions with children, individually or in small groups. We use a thematic approach with broad monthly themes and studies that reflect children's interests. Meals are served family style to encourage healthy nutrition and communication skills. Outdoor play is offered morning and afternoon, daily. Please dress your child accordingly and in layers for changing weather and temperatures. Even in the coldest of climates, children need to go outdoors every day for at least a few minutes. Children should be dressed properly of course, since the fresh air is vital to their health. All children will be expected to participate in outdoor play. **(Times may vary by Center)**

BIRTH – 3 EARLY HEAD START DAILY SCHEDULE (SAMPLE)

Ages 0-3 Child Development Center Hours of Operation 8:00 am through 4:30 pm. The daily schedule for Early Head Start: 8:00 am through 2:30 pm. Early Head Start Extended Care: 2:30-4:30pm

- 8:00 a.m. – 9:00 a.m. (60 minutes) Welcoming the day; children and their families become involved in the start of the day. A variety of play materials are available to choose from and breakfast is served to students that have arrived.
- 9:00 a.m. – 9:15 a.m. (15 minutes) Clean up and brush teeth (Time may vary by Child Development Center)
- 9:15 a.m. – 10:30 a.m. (75 minutes) Program Time: the whole group gathers for group instruction and children can choose to participate in small-group planned activities and/or explore all of the areas of the classroom.
- 10:30 a.m. – 11:15 a.m. (45 minutes) Outdoor Play; a variety of play materials are available to choose from. Teaching staff take the opportunity to bring the indoors out.
- 11:15 a.m. – 11:30 a.m. (15 minutes) Bathroom and Hand Washing
- 11:30 a.m. – 12:00 p.m. (30 minutes) Lunch is served family style to encourage healthy nutrition and communication skills. A variety of play materials are available to choose from for children that have finished lunch.
- 12:00 p.m. – 12:45 p.m. (45 minutes) Indoor or outdoor explore time (weather permitting)
- 12:45 p.m. – 1:30 p.m. (45 minutes) All children will participate in rest time. Children may work on quiet activities; reading books, puzzle building.
- 1:30 p.m. – 2:30 p.m. (60 minutes) Small group time, including opportunities for story time, music, and classroom exploration. Departure time for Early Head Start.
- 2:30 p.m. – 3:00 p.m. (30 minutes) Hand Washing and Snack time.
- 3:00 p.m. – 4:30 p.m. (1 hour 30 minutes) Afternoon experiences continued. Small group time, including opportunities for story time, music, classroom exploration and outdoor time. The children are departing throughout the afternoon.

PRESCHOOL AND NM PRE-K DAILY SCHEDULE (SAMPLE)

Ages 3-5; Child Development Center Hours of Operation 7:00 am through 5:30 pm. The daily schedule for Preschool: 7:00am through 5:30pm and Prequalified Early Pre-K or Pre-K: 8:00 am through 2:30 pm. Early Pre-K and Pre-K Extended Care 2:30 – 5:30pm.

- 7:00 a.m. – 8:00 a.m. (60 minutes) Welcoming the day; children and their families become involved in the start of the day. A variety of play materials are available to choose from.
- 8:00 a.m. – 9:00 a.m. (60 minutes) Breakfast is served to students that have arrived and to students arriving for NM Pre-K at 8:00 am
- 9:00 a.m. – 9:15 a.m. (15 minutes) Clean up and brush teeth (Time may vary by Child Development Center)
- 9:15 a.m. – 10:30 a.m. (75 minutes) Program Time: the whole group gathers for group instruction and children can choose to participate in small-group planned activities and/or explore all of the areas of the classroom.
- 10:30 a.m. – 11:15 a.m. (45 minutes) Outdoor Play; a variety of play materials are available to choose from. Teaching staff take the opportunity to bring the indoors out.
- 11:15 a.m. – 11:30 a.m. (15 minutes) Bathroom and Hand Washing
- 11:30 a.m. – 12:00 p.m. (30 minutes) Lunch is served family style to encourage healthy nutrition and communication skills. A variety of play materials are available to choose from for children that have finished lunch.
- 12:00 p.m. – 12:45 p.m. (45 minutes) Indoor or outdoor explore time (weather permitting)
- 12:45 p.m. – 1:30 p.m. (45 minutes) All children will participate in rest time. Children may work on quiet activities; reading books, puzzle building.
- 1:30 p.m. – 2:30 p.m. (60 minutes) Small group time, including opportunities for story time, music, and classroom exploration. Departure time for NM Pre-K and NM Pre-K Extended Care
- 2:30 p.m. – 3:00 p.m. (30 minutes) Hand Washing and Snack time.
- 3:00 p.m. – 5:30 p.m. (2 hours 30 minutes) Afternoon experiences continued. Small group time, including opportunities for story time, music, classroom exploration and outdoor time. The children are departing throughout the afternoon.

PRESCHOOL AND NM PRE-K DAILY SCHEDULE (SAMPLE)

Ages 3-5: Child Development Center Hours of Operation 8:00 am through 4:30 pm. The daily schedule for Preschool: 8:00am through 4:30pm and Prequalified Early Pre-K or Pre-K: 8:00 am through 2:30 pm. Early Pre-K and Pre-K Extended Care 2:30 – 4:30pm.

- 8:00 a.m. – 9:00 a.m. (60 minutes) Welcoming the day; children and their families become involved in the start of the day. A variety of play materials are available to choose from and breakfast is served to students that have arrived and to students arriving for NM Pre-K at 8:00 am
- 9:00 a.m. – 9:15 a.m. (15 minutes) Clean up and brush teeth (Time may vary by Child Development Center)
- 9:15 a.m. – 10:30 a.m. (75 minutes) Program Time: the whole group gathers for group instruction and children can choose to participate in small-group planned activities and/or explore all of the areas of the classroom.
- 10:30 a.m. – 11:15 a.m. (45 minutes) Outdoor Play; a variety of play materials are available to choose from. Teaching staff take the opportunity to bring the indoors out.
- 11:15 a.m. – 11:30 a.m. (15 minutes) Bathroom and Hand Washing
- 11:30 a.m. – 12:00 p.m. (30 minutes) Lunch is served family style to encourage healthy nutrition and communication skills. A variety of play materials are available to choose from for children that have finished lunch.
- 12:00 p.m. – 12:45 p.m. (45 minutes) Indoor or outdoor explore time (weather permitting)
- 12:45 p.m. – 1:30 p.m. (45 minutes) All children will participate in rest time. Children may work on quiet activities; reading books, puzzle building.
- 1:30 p.m. – 2:30 p.m. (60 minutes) Small group time, including opportunities for story time, music, and classroom exploration. Departure time for NM Pre-K and NM Pre-K Extended Care
- 2:30 p.m. – 3:00 p.m. (30 minutes) Hand Washing and Snack time.
- 3:00 p.m. – 4:30 p.m. (1 hour 30 minutes) Afternoon experiences continued. Small group time, including opportunities for story time, music, classroom exploration and outdoor time. The children are departing throughout the afternoon.

PRESCHOOL, EARLY PRE-K AND PRE-K TEACHER/CHILD RATIOS

Preschool, Early Pre-K and Pre-K Child Development Centers abide by State Licensing regulations that allow no less than one adult for every 12 children. We strive to average an adult/child ratio of 1:10 allowing for increased attention and interaction among children and adults.

BIRTH – 3 EARLY HEAD START TEACHER/CHILD RATIOS

Early Head Start Centers abide by State Licensing regulations that allow no less than one adult for every 4 children. We meet the adult/child ratio of 1:4 for toddlers and for infants, allowing for increased attention and interaction among children and adults.

FORMS, CALENDARS AND CONTRACTS