

**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

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Shana Runck, Division Manager 767-6560**

Early Head Start

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Early Head Start Enrollment

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767-6500/767-6525

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Education Specialist 767-6533

Lisa Clover
Education Specialist 767-6518

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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(CDCs)

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

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PROGRAM OVERVIEW

PROGRAM OVERVIEW

HISTORY

The City of Albuquerque (CABQ) 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, four (4) child development centers were established in collaboration with the Albuquerque Public Schools. The program has expanded to twenty six (26) child development centers, located in elementary schools and in a variety of other community settings.

- 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 three to five (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 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 to three (0-3) years of age. Today we provide services to one hundred and twenty eight (128) children in seven (7) of our center sites and home visiting programs.
- 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 2005. The grant was to provide comprehensive child development services to children four (4) years of age. Today we provide Pre-K services to two hundred and seventy two (272) children in fifteen (15) of our preschool child development centers.
- 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 2015. The grant was to provide comprehensive child development services to children three (3) years of age. Today we provide Early Pre-K services to forty four (44) children in three (3) 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 through five (0-5). 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

CABQ DCFD Centers work to provide a safe learning environment for all children. 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, language, ideas, and concepts.

The DCFD centers encourage 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 benefit. 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

CABQ is proud to announce that the 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 for 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 are validated. DCFD centers receive 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

CURRICULUM OVERVIEW

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OVERVIEW

The DCFD programs goals are to encourage a child's learning, growth, and development. 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.

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 to three (0-3) 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:

- Theory and Research
- Caring and Teaching
- Partnering with Families
- Knowing Infants and Families
- Responsive Environments
- Children's Learning
- Routines and Experiences

Screenings and Ongoing Assessment

- Ages and Stages questionnaire is completed for every child enrolled in the 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 informed of their skills and development.

- Teaching Strategies is the on-going assessment database for Creative Curriculum. Teaching Strategies serves as a digital tool to record and communicate children's learning with teaching staff and parents. Teachers and parents will work together and plan educational goals for each child. Teaching strategies also supports teachers practice by supporting each child's growth and development through lesson plans, observations, and other forms of documentation.
- New Mexico Early Learning Guidelines: Helps teachers to identify where the child is at in each of the seven areas of development thus guiding the teacher in planning for the development of the whole child. The Early Learning Guidelines are also very instrumental in helping us see where the child is at as a three (3) year-old when development guidance is needed. The guidelines give us information about the two (2) year-old child so that we can use that measure to create an individual plan where needed.

PRESCHOOL and NM PRE-K CURRICULUM AND ASSESSMENT

Each center plans curriculum around children's interests. Creative Curriculum for ages three through five (3-5) is the framework from which teaching staff plan activities. The activities 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 traditional curriculum topics and emergent curriculum where 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.

The Creative Curriculum offers choices and encourages flexibility. What makes caring for children 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 children 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:

- Theory and Research
- Caring and Teaching
- Partnering with Families
- Knowing Children and Families
- Responsive Environments
- Children's Learning
- Routines and Experiences

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 areas where one child or a small group of children interact with one another; with an adult, and/or with the materials and props available.

For NM Pre-K the centers implement specific state-mandated curriculum standards and guidelines. Pre-K is for children that are four (4) years old by September 1st and Early Pre-K is for children that are (3) years old by September 1st. These programs/classrooms are funded by the state of New Mexico

Screenings and Ongoing Assessment

The purpose of the child assessment instruments listed below is to gather information about the child so as to plan a curriculum that addresses each child's strengths, needs, and interests 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 of better understanding children, communication with the family, and a referral of children for further development screening if necessary.

- **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 seven areas of development thus guiding the teacher in planning for the development of the whole child. The Early Learning Guidelines are also very instrumental in helping us see where the child is at as a two (2) year-old when developmental guidance is needed. The guidelines give us information about the three through five (3-5) 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 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.

PRESCHOOL AND NM PRE-K TRANSITION TO KINDERGARTEN

Children in the DCFD Preschool and NM Pre-K 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 five (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.

DCFD programs give children the background to succeed at tasks they will encounter when they enter 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.

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 that help children make sense out of written language and be sensitive to the cultural backgrounds of the children in the 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 their own pace children will develop skills for routine, self-regulation and social skills in relation to self and others.

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 encourages:

- 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: age two through four (2-4) during which children, while experimenting with materials, create their own pictures to compare to the real world.
2. The pre-schematic stage: ages four through seven (4-7) when children pre-plan what they wish to represent.

Ideas may still change throughout the process. Art for infants and 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 on 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, they 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 DCFD 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 with sleep mats for each child. 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 needs.
- Infants nap and eat on demand.

HOLIDAYS AND CELEBRATIONS

All Teaching staff are sensitive to individual family traditions and culture. We are committed to respecting family preferences regarding celebrations and encourage parent participation and invite parents to share. 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 give children opportunities to experience and learn about relevant aspects about New Mexico, American culture and other cultures.

FIELD TRIPS

The CDCs will periodically schedule field trips to enhance your child's learning experience. Frequently the field trips are designed 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, 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 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 center or so that arrangements can be made to take your child to a nearby CABQ CDC on the day of the field trip.

Walking Trips

CDC staff will plan walking field trips (weather permitting). Parents will be given notice in advance of any walking trip. Whenever children are taken off site, staff take all the necessary precautions to ensure 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 do not involve crossing streets with heavy traffic.

DAILY SCHEDULES

The DCFD teaching staff plans for the whole group, small group or individual child. Planning includes indoor and outdoor time and children's interests. Meals are served family style to encourage healthy nutrition and communication skills. Outdoor play is offered in the 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. All children will be expected to participate in outdoor play. **(Times may vary by center)**

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. CABQ Extended Care: 2:30-5:30pm/Sites may vary.

- 8:00 a.m. – 9:00 a.m. 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. Clean up and brush teeth (Time may vary by Child Development Center)
- 9:15 a.m. – 10:30 a.m. 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. 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. Bathroom and Hand Washing
- 11:30 a.m. – 12:00 p.m. 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. Indoor or outdoor explore time (weather permitting)
- 12:45 p.m. – 1:30 p.m. 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. Hand Washing and Snack time. Small group time, including opportunities for story time, music, and classroom exploration. Departure time for Early Head Start.
- 2:30 p.m. – 5:30 p.m. CABQ Extended Care Services

Early Head Start Teacher/Child Ratios

Early Head Start meets the adult/child ratio of 1:4 for toddlers and for infants.

Preschool and NM Pre-K Teacher/Child Ratios

Preschool meets the adult/child ratio of 1/12 and NM Pre-K meets the adult/child ratio of 1/10.

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. CABQ Extended Care for Early Pre-K and Pre-K takes place before and after the NM Pre-K day.

- 7:00 a.m. – 8:00 a.m. 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. AM NM Pre-K Extended Care.
- 8:00 a.m. – 9:00 a.m. 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. Clean up and brush teeth (Time may vary by Child Development Center)
- 9:15 a.m. – 10:30 a.m. 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. 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. Bathroom and Hand Washing
- 11:30 a.m. – 12:00 p.m. 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. Indoor or outdoor explore time (weather permitting)
- 12:45 p.m. – 1:30 p.m. 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. Small group time, including opportunities for story time, music, and classroom exploration. Departure time for NM Pre-K and pm CABQ Extended Care
- 2:30 p.m. – 3:00 p.m. Hand Washing and Snack time.
- 3:00 p.m. – 5:30 p.m. Afternoon experiences continued. Small group time, including opportunities for story time, music, classroom exploration and outdoor time. The children are departing throughout the afternoon.

Times may vary due to developmental needs of the children. For Preschool and NM Pre-K Extended Care, please arrive no later than 9:00 am so that your child is participating in program time.

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. CABQ Extended Care for Early Pre-K and Pre-K takes place before and after the NM Pre-K day.

- 8:00 a.m. – 9:00 a.m. 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. Clean up and brush teeth (Time may vary by Child Development Center)
- 9:15 a.m. – 10:30 a.m. 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. 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. Bathroom and Hand Washing
- 11:30 a.m. – 12:00 p.m. 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. Indoor or outdoor explore time (weather permitting)
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- 1:30 p.m. – 2:30 p.m. Small group time, including opportunities for story time, music, and classroom exploration. Departure time for NM Pre-K and pm CABQ Extended Care
- 2:30 p.m. – 3:00 p.m. Hand Washing and Snack time.
- 3:00 p.m. – 4:30 p.m. Afternoon experiences continued. Small group time, including opportunities for story time, music, classroom exploration and outdoor time. The children are departing throughout the afternoon.

Times may vary due to developmental needs of the children. For Preschool and NM Pre-K Extended Care, please arrive no later than 9:00 am so that your child is participating in program time.

PARENTS AND TEACHERS AS PARTNERS

PARENTS AND TEACHERS AS PARTNERS

OVERVIEW

“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 support school readiness.

CABQ CDCs 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. Parents can provide input at parent conferences and as a volunteer in classroom.

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 of the Head Start Performance Standards. These visits support a strong home – center connection and are 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

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

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

The CDCs provide 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. 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 your talents and expertise in the classroom or help with classroom activities

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.

Parent Teacher 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 | 4. Gross Motor Development |
| 2. Emotional and Social Competency | 5. Fine Motor Development |
| 3. Language and Communication | 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 and NM Pre-K classrooms will be closed three (3) times during the year in order to accommodate all conferences and to give each family the time needed to discuss their child's progress.

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 informed of their child's unique developmental growth. For Early Head Start it also helps parents know and participate in program governance activities.

Responsibilities of Parents in Parent Groups

- Collaborate with the teachers at the center to decide how best to plan special events
 - Participate in screenings, individual learning plans and assessments for your child.
-
- **Early Head Start**
 - Report about Policy Council Meetings to other parents and report about center parent meetings to Policy Council
 - Participate in program's annual Self-Assessment, Health Services Advisory and other program committees

Volunteerism at the Child Development Center:

- Collect materials for use in children's curriculum projects
- Identify speakers and topics for parent workshops
- Plan special events for the center
- Share special interest or talents
- Spend time talking and reading with the children during program time
- Translation of notes/newsletter to a language other than English

Parent Newsletter

Each CDC 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 parenting information
- To remind parents of events on the center calendar
- To remind parents of 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

- CDC 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.

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. It is possible to arrange for other family members to visit also. All visitors will be asked to sign in. Please schedule a meeting with your child's teacher if you need to communicate information that may take longer than a ten minute time frame.

CONFIDENTIALITY

Confidentiality is a professional, ethical and important aspect of the DCFD Programs. All program staff strive to build respect, trust, and cooperation as they build relationships with their colleagues, the children and families in the program. Confidentiality is demonstrated by all DCFD staff who agree to keep in confidence any specific information, specific issues, or concerns that are shared regarding participating children and families including information shared that may be of a sensitive nature. Parents are also expected to maintain confidentiality regarding specific teaching staff or other children and families in the program.

Concerns about child abuse or neglect are not confidential 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 CABQ CDC 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 DCFD main office, 1820 Randolph SE, Albuquerque, NM 87106. **You are also welcome to call the DCFD and speak to the Child Development Program Education Specialist and or Program Manager at 767-6500.**

PROGRAM POLICIES AND PROCEDURES

PROGRAM POLICIES AND PROCEDURES

OVERVIEW

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 “Head Start Programs 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 is 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 extremely important 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. They are committed to upholding the utmost professionalism when planning and meeting the needs of individual children’s growth and development. 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 students at DCFD CDCs is as follows;

Early Head Start Ages Birth through Three (0-3)

- **Child Development Center Hours of Operation**
 - **8:00am through 4:30 pm.**
 - **7:00 am through 5:30 pm.**
 - Early Head Start Program Hours; 8:00 am through 2:30 pm.
 - CABQ Extended Care; before and after the program day

Preschool Ages Three through Five (3-5) and NM Pre-K Ages Three (3) or Four (4)

- **Child Development Center Hours of Operation 7:00 am through 5:30 pm.**
 - Preschool Program Hours; 7:00 am through 5:30pm
 - NM Pre-K Program Hours; 8:00 am through 2:30 pm.
 - For NM Pre-K : CABQ Extended Care; before and after the program day

Preschool Ages Three through Five (3-5) and NM Pre-K Ages Three (3) or Four (4)

- **Child Development Center Hours of Operation 8:00 am through 4:30 pm.**
 - Preschool Program Hours; 8:00am through 4:30pm
 - NM Pre-K Program Hours; 8:00 am through 2:30 pm.
 - For NM Pre-K: CABQ Extended Care; before and after the program day

Important Closure Dates

A list of closure dates for city holidays, staff development and center maintenance is available from the enrollment office during the enrollment process and from the Head Teacher or Teacher at the 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 the 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 and 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 they 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 their 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 important that you notify the Head Teacher if your child will be out for a long period of time due to illness, vacation or family emergency. If you have not called the center after two consecutive weeks of absence and there has been no contact, your child may be disenrolled.

EARLY HEAD START DAILY SHEETS

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

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.
5. It is required that you sign your child in and 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 their hands in order to prevent the spreading of germs and to avoid diseases.
8. For families that have a toilet learning plan, please follow your individual plan each day.

LATE ARRIVAL AND LATE PICK-UP

It is a requirement of the program that children arrive on time each day in order that your child fully participate and understand the focus of the 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 three (3) late arrivals or pick-ups listed, a parent conference will be scheduled with you to explain the responsibilities of all parties. If this practice continues, 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 then 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. Teachers will also notify the Education Specialist and/or the Program Manager and will contact State Licensing. 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 indicated times.

MEDIA RELEASE STATEMENT

DCFD centers 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 photos/videos are inadvertently used.

VIDEO AND DVD POLICY

DCFD centers can participate in watching videos only when it is related to the theme of the month related to 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. **DCFD centers follow state licensing regulations on children watching television. NM state regulations can be found at newmexicokids.org**

PHONE CALLS AND CELL PHONE USE

During program time, center staff are working with and teaching children. If you need to communicate with teachers or with your child, call the center and leave a message. If there is an emergency, please state the emergency in a message on the machine and center staff will respond at once.

Cell phone usage by parents or teaching staff is not allowed in the child development center. Quality greetings, interactions and program time with all adults and other children are important while at the 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 the radio and/or television announcements **before** leaving home regarding the Albuquerque Public Schools (APS) schedule for the day. All CABQ CDCs will follow the announced APS schedule.

- If APS announces a two-hour delay, all CABQ CDCs will begin accepting children at 10:00am. Breakfast will not be served.
- If APS announces an early dismissal due to snow or other bad weather, all CABQ CDCs 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.

ITEMS BROUGHT FROM HOME

If your child brings toys or other personal items to the center they may become broken, misplaced or damaged; so, please do not bring these items to the center. A book for sharing with the class or a stuffed animal for naptime can be brought and must be marked with the child's name. Parents might 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 washed*).

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

The centers discourage violent play. Children are not permitted to bring toy guns or war toys to the center. If your child takes home a toy, puzzle piece, or game part, please return it to the 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 a piece of clothing, please check this box.

PETS IN THE CLASSROOM

The DCFD 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, and 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.**

ENROLLMENT

ENROLLMENT

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.

TRANSITION IN THE EARLY HEAD START PROGRAM

The following requirements must be met for enrollment into the CABQ 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 an increased amount of time in the new environment.
4. When your child is two and a half (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 three through five (3-5), please refer to the Preschool and NM Pre-K Enrollment.

PRESCHOOL AND NM PRE-K ENROLLMENT

Enrollment into DCFD Preschool and NM Pre-K Programs takes place through a series of steps. Once the family has taken care of all enrollment steps a start date will be established.

1. Each family completes a phone prequalification with the enrollment office to determine possible eligibility and a space at the chosen center.
2. The family provides documentation and signs paperwork about the qualifying terms of their child's enrollment at the DCFD and an established fee is given to the family according to the qualifications of the program they have chosen.

3. The family will receive the Parent Handbook.
4. The enrolling parent signs a contract with the program that list their established fee and an acknowledgment that they received the handbook.
5. The family participates in any parent meetings required prior to attending the center.
6. All application forms must be completed in full, qualifications met and parent contracts signed before the child is enrolled in a center.

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, household members, etc. Please let the Head Teacher know if there are any changes in family status; they will guide you to update that information.

Established/Required Fees

All families enrolled in the program will have an established fee. The fees are based on a graduated fee schedule determined by family income and number of family members. There is an additional fee for siblings and fees for NM Pre-K Extended Care. (Please ask the enrollment office for more details). 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, so fees must be paid regardless of attendance.

If the family is using state subsidy, documentation of a state subsidy contract is required at enrollment. If the parent is seeking state subsidy, please let the enrollment office know. 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.

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. Please talk to the Head Teacher for more information. It is a good practice to have a second resource for child care like grandparents or another family member, etc. For scheduled closures and for any emergency closures that could take place.

Fees are paid in advance online. If 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**

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.

Qualifications

1. For Preschool programs the child must be three to five years of age.
2. For NM Pre-K :
 - a. Early Pre-K programs the child has to be three (3) year olds by Sept 1st.
 - b. Pre-K programs the child has to be four (4) years old by Sept 1st
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

Enrolling Parent

Each family will choose an enrolling parent. The Enrolling Parent is the primary contact for information about the child and center events, closures, activities, etc. They are responsible for all fees and written documentation. The Enrolling Parent chooses the people on the child's emergency contact and child release (pick-up) list. The Enrolling Parent shares any important 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. Upon enrollment consideration will be paid to court ordered documentation that refers to the parenting plans in place.

Parent Meetings

Enrollment in the program also considers your child's developmental readiness for 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 so the expectation is that Toilet Learning will take place at home upon enrollment and at the child development center when the child starts.

Orientation at the Child Development Center

When the family arrives at the center on the established start date, the teacher will arrange a mini orientation to the center and classroom. Families can ask questions about center procedures, paying fees online, the toilet learning plan, the Parent Handbook and other information about the center. The center orientation is mandatory. Please see the section on parents and teachers as partners.

DISENROLLMENT/EXPULSION

Families may experience disenrollment/expulsion from the program. Center management is required to document and report the actions below. A conference will be held with the family, the Education Specialist and the Program Manager to determine disenrollment/expulsion. Every effort is made to ensure a child's continued enrollment. If a determination is made that the program will have to conduct a disenrollment/expulsion for the reasons listed below, the family will be notified in writing.

1. The enrolling parent's non-payment or habitual late payment of fees. 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. The enrolling parent or the family representatives on the pick-up list fail to follow Early Head Start and/or Preschool and NM 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 and NM Pre-K Programs.
4. If the child has not attended for two consecutive weeks and there has been no contact between the center and the enrolling parent, nonpayment of fees or has constant absenteeism and all efforts to encourage the family to bring the child to school regularly have not been successful.
5. If the child's behavior causes harm to himself/herself, other children, property, or staff with no successful outcome.
6. The enrolling parent or family representative exhibits abusive and/or inappropriate behavior toward any CABQ program staff or program participants. Teaching Staff strive to maintain a safe nurturing environment. Should a situation occur where the safety of the children, teaching staff or CABQ personnel is compromised, the authorities will be contacted.
7. If negative interactions occur between parents or divorced family's which interfere with normal functions of the center e.g. verbal disagreements, abusive language, etc. the program will re-evaluate the enrollment.

CUSTODY ISSUES DIVORCING/SEPARATED PARENTS

During enrollment, please explain 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. DCFD has an obligation as childcare providers and educators 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 followed by panic-stricken 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, a person contacting the center and claiming to be the child's parent, 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 disagreement threatens the center's ability to create a neutral, safe nurturing environment, authorities will be called to help the family settle the disagreement off site.
5. As custody issues are legally decided, documentation of the settlement must be left with the enrollment office and center in order to explain the custodial responsibility and parenting plan for the child. The CDCs will keep copies of this documentation on file and will abide by these legal agreements as they relate to our program.
6. Any changes to legal court ordered documentation that is already in place must be submitted to the enrollment office and 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 center and we will abide by the legal agreement/plan as it relates to our program. Families with restraining orders must take care of any communication with each other 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 plan any arrangements for your custodial responsibilities off site to include those that have to do with 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 AND NM PRE-K STUDENT TRANSFERS

For families requesting a transfer from one CDC 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 enrollment 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.

EXTENDED CARE PAYMENT POLICY AND PROCEDURES

All families enrolled in the Preschool, NM Pre-K and Extended Care programs 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 regardless of attendance. The enrollment office will provide families with an established fee upon enrollment.

1. CABQ CDCs provide Extended Care and Education services before and after the Early Head Start and NM Pre-K program hours of 8:00 am through 2:30 pm. Check with the enrollment office to find out which center is participating in Extended Care services. The fee for this time frame is determined at enrollment (Opening and closing times vary per center).
2. Fees must be paid even if the child does not attend for any length of time, excluding the closure weeks when fees are not charged. These weeks are listed on the calendar of closure dates for families.
3. Parents must pay their established Extended Care Fee. If the family is using state subsidy, documentation of a state subsidy contract is required at enrollment. If the parent is seeking state subsidy, please let the enrollment office know. The CABQ 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 the contract expires the established weekly fee will be reinstated.
4. 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.
5. 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**
6. Families in arrears can receive a verbal notice from the Head Teacher indicating that fees have not been paid followed by a letter. If non-payment of fees continues a conference will be held with the Education Specialist and the Program Manager to determine whether Extended Care services will continue.

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.

NUTRITION, HEALTH AND SAFETY

NUTRITION, HEALTH AND SAFETY

NUTRITION

The 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 follow the 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 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 show the ability to successfully bottle feed.

Meals and Outside Food

Nutritional meals and snacks are provided at the center and are based on the 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 please do not bring outside food into the center. Exceptions to bringing outside food will be decided by the Head Teacher (Outside food must be store-bought with a nutrition 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 CDCs 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 DCFD participates in the CACFP. 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 the right food components to meet the child's needs. Vendors for our meal service make and serve special meals based on the medical needs of a child; however, they do not make and provide meals based on lifestyle choices. The program assists in informing the vendor about 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.

Birthdays

If your child wishes to share his/her birthday with the classmates, you are welcome to bring a special treat for the celebration. The center encourages 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 are store-bought with a nutrition label. Label items with your child's name and the day's date. If

you are having a party at home and only some of the children in the classroom are invited, please do not hand out invitations at the center. This practice could be hurtful to non-invited children.

HEALTH

Health Information

In order to be aware and responsive to the needs of your child while at the center, parents will be required to share information about your child's health such as the date of child's last physical given by the doctor, dental exams, hearing 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. For exempt status, a current exemption certificate must be on file at the center. 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 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 important that a sick child stays home until they are no longer at risk. A low resistance endangers 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 their hands at the center. As per State Licensing Regulations and DCFD policy, **keep your child at home if he/she has the following:**

- 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 less than 24 hours
- Has 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 is picked up as soon as possible due to the child's discomfort and possible contagious condition. In order to ensure that your child does not expose others to their illness or to experience added stress if ill (i.e. allergies, broken bones, heat rash etc.), teaching staff will take cautionary steps 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 like: 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.

Children Who are Hospitalized

Children who are hospitalized or in emergency room care must have a medical release document from the doctor in order to return to the 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 including the following that is brought to the Center must be in the original container, labeled with the child's name and given to a teacher to securely store.

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

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 the 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). The 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 medical personnel. If administering medication by teaching staff poses 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 DCFD programs will receive sun protection during sun exposure for more than 10 minutes at one time. Parents will be provided with information about sun protection. The following steps will be followed 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 and the sunscreen will be stored out of reach.
- Observe the skin for signs of irritation. Discontinue use and notify parent.

Pest Control

The DCFD participates in routine pest control services. The schedule for these services is posted at each center.

Adults that Smoke

Smoking is not allowed at City of Albuquerque facilities; this includes e-cigarette use.

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 unattended in the parking lot or in cars. It is also required by law, that your child is 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 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 centers makes every effort to provide a safe environment and all have First Aid and CPR certification. Accidents occur occasionally so 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 them every year. Accident reports required by the State of New Mexico Regulations and the City of Albuquerque 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 be called to pick up their children. When you receive a call to pick up your

child, it is important that they are 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 follow these steps for each emergency situation. The steps 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 necessary

Center Lock-Down/Shelter in Place

A Center can 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 during the lock down. Teaching staff might not be allowed to use the telephone depending on the situation. You may contact the DCFD 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. Teaching Staff will also notify the DCFD main office supervisors and State Licensing and provide required documentation and 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 must be present with children at all times, whether activities are inside or outside the facility. Attendance is checked regularly throughout the day. 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 DCFD program provides a wide range of services for children with special needs and their families and follows 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 works closely with the families of children with special needs regarding all aspects of the child's development.

For children ages three and under, 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 children an Individual Education Plan (IEP) is written to develop individualized care and education for the child. A parent or family member may be asked to attend school with the child for a limited time to help with special needs 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 for making the decision to begin toilet learning. Signs for toilet readiness include:

- Physical readiness – the ability to stay dry overnight
- Regular bowel movements
- Increased awareness of related body functions shown 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 the 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 need to make sure there is plenty of extra clothes/underwear in their child's cubby.

In the 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 and 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. 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 they will 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 instead of their clothing or the 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 washed, a request will be made that an extra set of clothing 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/mats 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. The report will also include information about 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 if 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 support, 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 so a change of clothing is necessary. Every attempt will be made to contact you if your child does not have extra clothing; it is very important that parents provide extra clothing. If your child's clothing has been sent home to be washed, please replace the extra set the next day.

EARLY HEAD START - DIAPERS

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 poses 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 and there is no positive outcome, a decision may be made that the program is not the most appropriate placement for the child. At that time disenrollment/expulsion of early education center services can take place for the child. For Early Head Start, a recommendation to continue to provide services through home based 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 uses the Nurtured Heart Approach, which focuses on and celebrates 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. Teachers notice and describe positive actions and accomplishments every day. This gives your child confidence, a 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 DCFD strives to meet the needs of children, individual Teaching Staff and programmatic requirements. Occasionally teaching staff must be transferred in order to best accommodate the needs of the program. A great deal of thought and consideration is put into the decision-making process. We consider 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 to meet required State Licensing teacher/child ratios. CDC 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 so we make every effort to transfer teaching staff prior to the new school year. It may be difficult initially when change occurs; 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.

FORMS, CALENDARS AND CONTRACTS

GUIDANCE / DISCIPLINE

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”

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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

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

I have read and understand the Guidance/Discipline Policy:

Signature _____ Date _____ Relationship to Child _____

**CITY OF ALBUQUERQUE DIVISION OF CHILD AND FAMILY DEVELOPMENT
PARENT AGREEMENT AND ACKNOWLEDGEMENT FORM**

This parental agreement and acknowledgement form is part of enrollment to the City of Albuquerque (CABQ) Division of Child and Family Development (DCFD) Programs. The agreement must be read, each item initialed, and the bottom signed by you to participate in the program. It will remain in your child's file.

↓ **Initial Below**

— I acknowledge that I have received the DCFD parent handbook.

— I understand I will have an established/required fee when I enroll in the **CABQ Extended Care** service. The fee is based on a graduated fee schedule. The fees are minimal, and non-refundable and there is no daily pro-rating of fees. Established/required fees must be paid in advance of services regardless of attendance. This fee is for care before and after the Early Head Start and NM Pre-K program hours of 8:00am – 2:30pm. My Extended Care Fee is: _____

— I understand I will have an established/required fee when I enroll in the **CABQ Preschool** program. The fee is based on a graduated fee schedule. The fees are minimal, and non-refundable and there is no daily pro-rating of fees. Established/required fees must be paid in advance of services regardless of attendance. My Preschool Fee is: _____

— I understand and agree that it is my responsibility to make the necessary arrangements to have my child arrive or depart at the correct times and to tend to the required fees without impacting my child's wellbeing. If I am late picking up my child and I arrive at the center after the Preschool program or Extended Care service is closed I will incur a late fee of \$15.00 per occurrence.

Center Name _____

Head Teacher/Teacher Name _____ Date _____

Child's Name _____

Enrolling Parent Name (Please Print) _____

Enrolling Parent Signature _____