



A Smarter After School

Springboard Family Handbook



Springboard After School
800-341-3144

www.springboardafterschool.com

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WELCOME

New beginnings are exciting for children, their parents, and teachers. At Springboard Education in America, we are committed to helping you make an easy, comfortable transition into our programs by clearly communicating our policies, procedures and philosophy. We hope these guidelines help your initial orientation to our programs and serve as a handy reference throughout your child's time with us.

MISSION STATEMENT

Springboard provides a research-based approach to the before and after school environment to promote academic achievement, social emotional achievement, physical well-being and health for our children, within in the context of a program that they can enjoy and get excited about.

PROGRAM PHILOSOPHY

Springboard Education in America and The Springboard Education Foundation (Springboard) was developed by doctoral level educators, teachers and school administrators in order to provide academic support to elementary students (in grades K-8) within the context of extended learning programs that are fun, exciting, and meaningful. The goal of Springboard is to lessen the achievement gap that exists between our children and others that attend private schools and high performing schools in other countries. The program accomplishes this by using professional educators and experts in their chosen fields, providing children with the type of 1:1 support and attention they need and deserve at a fraction of the cost of other programs that do not offer nearly the same level of expertise and service. Springboard provides summer learning, after school programs, and student enrichment programs or "Electives" that are directly correlated with increased academic achievement.

Springboard seeks to "raise the bar." We do this by adhering to our core beliefs that are ingrained in our culture.

- We provide a research-based approach to all of our programs to promote academic achievement, social emotional achievement, physical well-being and health of our children.
- There are several factors that contribute to academic achievement outside of traditional academic instruction. These skills (physical fitness, social skills and the use of 21st Century Skills) can and should be taught much like academic skills.
- We hire well-trained, highly qualified teachers who have committed their professional lives to improving educational outcomes for children.
- We provide ongoing training to our staff, improving their ability to teach within the context of the after school setting.
- We become firmly embedded within our partner schools to fully support their mission and vision.
- We provide structure in our programs so that children know that they can expect consistency in staff, scheduling, and program organization, and that they can rely on us.
- We want our students to complete their homework in our program, and complete it accurately, so that they can spend quality time with their families in the evening. Therefore, our teachers check their student's work for understanding and provide 1:1 support where needed.
- We see children as our customers, designing our programs to be exciting and captivating for our students.



- The same structure and organization that is part of our programming is also the hallmark of our administrative structure so that parents know that they can rely on us for ease of use and communication through our proprietary web-based software system.
- We keep the price for all of our programming affordable to ensure that we can provide access to as many children as possible so as to truly make a difference.

General Information: Our main office is located in Lexington, MA.

Phone: 800-341-3177 ext.1

Fax: 781-862-3303

Address: 430 Bedford St, Suite 390, Lexington, MA 02420

Office Hours: M-F 9am-5pm EST

Springboard's Chief Development Officer is Dr. Brett Prilik, Ed.D.

Email: bprilik@springboardschool.com

Phone: 303-523-1543

Understanding Springboard Staff Flow Chart:

As of March 2011, Springboard is operating programs in close to 70 schools. The fact that we have been able to foster this type of support from school administrators, parents and children is a testament to the systems that we have in place. More importantly, it is a testament to the people that we have employed for the purpose of providing exemplary before and after school programs. All of our full time staff has substantial backgrounds in the field of education to include academics, instrumental music, physical education, and foreign language. Additionally, our part-time, on-site teachers (which make up a majority of our localized staff) are licensed to teach in their respective states. Springboard is comprised of numerous professionals that have dedicated their lives to educating children. While you can always contact our Parent Help Line at 800-341-3177 x1 there are also a number of trained professionals working in your geographic area that can assist you and your child. .

Area Director: Springboard employs one Area Director (AD) for approximately every 15 schools (depending upon program size) in a given geographic area. The Area Directors (ADs) are ultimately responsible for ensuring that all of the programs in their given geographic area are operating well and that they are meeting all of your expectations. They are responsible for hiring, training, and supervising the Site Coordinators that oversee each individual site. Area Directors hold an advanced degree in a field of education and/or have prior experience administrating educational programs. Several of our ADs hold doctorate degrees and have been school principals prior to joining Springboard. The AD, in conjunction with your child's school administration, and Springboard's Curriculum Development Group, work to determine the appropriate programming schedule that will be implemented at each school. Additionally, the AD coordinates this curriculum to ensure that the after school program is aligned with the school's curriculum. Springboard works to support this endeavor through regular meetings with the Principal, frequent meetings with your child's teachers, and by providing Springboard staff with a thorough understanding of the school's mission and vision. The Area Director is also available to support parent needs, questions and comments as necessary.

Site Coordinator: Each and every Springboard site has a Site Coordinator (SC) who serves as the administrative staff responsible for all on-site functions, to include the daily schedule,

program organization, staffing, parent and teacher communication, communication with school administration, and for ensuring that their site is operating smoothly. The SC also ensures that all Department of Education rules and regulations are adhered to and followed. They are the main point person for parent questions and concerns regarding specific on-site operations and are always present at your child's program. Depending upon the size of the program, the Site Coordinator also will have additional teaching responsibilities. They have an intimate understanding of all components that are associated with operations. If you should have any questions or concerns regarding Springboard at your child's school, the SC will be the person to contact first. They are in the best position to assist you on the site level and they have the ability, expertise, and training necessary to make many of the decisions that are integral to your child's success in the program. However, if for any reason your SC is not able to assist you, please feel free to contact your Area Director. You should have your SC's and your AD's email address and phone number accessible to you. If you are having difficulty contacting either one of them, call our Parent Support Phone Line at 800-341-3177 x1.



Academics Teachers: Springboard focuses on providing numerous educational opportunities within the context of a structured, fun and exciting environment, and with teachers that are well suited to these responsibilities. Our academic teachers are certified in their field of study. We pride ourselves on our ability to select certified teachers who have years of experience and a background in Elementary Education. Our teachers may come from your child's school, or they may be hired from the local community. One of the main goals of the academics teacher is to provide homework support by checking for understanding and then assisting students that might be having difficulty. However, our academic teachers also operate all other aspects of our programs. Given their level of academic expertise, feel free to check in with your child's afterschool teachers at the end of the day to discuss how your child did during their academic/homework time.

Electives Teachers: Our enrichment teachers are hired to provide your child with an extension of knowledge and expression that goes well beyond their regular school day. Their experience and dedication to their field enables them to provide maximum benefit for our students. These teachers are hired for their expertise in a very particular area of study. Many have a degree in education and all have years of experience in the elective that they are teaching. For example, many of our Robotics and Rocketry teachers have experience teaching science. It is a prerequisite that all of them have exhibited a high level of expertise and experience working with children. This ensures that your child will never have an Artist that has never taught art to elementary students and/or a musician that has never taught within the school setting. Resulting with teachers that are well qualified; not only to provide instruction, but also to get your child excited by the content of the elective they are participating in.

Teacher Assistant: Licensed teachers make up a vast majority of the staff that is employed at our sites. However, we do employ some Teacher Assistants (TAs) that assist the classroom teachers with the implementation of our program. It is typical for a Teacher Assistant to also operate the Den/Recreational components of our program. We hold our Teacher Assistants in high regard as they typically have experience in the field of education. We require that all TAs have a degree in a child related field of study and/or are participating in a college program with

the intent of entering into the field of education. Additionally, they must have a proven track record of having worked with children as part of a structured education program.

ENROLLMENT PROCEDURES

Registration:

In order for children to attend the program it is essential that registration is complete. The best way for parents to enroll their children is through our web-based online enrollment and scheduling system called “Parent Connect”. Our electronic registration process enables our staff to collect critical safety information including contact information for your child’s pediatrician, allergy information, emergency contact information, attendance, as well as other pieces of information that are essential to the well being and safety of your child in our program, including authorized pick up individuals. In addition to addressing safety information, Parent Connect has many managerial and communicative assets that allow you to:

- Register and enroll their children in all Springboard programs
- Pay their child’s tuition online
- Retrieve their receipts and tax related documents
- Change payment method
- Communicate with Springboard staff by leaving messages for them in the daily field report

All of this can be accomplished from the comfort of your own home using any device that provides you with an internet connection! While parents have several ways in which to register with us (such as by using paper forms or over the phone) a vast majority of our parents find Parent Connect to be the easiest and most convenient avenue by which to register for Springboard.

To register your child, simply go online to **www.springboardafterschool.com** and click on the **Enroll Now** button in the upper right hand corner. The system will then guide you through the various steps of registration. If you do not have access to a computer, information can also be phoned in and/or submitted in paper form by calling us at 800-341-3177, ext 1.

All children attending the Springboard program need to be registered. Registrations are accepted throughout the school year. There is an annual, non-refundable application fee of \$25 for the first student and \$15.00 (each additional sibling) before the registration can be processed. It should be noted that there are no contracts for the Springboard program and there is no obligation beyond the days that you schedule.

Billing Procedures: Our online system provides flexibility and enables registration to be based upon your schedule needs. Once you have registered your child in Parent Connect (our online enrollment system) you can then schedule them for the days that you would like them to attend. By using the calendar function you will be able to manually select the days and/or the programs

that you need. Springboard does not obligate parents to sign their children up for a minimum amount of days. Payment is due upon scheduling. Springboard accepts debit cards, credit cards, or ACH transactions through our secure online system. Springboard provides parents with the ability to use as many days as needed every month. Parents can enroll their child in our program for 1 day a week, 1 day a month or 1 day a year. This enables families to control costs by only paying for the days that their child attends the program.

Parents can always access their account via this electronic system. However, if you need to reach our billing department you may do so by email: jashley@springboardschool.com. You can also call our office at 800-341-3177 x 1.

Schedule Changes and Sick Days: If a child cannot attend, Springboard requires 24 hours advanced cancellation notice to the main office. You will be issued a credit for the day canceled. Springboard cannot credit unexpected absences (such as sick days) or missed days without more than 24 hours notice. Additionally, there is no credit issued or pro-rated rates for partial days attended.

Student Information: Within our online system, you are able to make special requests that will be viewed by the site coordinator before your child enters our program. Please feel free to detail any limitations or special needs during the online enrollment process so that we may be fully prepared for your child's arrival.

Fees and Tuition: For all fees and tuition we ask that you refer to your school's webpage, which can be found on the Springboard website (www.springboardafterschool.com).

Discounts: Families who enroll more than one child will receive a 10% discount for each additional child. **Scholarships are made available for families who do not have sufficient income to pay for services at each site. Each site will also serve students and families on public assistance programs. If you qualify, or if you think that you might qualify, for such a program you are encouraged to contact our Parent Support Phone Line at 800-341-3177 x1.**

Drop-In: Springboard is available on an occasional basis for "drop-in" students. No student will be accepted into the program unless there is a record of completed online registration. It is essential that we have pertinent information regarding all of our children, such as, emergency contacts, health information, and allergy specifications. In short we are not able to accept children into the program if they are not registered in advance. If you have registered and need to "drop" your child in the day of the program, then you can feel free to do so. There is a \$3.00 additional tuition fee per day, per student, to use this "drop-in" service.

Early Release Days: Springboard is available to any pre-registered student on early release days. Early release days will be indicated on the online scheduling system as well as on the yearly calendar and will be coordinated between the school and Springboard. There is an additional cost for all early release days (as there are more hours in the program day).

Holiday & Full Day Program: Some Springboard locations offer full day programming on the days when regular school is not in session. These days include some holidays, school vacations, and teacher conference days. To find out whether or not your school will be open during a holiday, vacation or teacher conference day, you can access the calendar online when you register your child. You can also contact your Site Coordinator or call 800-341-3177 to find out when Springboard will be open.

The full day schedule will differ slightly from the regular after school schedule but like the regular program will be structured with scheduled activities throughout the day. Depending upon your program there may be field trips during these days. You can expect to receive advanced notice regarding any trips that are planned.

Electives: At most sites, Springboard will offer a variety of enrichment classes that are fun, exciting and educational. These “electives” such as Robotics, Rocketry, Band, Orchestra, Drama and Dance (to name a few) typically occur one day per week for one hour immediately following the end of the school day. Parents can enroll their child in an elective without participating in the regular after school program. However, if you enroll your child for both the elective and the after school program (on the same day) then you will receive a large discount on the elective, and your child will be able to attend the after school program (and get their homework done) after their elective is over.



After School Daily Program

One of Springboard’s goals is to raise academic achievement for all students that participate in our programs. One of the ways in which we meet this goal is through the participation of doctoral level educators who design, implement, and supervise our programs. These professionals have dedicated their lives to the improvement of student achievement and provide a benefit that is unique and unmatched in the after school environment. This ensures that all of our activities are created with learning in mind.

Academic Support/Homework: We hire professional teachers to work with our children during the academic component of our program. This ensures that children not only complete their homework, but that they fully understand it when they leave at the end of the day. Our teachers are charged with checking their student’s homework and ensuring that our students receive help and assistance with any of the concepts that they have difficulty with. Our teachers are coached in the art of providing “hurdle help” to students so that they receive the assistance that they need to not only complete but also comprehend their assignments. Parents can fully expect that they can pick their children up from Springboard with the expectation that most, if not all, of their homework will have been completed and checked. In addition children will have received extra assistance with work that they might be having difficulty with.



Intensive: For children who require additional academic support beyond what is provided in the Regular Springboard Program, parents can enroll them in Springboard Intensive. While the typical Regular Springboard ratio in the academic part of the program is 1:12 (or better), Springboard Intensive brings the average ratio to 1:3, giving struggling students the support that they desperately need. Springboard Intensive, like the Electives, are operated during the first hour after school and parents can schedule their child to attend Intensive prior to going to the regular after school program, or they can pick them up after the Intensive session has been completed.

Social-Emotional Skill Building: The development of social-emotional skills, and direct instruction associated with such skills, has been linked to increased academic achievement. The

Collaborative for Academic, Social and Emotional Learning {reference} has identified five core groups of social-emotional competencies which are:

- **Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.
- **Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.
- **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.
- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community.

Springboard uses curriculum to teach students these skills within the context of carefully developed lessons that include, instruction, simulation games and other opportunities to practice. You can expect that your child will spend a minimum of 60 minutes per week engaged in social skills instruction during the Springboard program.

Read Aloud: Research has shown that reading aloud to students increases student vocabulary growth, comprehension, and concept of story and it is one of the most highly recommended practices for younger children (Anderson et al., 1985; Beck & McKeown, 2001). With this in mind, Springboard has incorporated a “Read Aloud Time” for our students in grades K – 3. During this 30 minute block of time, teachers (or a student in grades 4 -6 under the guidance of our teachers) read books to students and guide them in a discussion about their reading. By doing so the students practice and improve comprehension, increase vocabulary acquisition, develop a love and interest in reading, and raise overall skill level.

Service-Learning: Springboard provides numerous service learning opportunities for students that are in our after school and summer programs. It is our goal to ensure that all students in the Springboard Program in grades 3rd through 6th engage in a “Service Learning Block” for 45 minutes each day during the after school time and that students in grades Kindergarten through 2nd grade engage in a service-learning block three days per week. All Springboard Site Coordinators receive training in how to implement successful service-learning projects by utilizing Springboard’s handbook of choice *High Quality Instruction That Transforms: A Guide to Implementing Quality Academic Service-Learning*. One of the reasons that children especially enjoy Springboard’s service-learning block pertains to the fact that students play a lead role in every aspect of a project’s development, from planning to implementation. It also provides them with the value of knowing that they are contributing to their community. Examples of service learning projects that children have performed include: the painting of murals on school walls, cleanup drives, writing letters to soldiers abroad, penny fundraising drives, planting trees and flowers on school property, baking bread for those in need and much, much, more.

Relaxation and Fun/Den Time: Springboard realizes that children have a long day of school, learning, and structure and while we are strong proponents of the fact that all learning should be fun and engaging we also understand that it can be exhausting for children. As such, Springboard creates many opportunities for children to enjoy their experience. We see children as our customers and if they do not enjoy Springboard, any opportunity to make a difference academically could be compromised. To create a “brain break” the Springboard day begins with either Den Time or SPARK Time.

When Springboard comes into a school environment, we bring resources to create a cozy area that kids can enjoy and call their own. We call this area “the den.” At most of our sites, the materials for the den are brought into the space prior to the arrival of students. These materials include area rugs, table lamps, bean bag chairs, interactive group games, portable air hockey tables, Pop-A-Shot Basketball, marble games, checkers, chess, kinetics and other interactive activities that children can play in a group. We also bring in laptop computers with educational games and activities loaded onto them. The purpose of the den is to enable students to make a mental transition from the structured school day to a structured after school experience. The concept of allowing students anywhere from 25 to 45 minutes to unwind, have snack, play games, and relax before the after school program begins, enables students to “recharge their batteries” prior to engaging in the learning aspects of our program. If students begin the after school period with den time, they end the after school time with SPARK/recreational time, and visa versa.

Spark Time: SPARK (Sports, Play and Active Recreation for Kids) time consists of time that students spend engaged in physical activities with staff. This recreational time is designed to provide physical fitness activities that promote good health and exercise habits for our children. The SPARK After School (AS) Physical Activity Program {reference} began in 1995 as part of an effort to take lessons learned from the successful SPARK PE program and apply them to "out of PE" settings. PowerPlay, a research project in Memphis, TN and conducted in collaboration with the University of Tennessee, Memphis, involved 13, urban faith-based centers. After Power Play, SPARK participated in an after school/gender equity project with Work Family Directions in Boston. SPARK curricula was developed. As a result of the success that SPARK has shown over the years, we have decided to adapt their after school curriculum for use in our Springboard SPARK time activities.



Electives: Springboard provides a variety of enrichment activities that we call Electives. These eclectic hands-on enrichment courses provide children with the opportunity to try something new in a safe and creative environment. Our electives include instrumental music (band, orchestra and guitar), physical fitness, sports, dance, and chess. We also offer academically focused electives, such as, Chemistry Lab, Physics Lab, foreign language (Latin, Mandarin Chinese, Spanish), math activities, Robotics, and Rocketry. All of our electives are taught by credentialed instructors who teach in their area of expertise. Parents can choose to enroll their children in these programs as a “stand alone” option or they can enroll in addition to the “regular” after school program (at a significant discount to those that do enroll

in both). All of our Electives are outcomes-based, meaning that children leave these programs with either a product and/or there are performances that are used to gauge student’s comprehension and learning.

Parents can find a copy of the Springboard Catalog that contains a list of electives on our web site, or they can ask their SC for a copy. Springboard will send out flyers and email communications notifying parents of upcoming offerings. They can also call our Parent Support Line for information regarding the electives schedule at their school.

Daily Routine: A sample After School schedule is as follows. Please look for our daily schedule in your welcome packet as well as where it is posted at the Springboard location

SAMPLE REGULAR PROGRAM SCHEDULE:

Grade	3:00 – 3:15*	3:15 – 3:55*	3:55 – 4:25	4:25 – 4:55	4:10 – 4:40	4:40 – 5:10	5:10 – 5:40	5:40 – 6:10	6:10 – 6:30
Kindie– 1 st Grade	Arrival Time Attendance & Snack	Den Time	SPARK	Read Aloud	Academic Block	Academic Block	Service Learning	Social Skills (Second Step)	Den Time
2 nd and 3 rd Grade	Arrival Time Attendance & Snack	Den Time	Social Skills (Second Step)	Academic Block	Academic Block	Read Aloud	Service Learning	SPARK	Den Time
4 th , 5 th and 6 th Grade	Arrival Time Attendance & Snack	SPARK	Academic Block	Academic Block	Academic Block/ Den Time	Den Time	Service Learning	Social Skills (Second Step)	Den Time

** During this time in schools that have electives students who have enrolled in clubs will be participating, they may join regular Springboard during the first block of homework help/activity.*

Sample Elective Schedule (for partner schools that offer Electives)

Time (p.m.)	Monday	Tuesday	Wednesday	Thursday	Friday
3:00-4:00	Comics Band Creative Writing Intensive	Robotics Guitar Mind Games	Art Orchestra Hip Hop Dance Intensive	Tae Kwon Do Puppetry & Mask Making Orchestra	Band Chinese Engineering Challenge

Parents can enroll in a maximum of one elective per day (some electives such as band and orchestra may require attendance for two days a week).

The Before School Program: At many of our sites Springboard provides both a morning and an afternoon program. The period leading up to school is typically shorter than the after school time and, we usually condense all of the components of the after school period in to the shorter morning routine. The same staff that works in our after school program also typically works in the morning program. This means that your child will have access to a licensed teacher during the before school period (at schools that operate morning programs). While we do not do a “full blown” academics time during before school, our teachers will check student work to make sure that it is complete. Students participate in the Den and in SPARK time during the before school

program as research suggests that students that begin the day with physical activity are more alert, have an enhanced capacity to learn and perform better in school (Ratey & Hagerman, 2008).

Summer Program (for sites that operates a summer program): Springboard’s Smart Summer Fun program incorporates all of the elements that are associated with Springboard After School and Springboard Electives into a full day program. All of the activities that are found in our enrichment and after school program are extended, and students have the opportunity to explore all of our offerings in depth. As part of the full day schedule, students participate in 1.5 hours worth of electives per day in the same subject matter for the entire week. Many different electives or “themes” are integrated into the full day program which provides students with an opportunity to engage in high interest areas of study and hands on activities throughout the day. The combination of exciting themes, project based learning, and hands-on activities, provides students with fun and excitement. The opportunity to build robots, build rockets or participate in Tae Kwon Do serves to provide many students with the motivation to attend our programs over the summer months. Furthermore, when we factor in the service learning opportunities and the corresponding opportunities to take trips out in to the community, students are drawn to our program. Summer themes are developed in the same way that electives are developed throughout the year, through both parent survey and administrative input. Please check with your Site Coordinator or our website for locations offering summer programs near you.

Sample Summer Schedule:

MORNING SCHEDULE

Grade	8:00 – 8:15	8:15 – 9:00	9:00 – 9:45	9:45 – 10:30	10:30 – 11:15	11:15 – 12:00	12:00 – 12:30
Kindie– 1 st Grade	Arrival Time Attendance & Snack	Den Time	SPARK	Robotics	Robotics	Read Aloud	Lunch
2 nd and 3 rd Grade	Arrival Time Attendance & Snack	Den Time	Social Skills (Second Step)	SPARK	Academic Block/Skill Building	Read Aloud	Lunch
4 th , 5 th and 6 th Grade	Arrival Time Attendance & Snack	SPARK	Academic Block/Skill Building	Service Learning	Service Learning	Social Skills (Second Step)	Lunch

AFTERNOON PROGRAM

Grade	12:30 – 1:15	1:15 – 2:00	2:00 – 2:45	2:45 – 3:00	3:00 – 3:45	3:45 – 4:30	4:30 – 5:15	5:15 – 6:00
Kindie– 1 st Grade	Academic Block/Skill Building	Social Skills (Second Step)	Service Learning	Snack	Service Learning	SPARK	Academic Block/Skill Building	Den Time
2 nd and 3 rd Grade	Robotics	Robotics	Academic Block/Skill Building	Snack	Service Learning	Service Learning	SPARK	Den Time
4 th , 5 th and 6 th Grade	Den Time	Academic Block/Skill Building	Robotics	Snack	Robotics	Social Skills (Second Step)	SPARK	Den Time

Program Monitoring and Reviews: Springboard heavily values parent evaluation and feedback of our programs, and we strongly encourage communication between parents and staff. There are several ways in which we facilitate this communication and feedback. For example, Springboard will disseminate surveys for the purpose of garnering parent feedback at each specific site. Also, Springboard solicits the use of Parent Advisory Committees (PAC) at our programs for the purpose of ensuring that there is parent representation in the evaluative process.

Springboard also employs an evaluation procedure called The Afterschool Program Assessment



System (APAS) that serves to provide us with much needed and valued feedback. The APAS consists of several surveys that our staff distributes to parents, regular school day teachers, and students (older than 4th grade). The survey is conducted at the start of the school year and then again at the end of the school year so that we can obtain both pre and post test data. The data that we obtain is shared with our PAC and school administration as part of our efforts for continuous improvement. The result is that Springboard parents

can expect several opportunities to respond to surveys and to participate in meetings throughout the year for the purpose of providing feedback.

Parent Advisory Committee (PAC): At each school that we partner with, Springboard creates a Steering Committee that is comprised of any and all stakeholders that are interested in participating in our efforts to continuously improve our programs. While Springboard encourages school staff and administrators to participate in the committee, we require that a minimum of 50% of members are parents. The PAC meets on a quarterly basis and consists of volunteers that commit to observing the program and offering suggestions for improvement. PAC meetings are facilitated by the Site Coordinator and/or the Area Director and are solutions-based with the goal of provide an opportunity for reviewing specific program related situations. Most importantly, the PAC endeavors to develop possible suggestions for successfully meeting the established goals of the program. While the Site Coordinator will often solicit parents to participate on the PAC, all parents are encouraged to inquire by contacting their SC. The number of participants on each PAC is between 5 and 10 parents but varies depending upon the size of the program as well as parent participation. If you or any parents that you know are interested in participating, then you are encouraged to contact your SC to make them aware of your interest.

Lines of Communication: Any concerns that parents have regarding their children should first be addressed with the Site Coordinator at the school. If the Site Coordinator cannot resolve the issue to the parent's satisfaction, parents should speak with the Area Director. If the Area Director cannot resolve the issue, parents should contact the main office at 800-341-3177 X1 or 781-862-3110 to reach the Chief Development Officer, Dr. Brett Prilik.

Health, Wellness & Nutrition

Springboard adheres to a policy of providing students with the tools and resources necessary to promote a healthy lifestyle. We teach our students good techniques and habits for maintaining physical health, fitness, and social-emotional well-being. Each day is comprised of one

structured physical activity that will promote physical health and one social skills lesson and/or activity. We also provide nutritious snack options that are in-line with school, state and district wellness guidelines.

Snacks: In most parts of the country (depending upon statewide guidelines and statutes regarding before and after school programs), Springboard will provide students with healthy snacks as part of our before, after school, and vacation programs. We do provide the snacks in a majority of our programs. When doing so, we make sure to adhere to national nutritional guidelines as well as the nutrition guidelines that have been established by the schools and school districts that we work with. (Please check with your Site Coordinator or contact our Parent Support Line at 800-341-3177 x1 to inquire as to whether or not your program provides snacks). In the instances where Springboard does not provide the snack, we ask that parents provide their children with a snack each and every day.

For the most part, parents are expected to pack lunches during full day/vacation programs. The reason behind this is that parents typically know the type of foods that their children enjoy and can offer them a greater variety of choice. All of our full day programs will provide a place for your child to store their food until lunch time – either a refrigerator (if available) or a place for insulated lunch boxes. Please check with your Site Coordinator for details and procedures.

Springboard provides a peanut free environment and the snacks that we offer will not have peanuts in them. We ask that when packing snacks and lunches that parents also follow this guideline to ensure that we can guarantee the safety of all of our children. *Reminder: PLEASE ADVISE SPRINGBOARD IF YOUR CHILD HAS ANY FOOD ALLERGIES OR ANY OTHER MEDICAL CONCERNS –CHILDREN WHO HAVE AN EPIPEN MUST HAVE ONE THAT STAYS AT THE PROGRAM (PLEASE BE SURE IT IS NOT EXPIRED). Please fill out an Allergy Action Plan as well as a Medication Administration Consent Form issued by Springboard.*

Social – Emotional Health: Besides the opportunities for children to engage in social interactions with peers and with adults, Springboard also teaches students the skills necessary for ensuring that those interactions are successful and positive. Through the use of our Social-Emotional Skills Block, your child will learn the skills that are necessary for ensuring that they develop positive relationships while also learning the skills necessary to support good emotional health.

Physical Fitness & Health: Springboard is fully committed to ensuring that our children develop healthy habits that will last a lifetime. When your child attends Springboard, they will be exposed to structured physical activity and activities that are designed to expand their knowledge of healthy eating and living. Springboard students will typically spend 30 minutes every afternoon engaged in a physical activity which will help them to meet the National Guidelines from the Center for Disease Control and Prevention which states that all children should engage in 60 minutes of physical activity daily. For additional Physical Fitness Information, please see details on SPARK curriculum.

Safety and Supervision of Children

We pride ourselves on our low staff to student ratios, which provides us with the ability to ensure that children are always supervised. It is an expectation that children are never left unsupervised while in the care of Springboard. Staff will always circulate around a room so that they are ready to respond to the needs of their children. This requires that they remain within close proximity of their students. Students should never be left in the care of one another unless there is an emergency situation. Students should only be sent to the bathroom one at a time to ensure that the maximum number of students are supervised.

Hiring Our Staff: Safety is of the utmost importance for us at Springboard. It is essential that children feel safe and parents must be confident in our ability to keep them safe in order for us to “make a positive difference” both academically and socially.

When you send your child to Springboard you can rest assured that the staff that are working with your children have passed a rigorous background check and evaluation to ensure that they are “fit” to be working with your child. We only will hire those teachers that are leaders in their community and that can teach students, not only academic lessons, but how they can become good role models for others. Therefore, all of our staff go through the Livescan Fingerprinting, CORI, DCF and/or DSS background Check process (depending upon your state of residence).



This background check will be performed on all staff. In the case of a staff member leaving the center for a month or more, a new BRC will be required for re-entry into the program. We also do annual background record checks on current staff. There are a few “exceptional conditions where we may hire conditionally if we are awaiting the results for a background check. However, in the rare instances when this is the case, the conditional employee will have no unmonitored contact with any of the children until we receive their background check report.

Low Student to Staff Ratios: Given the substantial evidence to suggest that students perform better in lower student to staff ratios, Springboard has made a substantial effort to bring the ratios in our “academic block” to an exceedingly low level. In order to ensure that our teachers are able to interact with each child while getting to know their strengths and their needs, we maintain a low average ratio that typically exceeds the licensing requirements of our programs. This enables us to ensure that our students receive maximum benefit, while ensuring that our teachers are able to review all of the homework that our Springboard students complete. They are also able to provide students with individual support when there are areas of homework that might be a struggle. From a safety standpoint, this also allows for maximum supervision of our students.

Identification: All staff that work with Springboard will be easily identifiable by a badge that will show that they are working in our program. Springboard staff will take attendance each and every day and will ask that you show your identification when you come to pick up your child. Likewise, all of the people you have listed as being allowed to pick up your child (during the registration process) will also be asked to show their ID at pick up. Anybody that comes to pick up your child will be asked to sign the child out on the attendance form.

Please know that Springboard staff reserves the right to not allow a child to leave the premises with a person that is either not on the approved list, and/or that does not present their identification at time of pick-up. We instruct our staff to do everything in their power to keep the child on site without putting themselves and/or any of the other children in harms way. In the instance where a child leaves with an “unauthorized person” and/or a person that does not submit identification (for any reason) then staff is instructed to first contact the authorities and then to contact the primary parent (before contacting other relatives). Please note that we will not accept letters of permission allowing another person (not on the approved list) to pick up a child. Springboard staff understands that this may create an inconvenience for you and/or other family members that you may “forget” to include on your list. However, we ask for your patience and understanding in regard to this policy with the consideration that we have put these policies into place for the purpose of protecting your children.

Arrival & Departure: Springboard After School begins at the end of the regular school day. Each site has its own specific protocol for releasing students to Springboard at the end of the school day. However, if your child is attending one of our school partnership programs (located at your child’s school) it is typical that the Springboard teachers will pick up Springboard students from the location that they are regularly dismissed (in most instances that will be their regular classroom). In the case of younger students, in grades K-3, they will typically be dropped off by their teacher or another school staff member. Older students (grades 4 and up) are typically trusted to meet the Springboard teacher at dismissal or at some other predetermined site inside the school building. If you would like to know the particular arrangement for your school, please contact your SC.

The Springboard Site Coordinator will have a print out of the attendance (from our online system) that will indicate which students are scheduled to attend for the day. Upon arrival the SC will take attendance. If a child does not report to the program, but is scheduled, then the Site Coordinator will first contact the main office followed by the parent to inquire as to whether or not the child was released from school early. If there is no indication by the main office that the child was sent home, the SC will call the parent to ensure that the child went home. Our goal in this effort is to make sure that a child that is scheduled to attend Springboard is accounted for. Phone calls will be made every 30 minutes until a parent is contacted and/or the child has been located. Please contact your Site Coordinator and/or the 800-341-3177 x 1 to notify our staff that your child will be absent from the program

Springboard requires that the teachers sign children in at arrival and take attendance both at the start of the program and after transitions (i.e. after outside time, when students have rotated into a new classroom, at the completion of academics but before an elective, etc.) **Children must be signed out by a parent or authorized alternative pick up at the time of departure. Only those adults that have been identified during the registration process as being authorized for pick-up will be allowed to sign a child out of the program.**

If your child is attending a Stand-Alone Springboard site (that is not located at your child’s school) then the means of transportation may vary. Please check with your Area Director or Site Coordinator about carpool and bussing options.

Late Pick up/Dismissal Policy: If you are going to be late in picking up your child, it is essential that you contact either your SC, your AD, or our Springboard Parent Support Line (800-341-3177 X1) to notify us. Our staff will not leave the school premises until the last child has been picked up at the end of the day. In the event a child is picked up after closing, the Site Coordinator and second teacher will remain with the child until the parent or authorized pick up

person arrives. If our Site Coordinators do not hear from a parent or guardian before hand and after they have made several attempts at contacting them, then they reserve the right to contact the Police (after a reasonable amount of time has transpired (usually between 30 and 60 minutes after the program has closed). In the instance where we have not heard from a parent and are unable to connect with them and/or other emergency contacts, Springboard will follow the directions of the local authorities when continuing to work through the situation. Please be advised that there is a \$1/minute fee after the Springboard closing time per child.

Sunscreen and bug spray (summer program): At locations where Springboard offers summer programming, parents are asked to send their child with sunscreen that has their first and last name clearly visible on the bottle. The sunscreen will be applied by the child or will be assisted if needed prior to going outside. Please know that while we request that children provide their own sunscreen, Springboard will also have a universal sunscreen of no less than 30 SPF and a child friendly bug spray. All parents must authorize sunscreen and bug spray use upon enrollment.

Student Allergies and Medications: We do require that all allergy and student medication needs are disclosed to us before your child attends our program. This must be done at the time of enrollment (in our Parent Connect system and/or on our paper form). Depending on your child's medication whether related to allergy or not, we require a medication consent form prior to administering any medication to your child. Non-Prescription medication consent forms still require a doctor's signature. All allergy and medication information is kept on site at your Springboard school. All students with allergies will have a food allergy plan in their file and, where prescribed, an Epipen (with a current expiration date) must be available on site. It is the parents' responsibility to ensure that these medications are brought in and that they are up to date.

Visitors –Springboard practices an “open door policy,” which means that parents may visit the program at any time. Tours may be given to families who are interested in enrolling their child. We also encourage visitors, such as licensing agency representatives and school representatives. We ask that visitors that do not fall into one of these aforementioned categories notify the Site Coordinator as to the reason of their visit. The Site Coordinator must provide permission in writing unless visitors are specifically listed as a parent, guardian or pick up person on the child's enrollment form. All visitors must sign in at the time that they enter in to the program. Visitors that enters the program on a recurring basis will require a background check. Please contact your program's Site Coordinator for the correct paperwork. All visitors will be asked to provide identification when entering the program.

Children's Personal Belongings (including money) – Children must keep their belongings in a bag (i.e. back pack). If your child requires a cell phone, we require that it remains in the



backpack and may only be used for emergencies or, for the upper School Age Children, in the case of a parent pick up that has been already authorized by a Transportation Plan. Money must be kept on their persons to reduce the opportunity of theft. Bags, backpacks, and jackets etc...may be kept in a designated location inside the room (check with your SC regarding the designated area). Springboard is not responsible for lost or stolen belongings.

School Property: Many of our programs are held onsite within your child's elementary or middle school. Please note that any physical damage caused to the school by your child (for example, a broken window), is the responsibility of the child's family and not Springboard After School.

Transportation: When Springboard schedules field trips, transportation is provided by licensed bus services. In stand-alone facilities, children arrive at Springboard via the local bus service. In our in-school locations, students arrive from their classroom at the end of the day. In some of the school districts that we work with children from one school may be transported to attend the program with their peers at another school within the district (and the programs may be combined). Any transportation that is associated with this arrangement will be provided by licensed bus service.

Television & Video: Springboard allows internet usage and has software that protects children from entering sites that are not age appropriate. Springboard also maintains a list of approved "educational" sites that are used as part of our academic block. Our Site Coordinators review all games and software used on the computers. Students are only allowed to access the internet under close supervision.

Television viewing is rare in our program and used only for special circumstances; such as when students are engaged in some games or for a very occasional vacation week movie. Movies may only be shown during extended day programming and must have educational merit. Parents will be notified in advance of any movies that staff plan on showing and will have ample opportunity to opt their child out. Only G rated movies will be provided for recreational time during snow days etc.

Pictures/videos taken during program hours: Occasionally, Springboard After School teachers will take pictures or record video of our programs for the purpose of staff portfolios and/or to inform other families about Springboard programs. If you do not want your child to be part of this component of our program, please notify the Site Coordinator in writing. Our registration includes a media release that parents can opt out of at any time by checking the corresponding box on the registration form.

Special Activities: Springboard, may have a special activities planned outside our regular schedule and curriculum. You will receive notification of such activities with a permission slip that must be signed by the parent in order for your child to participate.

Late Arrival: All children who arrive late to the program must check in with the Site Coordinator. This provides an opportunity for them to be "signed in" to the program.

Absences: If your child is to be absent for any reason, or is sent home sick from school, we ask that you please notify Springboard Staff, either at the school, or at Springboard Headquarters (by contacting our Parent Support Line). Your child will be considered missing unless we are notified of your child's absence. In this event, we will call/page parents at work, at home, and call emergency contacts to inform you that your child is not at Springboard and to ensure that they are safe.

Transitions: When children move between periods and/or blocks of time the supervising teacher carries a master attendance sheet with them. This attendance sheet has a record of each block and the children that are scheduled for the corresponding time. Attendance will be taken after every transition and attendance will be taken.

Field Trips: We realize the importance of field trips to children. It reinforces curriculum and assists children in utilizing their various modalities for learning purposes. These trips also provide time for parents to volunteer with their child's class.

When on field trips our staff use the following guidelines in order to ensure safety. In the event that a group cannot comply with these safety guidelines, the field trip may be canceled at the discretion of the Site Coordinator.

- 1) The SC will develop a Field Trip Plan that includes ratios for each group, a schedule of volunteers, and procedures for lost children. This plan will be disseminated to all staff that are attending the trip.
 - a. The Site Coordinator will be responsible for keeping a list of the children attending the field trip and the names of the teachers and/or volunteers that they will be assigned to. Teachers will hand in their classroom list to the Site Coordinator prior to the trip.
 - b. This list will be given in advance to teachers to distribute the morning of the trip.
 - c. Each teacher will be assigned to the number of children in the adult/child ratio that is pertinent to their age group (or they will be in a ratio that exceeds this requirement).
 - d. The teacher will wear a nametag with his/her name and the children's names at all times.
 - e. The person assigned to a group of children will be responsible for those children at all times.
- 2) *Guideline for Going Off-Site:*
 - a. *Safety Equipment/information:*
 1. Emergency information as it pertains to each child
 2. First Aid Box
 3. Student Teacher Ratios and class lists
- 3) *Walking Procedure:*
 - a. Each student will be assigned a buddy and the Site Coordinator must make several buddy checks before and during the trip.
 - b. Groups will only cross at corners of streets, and where available, always in crosswalks. Groups will walk on sidewalks at all times.
 - c. Head counts are to be done during every transition. (Leaving, returning, during the time away from Springboard).

Guidelines for Field Trips with Transportation: Permission Slips are given to each parent with the scheduled date, time of departure and arrival back to Springboard. Parents are notified on their slip of what to bring, the cost of the trip and what transportation service we will be using.

In order for us to plan field trips, parents are notified at least 2 weeks prior to their scheduled trip. Each child's permission slip must be turned in to the child's teacher at least one week prior to the trip. There are no exceptions.

The Area Director will be responsible for organizing the transportation and destination agreements. We may utilize public transportation or contract with a driving service. If we contract a driving service to provide transportation for their field trips, they need to have an updated vehicle inspection and seat belts. All vehicle operators must have a license and be in accordance with the law.

Field Trip Emergency: In the event that there is an emergency during a field trip, staff are trained to follow the protocol listed below:

1. One staff person will call 911
2. One staff person will stay with the child.
3. The staff that remains with the child should have the child's emergency information with them.
4. It will be the SC's job (or a teacher that is designated by the SC) to first contact parents (immediately).

One staff member will remain with the child at all times (even when the child is taken to the hospital) and they will remain with them either until the parents arrive and/or the authorities indicate that they should not remain with the child.

Field Trip Important Reminders: If your child is late to the program and all staff has left to go on the field trip, you can transport them to the field trip location and drop them off with a Springboard employee at the field trip site. Parents must check their child in with a Springboard staff member. Safety is of prime importance and students will only be allowed to attend field trips if staff can guarantee their safety. The Springboard guidelines have been put in place to ensure that we are able to guarantee this for all students.

Emergency Plans

Emergency evacuation plans: are posted next to all exits in each site. In accordance with the plan, teachers lead the children out of the building. A teacher from each group is assigned by the SC to check for stragglers and for conducting a group head count outside to ensure that all children have been safely evacuated.

Evacuation drills are conducted by the Site Coordinator and held at a minimum of twice per year (depending upon state guidelines). At some of our sites, drills occur once per month or bi-monthly. They are also conducted at different times of the program day in order to ensure adequate practice for all staff and students. All drills are documented in the drill log by each site's SC. It is expected that the Site Coordinator will check with the school administration for the purpose of obtaining the evacuation plan.

During all drills, Site Coordinators are responsible for having Emergency information with them for each child. The information that they should have on hand includes:

1. Child's emergency contacts

2. Allergy information
3. Medical history form
4. Authorization and consent form
5. Sign in/ sign out sheets

The Site Coordinator will also have attendance record to show how many children are present during fire drill.

Contingency Plans for Emergency Situations: In the case of a fire, natural disaster, situation (i.e., bomb threat) or any other emergency that necessitates the evacuation of the building, staff will accompany children outside. Staff will leave with children as quickly and safely as possible while following the same procedures as those practiced during fire drills. The Site Coordinator will bring a first aid bag, which will include emergency cards, attendance book and a copy of parent phone numbers. Attendance will be taken once all staff and children have assembled in a safe place outside of the building.

If it is decided by the fire department, Site Coordinator, or teacher in charge that it is unsafe to return to the building then staff will walk all of the children to a safe location and the SC and/or a designee we will contact parents and/or emergency contacts so that they may come to pick up children immediately. Appropriate ratios will be maintained until all children have been picked up.

Lost Child Procedure: In the event that a child becomes missing, the Site Coordinator will alert all Springboard staff. All children and teachers will be asked to go to a common area where they will remain in a lock down situation. This will continue until the child has been found or until the Site Coordinator determines otherwise. The Site Coordinator will then assign a teacher and/or other school authorities to help conduct a walkthrough of the entire school. If a child is still not found then the Site Coordinator will call the local police department and then the child's parents. The police will control the search for the missing child with Springboard's assistance.

Power Outage and/or Loss of Heat and/or Water: We will close the program if we will be without power or heat for more than one hour. We will also close the program at the point that an hour without heat and/or hot water has transpired. Upon making the decision to close the program, staff will call all parents and inform them of the need to pick up their child as soon as possible. Staff will remain on-site until the last child has been picked up.

Inclement Weather / Emergency Dismissal for In School Programs:

Weather Related School Closing: Springboard will not open if your school is closed due to bad weather or emergencies, such as power failures or other extreme events.

Early Dismissal: We will follow the school closing policy. If your school building is closed at the time that the after school program is to take place then Springboard will be closed as well. You will be notified by the school and by Springboard in the event of a closure. Parents will be asked to pick up their child within one hour of the district's/school's decision to close the building or within a reasonable time period that is consistent with district policy.

After School Activities Cancelled: In the event that after school activities are cancelled, Springboard After School will be closed. However, if students are already at school our staff will remain at the site until all parents have arrived to pick up their child.

In the event there is an emergency for Fire, Tornados or other extreme catastrophes. All children will be moved to designated shelter (AS PER THE EMERGENCY EVACUATION PLAN) that is designated for the building. All parents will be notified by phone of the situation and they will be given instructions of how to best proceed. In the event that the phones do not work, we will not be able to contact families and will remain in designated shelter until further notice from safety officials.

In periods of excessively hot weather, we will move children to an area of the building that provides air conditioning. In extreme instances where we are unable to provide a cool area during excessive heat, we will call parents to have them pick up their child. A water cooler with cups will be kept on the playground/field during the summer months when children are in this area and frequent breaks at twenty minute intervals will be provided either in the shade or in an air conditioned area during this time of year.



Inclement Weather / Emergency Dismissal for Stand Alone Programs:

Snow Day: Springboard will be open with a one hour delayed opening time. Springboard will operate until their regular closing time. In extreme circumstances, when the center must do a planned early release, Springboard will notify parents 2 hours prior to the selected pick-up time.

Early Release due to snow: Springboard will open at the time of release so that students may arrive off the bus or by car pool.

Delayed Opening: Springboard will make every attempt to open and schedule transportation from our stand-alone site. Please call to let the Site Coordinator know your child will be attending. A minimum of 8 students is required to remain open.

In the event of a power outage: Springboard will be closed.

Injury & Illness Procedures

General Measures: The program environment is monitored daily by the Site Coordinator and teachers who have been trained to identify and immediately repair or remove any hazard which may cause injury. All toxic substances, medications, sharp objects, matches or other hazardous objects are kept secured and out of the reach of the children. Smoking is not permitted in our program area regardless of the presence of children.

Injury Report and Recording: Should a child sustain an injury (regardless of severity) while participating in any Springboard program then it is our policy to immediately contact the parent or guardian that an incident has taken place (regardless of whether or not it requires parent and/or medical attention). An injury report form and injury log entry is completed for any incident that requires first aid or emergency care. The original injury report form is maintained in the child's file, and copy of the report is sent to the child's parent(s) within 24 hours of the incident. This form needs to be signed by the teacher and parent to ensure that they have read the report. If

several staff were witness to the event, each is responsible for writing a separate report (without collaboration). The Area Director or Health Care Consultant maintains the central injury log for periodic review of Springboard's safety record by the licensing agencies.

First Aid Kit: All Springboard sites shall maintain a First Aid kit. Teachers shall inform the Site Coordinator of supplies they may need to be replenished.

Illness: If your child is too sick to attend school, or too sick to fully participate in Springboard's program, then we ask that you please do not send your child to Springboard on that particular day. If your child exhibits any of the following symptoms we ask that you please keep them at home:

- Temperature of 100 degrees or more;
- Vomiting;
- Diarrhea;
- Discomfort or pain that cannot be eased;
- Outbreak of contagious illness: chicken pox, head lice, flu, conjunctivitis, etc.

If your child develops any of these symptoms while in attendance at Springboard, you will be notified and asked to pick your child up. We ask that sick children are picked up within one hour of our call. Children may return after 24 hours symptom free. We request that you notify us if your child comes down with a contagious disease after attending Springboard, so we may alert parents and staff.

Medication: Our SCs are trained to administer medication, and they are the only staff that are able to administer prescription medication. They can only do this with written parental authorization and the written order of a physician. Over the counter medication will be administered by the Site Coordinator with parental and physician written permission. Please be sure your child's name is on the prescribed and over the counter medication. All medication along with a proper dosing instrument must be given to the Site Coordinator if they are to administer medication.

Medication will be kept in our medication container along with all medication consent forms. All medications must be in original containers. Springboard will maintain a record of medication administered in compliance with the Nurse Practice Act, which is available for review when your child is signed out.

First Aid and Emergency Procedures: All injuries and accidents will be evaluated and treated by the Site Coordinator or certified staff. Our site coordinator and staff are certified in First Aid and CPR. In case of an injury that requires more than basic first aid, we will make every effort to contact parents immediately and prior to contacting emergency personnel. However, if the situation is an emergency, the SC reserves the right to contact emergency officials first. If a parent cannot be reached, then the emergency contact will be notified. All injuries and accidents that occur while at Springboard will be documented on our illness/injury report and a copy will be sent home within 24 hours.

Child with Special Needs: All parents are asked for permission to review school records to include IEPs and/or Behavior Support Plans as part of the registration process. If a child with special needs requires accommodations during program hours (i.e. a child with physical disabilities and/or Autism), the Site Coordinator will schedule a conference with the parents/guardians to ensure that these accommodations are made to meet the child's specific needs. At this meeting IEP documents will be reviewed to determine whether or not a specific

plan needs to be developed to ensure that the child is supported within the context of our programs. It is Springboard's desire to include students regardless of disability, and our staff will work to support the needs of all children by developing necessary and adequate accommodations.

Please see the Health Care Policy located in the main office for additional information regarding this component. You may also request a copy from your site coordinator or visit www.springboardafterschool.com to view our handbook online.

Formal Educational Program Complaint Procedure

Springboard seeks to be fair and just in working through all problems and issues associated with the program. We offer several opportunities for parents and students to work through such situations. When initiating a formal complaint, the following steps should be followed:

- At any time if you feel that we have been unable to resolve your issue or you feel there is a circumstance that has led to non-compliance of state and/or federal law you have the right to contact the Department of Human Services. However, it is our sincerest hope that should such a circumstance arise that we can work together to resolve any and all issues that may arise regarding the program. This being the case, Springboard has listed the following recommendations for resolving disputes:
- We ask that parents have first attempted to resolve the issue by speaking directly with the individual(s) involved.
- If the situation involves a teacher and you do not feel comfortable and/or have not been able to resolve the issue with that person, you can always feel free to contact the Site Coordinator who will help you to work through the situation.
- If the Site Coordinator has not handled the issue to your satisfaction then you are encouraged to contact your Area Director who will collect the facts and make every effort to resolve the circumstance. Typically, at this point they will bring in the Chief Development Officer to brainstorm a solution.
- If you have tried to resolve the issue with those involved and/or with the SC and it still has not been handled to your satisfaction, you can contact Customer Service at 800-341-3177 x1 or email Dr. Brett Prilik (our Chief Development Officer) at bprilik@springboardschool.com. After the complaint has been received by our Chief Development Officer, he will do a thorough review of the issue will be completed and address it with the appropriate individuals. After your concern has been handled, you will receive documentation and review of your complaint as well as specific steps that have been taken to ensure that it does not happen again.
- Should the complaint still not be resolved to your satisfaction, we will contact the Department of Human Services Representative (to be determined by DHS) along with the Chief Development Officer of the Springboard Foundation for the purpose of developing a mutual decision that is in the best interest of the student and/or parent.

Reporting Suspected Abuse or Neglect

Law: As teachers in contact with children and their families, Springboard has a responsibility to help the Department of Social Services become aware of children who may be abused or neglected. If, in the judgment of our teachers, there are signs of abuse or neglect it will be reported to Springboard's Area Director. The Area Director will then follow regulatory procedures and guidelines.

Abuse Means: The non-accidental commission of any act by a caretaker upon a child under age 18, which causes or creates a substantial risk of serious physical or serious emotional injury or constitutes a sex offense under the laws of the state.

Neglect Means: Failure by a caretaker, either deliberately or through negligence or inability to take actions necessary to provide minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or to the existence of a handicapping condition.

Serious Physical Injury Means: Death, fracture of a bone, subdural hematoma, burns, impairment of an organ, and any other such non-trivial injury, soft tissue swelling or skin bruising, depending on such factors as the child's age, circumstance under which the injury occurred and the number and location of bruises; addiction to a drug at birth; or failure to thrive.

Serious Emotional Injury Means: An impairment to, or disorder of, the intellectual or psychological capacity of a child, as evidenced by observable and substantial reduction in the child's ability to function within a normal range of performance and behavior.

To File An Abuse/Neglect Report:

What is child abuse? These things are considered child abuse or neglect:

- * *Physical injuries, such as bruises, broken bones, and burns*
- * *Children who do not get enough food, clothing, shelter, medical care or supervision*
- * *Unlawful sexual behavior with a child*
- * *Emotional abuse that harms a child's intellectual or psychological functioning*
- * *Other actions that endanger the health or safety of a child*

Who investigates reports of child abuse or neglect?

County departments of social services are required to investigate reports of child abuse or neglect. Sometimes, local law enforcement agencies (such as a police department) will also investigate these reports.

What is a "confirmed" report of child abuse or neglect?

If a county department of social services decides that a report of child abuse or neglect is true, it will "confirm" the report. A county department of social services will confirm a report

if it believes it is more likely than not that the report is true and they will act accordingly (please check your states DHS web site for more information).

What happens to confirmed reports of abuse or neglect?

The reports are typically collected in a statewide-automated database.

Who can find out about confirmed reports of child abuse or neglect?

These reports are confidential. Most people cannot find out about these reports. In general, the only people who can find out about these reports are:

- * People who are investigating a report of child abuse or neglect, such as police departments and county departments of social services*
- * People who are licensed to care for children, such as day care centers, adoption agencies, and child placement agencies*

Parents who are interested in filing a complaint should:

1. Please look in the addendum for your state's contact information for Human Resources.
2. Describe the situation of possible abuse or neglect to the social worker. Be prepared to give the social worker identifying information about the family as well as specific facts about the abuse or neglect. You must also give your name, the program's address, and telephone number.
3. It is recommended the family be informed of the referral to the Department of Social Services, but only if you feel it will not increase the risk to the child.
4. A written report must be filed with the department of Social Services within 48 hours of making the oral report. The DSS office will provide the form for this report.
5. It is not necessary that parents/guardians report the suspected abuse/neglect to Springboard personnel and it is up to their discretion as to whether they take this step. They can report suspected abuse to the Education Director at 303-523-1543 if they should so choose.

Behavior Management & Philosophy

The goal of Springboard's Behavior Management System is to guide and teach children successful ways to behave in certain situations. Just as children learn and grow in their academic studies, the same holds true of their behavior. Our Behavior Management Plan promotes growth, development and learning while also protecting the group/individuals that are in the program from psychological harm (as such can arise from bullying) and physical harm.

We adhere to the use of a system of Positive Behavioral Supports for teaching children the skills they need to exhibit self-control. All Springboard teachers receive training in positive behavior supports and therefore should be aware of strategies necessary to disciplining children in a positive manner. The focus on positive behavioral strategies begins with staff orientation. During

this training, Springboard teachers receive a tutorial in the development of behavioral supports that will encourage growth and learning. We begin by working with our teachers to ensure that they are consistent with all children and that they view their efforts as working to teach social skills to children that might be on different levels in regard to their social and behavioral development. We accomplish this through the use of a social-emotional block at all of our programs that teaches children the social skills that they need to be successful.

There are several strategies that our teachers use in regard to working with behaviors these include (but are not limited to):

- All of our teachers are encouraged to develop and post rules and natural consequences for the behaviors that children are being asked to engage in.
- Springboard rules should be simple and understandable to each age group and all expectations and limitations should be clearly defined.
- Teachers use a continuum of approaches that begins with the least aversive response possible. For example, if a child is not following classroom rules, the first response might be a look in the child's direction. If they continue, the next step might be the use of proximity control (which is simply the teacher positioning themselves closer to the student). Often times a look in the child's direction or moving closer will prompt a child to follow the behavioral expectations set for the classroom.
- As important as it may be to respond to an inappropriate behavior, Springboard teachers are also taught to reinforce positive behaviors as part of teaching the behavioral expectations associated with the after school environment.

The key to the Springboard behavior policy is, first and foremost, to ensure that teachers are not simply looking at a negative behavior but that they are looking for the reasons why a particular behavior is occurring and what they can do (by implementing strategies) to encourage positive behaviors while decreasing negative or undesirable behaviors. For example, is there something that they can do to affect a child's behavior or the behavior in the entire classroom?

Below is a list of practices that Springboard teachers are taught to use to avert negative behavior:

1. Manage the environment (make sure that children are not spaced too close to one another during academics).
2. Prompting and pre-correction (practice the behavior that is going to be expected in a given environment)
3. Use Caring Gestures (e.g. a high five)
4. Hurdle Help (if a child is having difficulty in a situation the adult gives them just enough assistance so that they can get over the hurdle and avoid frustration).
5. Redirection
6. Proximity (see above for example)
7. Planned Ignoring & Positive Attention
8. Directive Statements (the teacher in a firm voice (but not in a raised voice) directs the child to engage in a specific positive behavior.)
9. Time Away (When children are upset or being stimulated by others children can often regain control and think through a situation if they are encouraged to separate themselves from the source of their upset).

If the behavior is persistent then teachers are encouraged to:

1. Log the child's behavior and track it in order to look for patterns. For example, it is not uncommon for us to find certain time during the program where negative behaviors are more prevalent than others such as during transition times, and/or during certain other times of the day when there is less structure. If we know when the behavior occurs it is easier to see the causes of the behavior so that it can be alleviated.
2. Determine whether or not a current Behavior Support Plan exists that is being used during the regular school day. If one does exist then it might be appropriate to implement it during the after school time as well.
3. Gather ideas from other teachers especially from the regular school day teacher and/or talk about what situations are difficult for this child in an attempt to generate possible solutions.
4. Work with parents, the child, and with regular school day teachers to generate possible solutions and a written plan (if one does not exist).

It is likely that some children in the after school program may have learning and behavioral problems; such as ADHD, depression, oppositional disorder, autism etc. that may increase the likelihood of becoming overly frustrated in certain academic and/or social situations. While diagnoses, in and of themselves, do not excuse students from behaving appropriately during the After School program, they do offer clues to the best ways in which to work with them as we attempt to teach them appropriate behaviors. Springboard staff are taught that sometimes the simplest solutions are the best solutions. For example, oftentimes simply acknowledging that a student may not want to do something (even though he/she has to comply) is sufficient in smoothing transitions. While there is no way to anticipate all the variations of non-compliant behavior, some general guidelines are observed by our teachers. These include

- Must not use physical means for disciplining children
- Must not use emotionally abrasive techniques (such as sarcasm and/or yelling)
- Must not isolate children by placing them in a room that does not have an adult present
- Must not use other children/peers to provide any form of discipline

For a list of possible behavior interventions, strategies and tutorials used by our staff please see the following web site:

http://www.bianys.org/learnnet/tutorial_videos/vidre-positivebehaviorsupports.html

In situations where students with learning and/or behavioral disorders are attending the program, Springboard teachers will request access to the child's IEP and/or Behavior Support Plan (permission is also sought as part of our registration process). Access to such documentation will assist our teacher in their efforts to work with the child. The Springboard registration paperwork requests such permission with the understanding that such paperwork will not be shared with any person that is not a Springboard staff member and that we will follow all laws that pertain to confidentiality.

Suspension and Expulsion

Springboard adheres to a policy of inclusion. Only in the most extreme cases, after multiple accommodations have been provided, can Springboard Site Coordinators appeal to the Area Director for the purpose of initiating a suspension. Suspensions will only be considered in

situations where both the parents and Springboard administration feel all other strategies have been exhausted or when permitting a student to remain in the program will lead to physical harm to the child and/or to peers.

A child will not be suspended from Springboard without previous knowledge by the parent-- stated in writing that there is a behavioral problem-- or without input in to the development of a plan to utilize strategies to ameliorate the negative behavior that is being exhibited. Similarly, no child will be terminated from our program without a meeting with parents to determine whether or not the program can meet the needs of the student. If no danger is imminent, Springboard will not terminate a student without evidence that various strategies have been attempted for the purpose of alleviating the problem and/or issue. In such instances, the behavior must represent a significant disruption to the program and only after various strategies have been tried can the issue of termination even be visited.

For issues such as when:

- Behavior that threatens the safety and well-being of the children and/or staff
- Verbal or physical threats to employees or other families associated with the program
- Environment/setting is not in the best interest of the child (as evidenced by specific instances of potentially harmful behavior)

Springboard staff, regular school day teachers and parents will meet to develop a plan that will attempt to meet the needs of the child. Strategies will be developed for the purpose of keeping the child in the program. However, if multiple strategies have been tried and documented and where there is a feeling that a child's presence in the program represents a danger to themselves and/or others (such as in the case of reoccurring physical altercations with more than one student), Springboard does reserve the right to suspend or expel students that represent a danger. Despite the desire to include all students, a determination may be made that the program does not represent an appropriate setting for a child. Such instances are rare and in the case where it is determined that Springboard is not an appropriate setting for a child, Springboard staff will assist parents in finding other options and/or additional supports.

There are certain parent related issues that can also lead to potential termination. The following may be considered grounds for termination:

- Parent non-compliance of Department of Human Resources regulations.
- Parent's non-compliance of Springboard policies or procedures
- Non-payment of tuition

We will only consider suspension or expulsion in circumstances where Springboard has made every effort to ameliorate the situation by contacting parents and making an effort to resolve the situation. However, we reserve the right at any time to terminate any student for any reason that we determine is detrimental to the safety of our program, staff and children.

SAMPLE



Summer 2010

I give permission for my child, _____, to use sunscreen/bug spray provided by Springboard Afterschool when my child goes outside for activities.

Signed: _____

Print: _____

-OR-

I give permission for my child, _____, to use the sunscreen/bug spray that we have provided when my child goes outside for activities.

Signed: _____

Print: _____

Please note the brand and SPF of sun tan lotion here: _____

Please note the brand of the bug spray here:

Please also be sure to label your child's sun tan lotion clearly.

SAMPLE



Field Trip Permission Form

Program: Springboard Smart Summer Fun

Address: 508 Groton Road
Westford, MA 01886

Child's Name _____

I, _____, give permission for my child to attend
(Parent/Guardian's name)

a field trip to The Butterfly Place in Westford, MA by Bus (Dee Bus Service) on July 9th, 2010
from 9:45 a.m. to 12:00 p.m.

(Parent/Guardian's Signature)

(Date)

Commonwealth of Massachusetts
Department of Early Education and Care

MEDICATION CONSENT FORM 606 CMR 7.11(2)(b)

Name of child: _____

Name of medication: _____

Please one of the following: Prescription: _____ Oral/Non-Prescription: _____

Unanticipated Non-Prescription for mild symptoms _____

Topical Non-Prescription (**applied to open wound/ broken skin**) _____

My child has previously taken this medication _____

My child has **not** previously taken this medication, but this is an emergency medication and I give permission for staff to give this medication to my child in accordance with his/her individual health care plan _____

Dosage: _____

Date(s) medication to be given: _____

Times medication to be given: _____

Reasons for medication: _____

Possible side effects: _____

Directions for storage: _____

Name and phone number of the prescribing health care practitioner:

Child's Health Care Practitioner Signature _____ **Date** _____

I, _____, (parent or guardian) gives permission
(print name)

to authorize educator(s) to administer medication to my child as indicated above.

Parent/Guardian Signature _____ **Date** _____
For topical, non-prescription **NOT** applied to open wound / broken skin (parent signature only)

Springboard Parent Handbook Addendum

School Name: License number:
Contact Information:
Area Director: Facility Address:
Phone:
Fax:
Email:

Site Specifics:

Area Directors:
Site Coordinator: SC Leaders:
Hours of Operation:

Fee Schedule:
School Partner Name:

Principal:
School Calendar:
Vacation Weeks Programs:
Snacks provided
Summer Field Trip permission slip will be supplied two weeks prior to field trip

Medication:

Additional State Requirements:

Emergency Plans Site Specific: Springboard will run fire drills once a month and utilize all escape routes. Emergency evacuation plans are posted next to all exits in each site and each exit has a tear away list of escape routes that may travel with the group. In case of emergency, teachers will take evacuation list and attendance clipboard and exit the room. They must make sure doors are closed once all children are out of the room and the light is off. Teachers must then lead the group out the nearest available exit and down to the field to perform a head count. The director will check all rooms, grab first aid bag that has all children's contact information in it and meet the groups in the field and contact parents.

Evacuation drills are conducted by the Director and held once a month. All drills are documented in the drill log by Springboard's Area Director. Town Fire Department also does drills randomly. Site Coordinators are responsible for having Emergency information, including for each child:

1. Child's emergency contacts
2. Allergy information

3. Medical history form
4. Authorization and consent form
5. Sign in/ sign out sheets

The Site Coordinator will also have attendance record to show how many children are present during fire drill.

Transportation Plan Required:

Miscellaneous:

Department of Human Resource:

Department of Social Services:

Department of Early Education and Care: