

Bay Area
Community
Resources

Family

Handbook

Dear Parents, Guardians, and Caregivers:

Thank you so much for choosing our After School Program to provide your student with the best experience possible in the out of school time hours. Bay Area Community Resources (BACR) was founded in 1976; our mission is to promote the healthy development of individuals, families and communities.

We do this through direct services, volunteerism and partnerships here in the San Francisco Bay Area. The BACR philosophy about after school programs extends far beyond keeping children safe, although it is our number one priority. We believe in providing a nurturing and enjoyable environment, and we believe in integrating the principles and practices of youth development into all after school activities. We believe it is our responsibility to understand and meet the needs of schools, students and parents.

This handbook is a tool for you and your family to use in understanding how we do our work with young people all across the Bay Area. Please read it thoroughly and ask any questions you may have in regards to our policies and procedures. We are here to support you in developing your child's sense of self and confidence. We appreciate your support and expect to have a great year with you as our partner.

In community spirit,

Jonas Mok

Chief Executive Officer (CEO)

Bay Area Community Resources

Bay Area Community Resources After School Programs Overview

Mission:

BACR Expanded Learning Programs promote the successful, holistic development of Bay Area youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. We collaborate with fellow community-based organizations and schools to provide high-quality after-school experiences for youth throughout the Bay Area.

Values:

- Youth are valuable members of our communities and we support them in realizing their power.
- Our actions must be conscious decisions designed to respect our ancestors, improve the present, and sustain future generations.
- We strive for justice and equity in education, so youth can have meaningful opportunities to learn, grow and succeed.
- We leverage the best of our community to provide a rich array of meaningful opportunities for young people through a collaborative programming model.
- We like to have FUN and take every opportunity to enjoy and celebrate our work.

Quality Standards for Expanded Learning Programs - California Department of Education:

- Safe and supportive environment
- Active and Engaged learning
- Skill building
- Youth voice and leadership
- Healthy choices and behaviors
- Diversity, access, and equity

In addition to this, all program staff have cleared a background check, have a current negative TB test on file and have completed at least 48-college units/Instructional Aid certified. They have also participated in training in our quality standards and common core education theory.

BACR/OUSD Expanded Learning Program at

(Oakland Technical High School)

Coordinator Name & Contact Information: Ariyana Mosley; amosley@bacr.org/ariyana.mosley@ousd.org;
(510)689-4133

Program Managers & Contact Information: Francisco Sanchez; fsanchez@bacr.org/francisco.sanchez@ousd.org;
(510)213-9188

PROGRAM ELIGIBILITY AND ENROLLMENT PROCESS

Program Eligibility: The **Oakland Technical High** School Expanded Learning Program (ASP) is provided by Bay Area Community Resources (www.bacr.org) in collaboration with the **Oakland Unified** School District. To be considered eligible for enrollment you/your child must meet the following criteria:

Enrollment Process: We are steadfast in our dedication to support our students to access high quality expanded learning programming, especially for those who can afford it due to a scarcity of resources.

In partnership with our respective school leadership, we are committing to the following enrollment priorities in this order for the 2025-2026 school year.

- CDE's Unduplicated Pupil Percentage (UPP) mandate. UPP is defined by the California Department of Education as students who are eligible for free or reduced-price meals (FRPM), English learners (EL), and/or who are foster youth, and unhoused. This is a designation provided by the CA Department of Education and not by your after school provider.
- Returning students who were enrolled in 24-25
- Siblings of returning students
- Previously waitlisted students in 24-25
- Class grouping and daily enrollment balance

Our enrollment priorities are intended to ensure equitable access, a safe and nurturing learning community, and high-quality programming. Each program site may differ in enrollment numbers due to varying factors including but not limited to: staffing capacity, classroom space, principal priorities, school size, additional necessary funding secured, etc.

We thank you for your continued support and patience as we collectively work on creating a sustainable way to provide expanded learning programs to the community.

Keeping this in mind, filling out this application DOES NOT guarantee your student a spot in the Expanded Learning Program. You will receive notification via email of your child's status. If your child is not initially accepted he, she or they, will be placed on the waiting list and you will be notified of this.

rev. 2025

Keeping this in mind, filling out this application DOES NOT guarantee your student a spot in the Expanded Learning Program. You will receive notification via email of your child's status. If your child is not initially accepted he, she or they, will be placed on the waiting list and you will be notified of this.

Before enrollment is completed and your child begins participation these steps need to be completed:

1. Registration Info must be completed in full either online (preferable) or by paper application (available at the main office) .

Priority for Program Slots

Since the demand for programs often exceeds the funding capacity, priority enrollment goes to students who are identified by the program as:

- Youth experiencing homelessness
- Youth in foster care
- Low income youth
- English language learners

NOTE: **San Francisco ONLY:** Students who meet the foster youth, english language learners and eligible for free/reduced prices meals must complete an OPT out form as evidence for audit purposes. A sample opt out form is available [here](#).

- **Youth who attend the full day program, 5 days a week.**
- Students who attend the school site location of the after school program
- Students are also identified through a school site specific process based on but not limited to: academic need, truancy, and socio-emotional needs.

All students not accepted into the program, due to priority requirements or staffing and space limitations, will be put on a waitlist. If students are removed from the program, we will call waitlisted families. Families who withdraw students and then wish to re-enroll will need to fill out a new application and will most likely be put on a waitlist.

PROGRAM OFFERINGS

SNACK AND/OR SUPPER

Per grant guidelines, district policy and/or BACR policy, students will be provided a healthy snack and/or supper daily. Students can reject the daily snack offered during the time it is dispensed, but students may not be able to receive the snack at a later time. Please let us know immediately if your student has any food allergies or cannot eat certain foods for cultural reasons in addition to writing it on their health forms. Adults are not allowed to eat or take the food designated for students and food is not to leave the designated snack and/or supper area.

Students are not permitted to eat/drink soda, candy or junk food during the program. If you are going to send an additional snack with your student, please send a healthy one.

ACADEMIC SKILL PRACTICE

During each program day, academic skill practice is offered to all participants. This period is 30-60 minutes long and may take place anytime during the program. Please refer to the program schedule to see what academic assistance looks like at your school. During this time, staff is not always available to assist students individually, so we encourage parents to check and support completion at home. We ask all students to bring a book or supplemental academic activity. If a student does not have homework in a particular class or a supplemental activity of their own, staff have additional resources to help students with core academic areas. Students are expected to bring ALL homework, books and materials to their academic session, where applicable.

ENRICHMENT ACTIVITIES

Each student will have the opportunity to participate in enrichment activities. Activities may include: visual arts and crafts, cooking, theater, music, movie making, team building, social emotional based activities, leadership development or other enrichment workshops based on interest, resources, and student need.

ACADEMIC ENRICHMENT ACTIVITIES

Each student will have the opportunity to participate in academic based activities such as STEAM (Science, Technology, Engineering, Art, Math) creative writing, middle school/high school prep, learning a new language, journalism, world exploration, college and career exploration, etc. These classes incorporate academic learning principles within highly engaging, meaningful, project based activities. Students develop a love of learning and academic rigor.

SPORTS AND PHYSICAL ACTIVITIES

All programs provide structured physical activities, which may include: organized sports, outdoor team-building activities, and structured recess type activities. If your student has limited mobility or other health concerns, please communicate this immediately to the site coordinator.

ATTENDANCE

BACR makes every effort to ensure the safety of your child/children. In the event your student is present in the school day, but absent in after school, Parents and Caregivers should make every effort to contact the After School Program to inform them of this absence. BACR makes every effort to contact you when your child(ren) is absent. Attendance records are input on a weekly/daily basis.

It is your responsibility and our expectation to NOTIFY THE SITE COORDINATOR AHEAD OF TIME OR IMMEDIATELY UPON EARLY PICK UP. In addition, it is critical that you emphasize the importance to your student that he/she/they must check into the program and are not allowed to go off campus for any reason (friend's house nearby, corner store, etc.).

If your student is absent from the day school, they cannot attend our program. When school is closed, the program is also closed.

STUDENT SIGN IN PROCEDURES

Students are to report IMMEDIATELY to the program meeting spot to sign in with their instructor. Teachers are encouraged to inform the EXL/ASP staff when they need students to stay in class longer. The teacher is responsible for sending the student back to the program (Elementary students must be walked back to the program).

Students in TK and kindergarten and first grade will be signed in by their instructor; students in second grade and up will sign themselves in (please note different districts may have different requirements). Students may not sign other students under any circumstances.

STUDENT SIGN OUT PROCEDURES

Sign out is available any time before 6:00 pm daily (some programs may vary). You must sign out your child from the designated sign out sheet and indicate the time you picked up the child as well as an early release code if applicable (see below). Only authorized persons, listed on the registration sheet, may sign a student out, a phone call is not acceptable. We will ask for I.D until we recognize the designated person (s). You must notify the Program Coordinator in person or by phone prior to pick up time if someone other than the authorized adults listed on the application will be picking up your child. Please don't take your student without notifying their instructor and signing them out.

Safety is our priority. Court order violations and/or being under the influence of alcohol or any controlled substance is suspected, the following may occur:

1. We will contact an alternate authorized person to pick up the student
2. If that option is not chosen, as mandated reporters, Child Protective Services and SFPD will be notified

EARLY RELEASE POLICY

We understand that families may need to pick their children up before the end of programming. However, our ELOP and ASES grants require that we use an early release code for all students who are picked up before the end of program. Codes are reflected on the sign out sheets. Please enter the code that best suits your needs.

LATE PICK UP POLICY

All students must be picked by the end of the scheduled program, Monday through Friday (some program times may vary). The ASP/EXL staff will attempt to reach people listed on the emergency contact sheet after the end of the scheduled program. If we cannot reach anyone on the contact list, you may be subject to a late fee, to be paid by the end of the week. In addition, ongoing late pick ups could result in removal from the program. Specifically for those programs with long waiting lists. Please keep in mind that our staff also have families and commutes.

The BACR ExLP/ASP understands emergencies occur. If a family knows that they will be late due to an emergency, it is up to the family to contact the EXL/ASP Coordinator before the end of the scheduled end of program.

PARTICIPATION AND BEHAVIOR EXPECTATIONS

We expect all of our participants to actively participate in the program. The goal of the program is to help students achieve academic and social success, create lifelong learners, and develop youth into strong critical thinkers. Students are expected to exhibit positive behavior towards their fellow students, EXL/ASP staff, and regular school staff at all times. All BACR programs align with the school day's Behavior Expectations and policies.

BACR's specific guidelines are:

- Be Safe!
- Be Responsible!
- Be Respectful!
- Be Prepared!
- Be the Best You Can Be!

All ASP/EXL staff and service providers will engage students who exhibit behaviors that disrupt or interfere with a safe learning environment using a restorative approach.

In order to support students, it is important that there is consistent communication with parents and guardians. This includes: phone calls to parents/guardians for support, school day support, behavior contracts.

As a last resort: removal from the EXL/ASP if the aforementioned steps do not result in a change in behavior and/or actions.

In severe cases, the procedures listed above could be supplanted by removal of a student, after an investigation in collaboration with the school day. These instances can include:

- Physical or sexual assault
- Possession of drugs, drug paraphernalia
- Weapons, or other illicit items

- Behaviors which may endanger the safety of participants and staff
- The expressed written request of a school official

BACR EXLP- Positive Behavior Guidance Protocol

Our focus is improving support for youth and families by responding to student needs and incidents in a structured manner rooted in the principles of Restorative Practices.

We seek to build healthy relationships, growth mindsets, and positive development for all students.

Our model promotes collaboration amongst staff, parents, and students to create and sustain a positive school climate that supports success and well-being. All students, parents, and other community members are welcomed, respected, and valued.

A caring, safe, inclusive, and accepting learning environment is fostered **for** everyone and **by** everyone. As an agency we are committed to aligning our policies and support systems with all partnering districts.

**WE EXPECT ALL OF OUR PARTICIPANTS TO BE:
SAFE, RESPECTFUL, RESPONSIBLE, and HONEST.**

Identifying Behaviors

Types of Behaviors

MINOR (Program Instructor-Classroom/Behavior Guidance)	MAJOR (Program Coordinator-EXLP Office-Intervention)
<ul style="list-style-type: none"> → Not following program agreements → Inappropriate Language → Irritating, Annoyances, Disruption → Inappropriate Display of Affection → Disrespectful to Others → Verbal arguments with peers and/or adults. → <p><i>(Including, but not limited to the above behaviors.)</i></p>	<ul style="list-style-type: none"> → Dangerous Behavior → Bullying/ Cyberbullying → Fighting → Physical/Sexual assault → Damage of school/EXLP property → Harassment → Leaving Campus. → Racial/Sexual slurs → Use/possession of drugs, weapons and/or alcohol <p><i>(Including, but not limited to the above behaviors.)</i></p>

Positive Behavior Guidance Supports (Alternatives)

<ul style="list-style-type: none"> → Calming Corner/Chill Zone → SPARK Cards → Student Helper 	<ul style="list-style-type: none"> → Different seating assignment → Student Toolkit → Role Play Agreements/BACR 4-Be's → Journal About Student Expectations
--	---

- Option to work differently (Different assignment, task, etc)
- Student break

(Including, but not limited to the listed supports. Continue to add more alternative ways to support youth!)

***Make sure to review and implement all reasonable accommodations to support students. Communicate and Collaborate with your Program Coordinator/Manager.**

BEHAVIOR GUIDANCE STEPS

STEP 1- PREVENTION

Review Agreements, Expectations & Agendas daily with ALL Students

Make sure ALL students are involved with creating classroom agreements and values with clear understanding.

Make sure you have reviewed expectations, activity learning targets and instructions, and checked for understanding with ALL students.

Make sure students have been given the opportunity to check-in with themselves and their peers.

Use [Are You Ready for Today Guide](#) to see if there are structures that may support the prevention of situations that could trigger problem behaviors.

STEP 2- PROXIMITY/OBSERVATION

Observe Student Participation and Behavior

(Remember to consistently highlight students that are honoring the 4-Be's)

(ACTIVELY SUPERVISE next to students/ Pay attention to ALL students on-task/not on-task at all times.)

STEP 3- REMINDERS

Remind Students of Classroom Agreements and Values

(Give students the opportunity to redirect their energy and focus on tasks.)

(FOR TK-1ST GRADE-REPEAT-REMIND-REDIRECT)

←----- STEP 4- IDENTIFY LEVEL OF BEHAVIOR ----->

(Minor/Major level based on "Types of Behaviors" Chart listed above.)

MINOR

MAJOR

Step 5- Positive Behavior Guidance Supports Check-in with Student/Class.

Try **3** different Positive Behavior Guidance options.

Review alternative supports above, including, but not limited to.)

Step 5- INVESTIGATE

Call Parent/ [Accountability Form](#) / RJ Practice

Step 6- Parent Meeting & Student Support Plan [Student Support Plan](#) (1-Day Pause)

Step 7-FINAL Parent Meeting & Student Support Plan Revisit (3-Day Pause)

Step 8- DISMISSAL FROM PROGRAM

Step 6- Buddy Classroom

Student is to take a break from setting. Send to buddy classroom w/ Instructor and/or Assistant etc.

Step 7- Natural Consequence/COST Team

Explain to students the reason for loss of privilege. Check in with your COST Team for additional support. Discuss behavior and variety of choices/options to get back on task before Step 8.

Step 8- If behavior continues, shift to the Major Column.

(MUST HAVE APPROVAL FROM PROGRAM MANAGER/A.D.)

INVESTIGATION:

If incident involved staff-to-student incidents,

- Has the situation been resolved?
- Witness statements collected?
- **If the incident was hearsay, did you investigate if the incident actually occurred?**
- **If an incident is confirmed, did you get statements from ALL those involved?**
- **If incident involved staff-to-student incidents,**

did you:

- gather witness statements
- interview separately
- communicate with PM/AD, Site Admin, PAC
- make a decision on next steps
- communicated next steps to all parties
- **If incident involved student-to-staff incidents, did you:**
 - gather witness statements
 - interview separately
 - communicate with PM/AD, Site Admin, PAC
 - make a decision on next steps
 - communicated next steps to all parties?

*Our goal is to support all students, not to remove them from participating in the program. All Student and Staff Expectations must be taught, practiced and referenced consistently.

In the event all steps have been taken and you have reached “Step 8” in the “Major” category, you must present all documentation to your Program Coordinator, Program Manager, and Associate Director for approval to move forward with possibly dismissing a student from participating in the program.

Re-Entry into Program after 1-3 Day Pause:

If a student has been placed on a 1-Day/3-Day pause from participating in program to reflect on choices made, once they return to program the Coordinator must:

- Welcome the student back into the program and have a restorative/reflective conversation with both the student and the Program instructor.
- Re-visit the 4-Be’s and Student Expectations. Check for Understanding and Questions.
- Let students know that they have a clean slate and the power to make better choices.
- Make sure Program Instructors re-visit the 4-Be’s, Student and Staff Expectations consistently, as well as practice them.
- Hold a Restorative Circle with other involved students.
- Continue to follow through with all steps in the Behavior Guidance to support student success.

- Make sure to acknowledge and give Shout-Outs to students going above and beyond to be Safe, Respectful, Responsible, and Honest.
- Revisit 4-Be's and Student Expectations with class to make sure all students feel safe and supported.

CELL PHONES, ELECTRONICS AND TOYS FROM HOME

Cell phones are not permitted during the after school program hours. During instruction, phones should be put away, unless phones are a part of the program goals. Programs embed free time and transition time for youth to use and check their phones. Loss or damages can easily occur. If you need to call your student, please use the contact information on the cover of this handbook.

For Elementary Programs: Toys and electronics from home are not permitted during program hours. BACR is not responsible for any loss, damaged or stolen items.

DRIVING STUDENTS AND SUPERVISING STUDENTS DURING NON-WORK HOURS

Driving Students

There may be a time where parents or guardians will need support in getting students home after the program is over. After School Staff and Volunteers are not allowed to drive students home. Likewise, Staff and Volunteers are not allowed to drive students in their personal vehicles for any reason unless it is pre-approved by BACR management (refer to driver authorization form in packet) and BACR vehicle usage, which requires insurance, FP requirement and DMV background proof.

Supervising students during non-work hours

You may choose to hire after school staff to provide “babysitting” services outside of after school hours. If you choose to do this, please note that while they are working for you, they are not a BACR employee or representative. Our liability ends at program hours. You may be asked to provide written disclosure making it clear that BACR will not be responsible for liability during this time.

FIELD TRIP POLICY

In the event we plan a field trip for your student to attend, we will use permission slips. All participants must have a field trip permission slip signed by their parent or guardian. You must sign the slip if you would like your student to attend and complete the chaperone section if you would like to be a chaperone. In the event you do not allow your student to attend, there will be a supplemental program on campus with designated after school staff for your student to attend.

RELEASE OF SCHOOL DATA

We are vested in the academic improvement of your student. By enrolling your student in our program

have the option to allow us to access student information regarding their academics. This information is kept confidential and will only be used to help you in supporting your student academically.

Family Educational Records Privacy Act (“FERPA”)

ExCEL After School Programs complies at all times with the requirements of the Family Educational Records Privacy Act (“FERPA”) and relevant state law regarding the confidentiality and handling of student records, including but not limited to California Education Code sections 49073 and sequential. ExCEL After School Programs shall only access and use confidential student information for the performance of duties on behalf of SFUSD under this Agreement, prior written parent consent, or other provision of federal and state law permitting access to confidential student information. ExCEL After School Programs shall not use confidential student data for any purpose other than providing services to the District pursuant to this Agreement.

ExCEL After School Programs shall not re-disclose confidential student information to any third party without the prior written consent of the District and any such re-disclosure shall be consistent with state and federal law.

PHOTO AND VIDEO RELEASE

During your child’s attendance in the After School Program, they may participate in an activity that is being photographed or videotaped; these photographs/video recordings may be used for promotional purposes. If you do not wish for your child's image to be used, please sign the Photo/Video Release form included in the registration packet.

BACR RELEASE OF LIABILITY

All applications include a BACR release of liability, which states the following: "Bay Area Community Resources and their officers, agents, employees, will assume no responsibility or liability for injuries/illnesses of my/our child". It’s important to understand that accidents and injuries can arise out of program events and activities; knowing these risks, parents/guardians agree to assume all risks of damage, illness, injury or loss to person or property that is sustained while participating in, attending, preparing for or traveling to and from the after school program.

The risks of injury and illness (ex: communicable diseases such as MRSA, influenza, and COVID-19) to my child from the in-person activities involved in this program is significant, including the potential for permanent disability and death, and while particular rules, equipment, and personal discipline may reduce these risks, the risks of serious injury and illness do exist.”

VOLUNTEERS

We accept volunteers aged 18 or older from the community regularly and we are proud to bring them on-board once they have cleared a background check and provided a negative TB test. In the event you would like to volunteer, please contact the Site Coordinator. High school/middle school students or other minors may volunteer; they must check our Youth Volunteer requirements for specific information.

MANDATED REPORTERS

All after school staff are considered mandated reporters. By law, if we suspect child abuse or negligence we must report it to child protective services. We will also contact the student's parent/guardian and/or school administration if necessary and appropriate. All after school staff receives training on what does or doesn't constitute child abuse, as well as how to call in and make a report. We ARE NOT in charge of the investigation nor do we decide its findings. Retaliation towards after school staff in response to making a report will be communicated to child protective services and law enforcement immediately.

ADULT CODE OF CONDUCT

Adults on campus are expected to abide by the following codes of conduct when on campus (including parking lots) at all times. If these codes are not followed by you or/and your authorized pick up persons, your student may be removed from the program. This code includes but is not limited to the following:

- Be considerate, respectful, and non-disruptive of classrooms, hallways, study areas, libraries, and cafeterias.
- Abide by the authority of after school staff, campus teachers, administrators, and classified employees.
- Understand and accept that the following are not tolerated on any school district campus:
 - Destruction of private, school, and district property, i.e. no littering, no graffiti, no stealing, no extortion, etc.
 - Harassment of students or staff, including bullying, intimidation, so-called "cyber bullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
 - Committing an obscene act or engaging in profanity or vulgarity.
 - Alcohol, tobacco, and other drugs.
 - Weapons or other dangerous items.
 - Fighting, as well as encouraging or instigating a disruption or fight; spreading hurtful rumors or falsehoods that result in a student conflict; leaving class or campus to watch a disruption; or refusing to respond to requests to leave the scene of a conflict.
 - Taking student discipline into your own hands by causing harm to other students and or their families.
 - Asking staff questions regarding other students (not your own child). This can lead to altercations with the other students' families and negatively affect all youth in the program.
 - Threatening and/or causing physical harm to your student in front of school staff, other youth and/or families.
 - Disrespectful language and tone including yelling.
 - Bribing staff or blackmail towards staff in regards to special student privileges.
 - When filing a complaint regarding another student, please keep names confidential to only the

coordinator, teacher, program manager and principal. This includes all email communications.

MEDICATION

It is the responsibility of the parent/guardian to inform after school staff of any medical needs and or conditions for when your child(ren) takes a daily medication, he or she will need to follow the district's medication policy when taking their medication.

The general policy is that any student who takes daily medication or can self-medicate needs a written consent from the parent and a copy of the physician's instructions on file. Daily medications should be listed on the Student Health Form in the program application.

If your child requires the use of a fast-action inhaler for asthma, or carries an epinephrine pen (or epipen) for anaphylactic shock, requires insulin for diabetes, or any other ongoing medical need, please notify the Program Coordinator immediately! In the event that your child(ren) needs assistance with their medication from ASP/EXL staff, Staff must follow the district's policy on administering all medications and first aid services to students. These staff MUST be trained by the school district, once a need has been identified.

ILLNESS / INJURY AND PHYSICAL EMERGENCY POLICY

Illness

All contagious and serious illnesses must be cleared by a physician's note to return to the after school program. Examples include but aren't limited to: pink eye, scabies, bacterial diarrhea, pneumonia, ringworm, thrush, lice, chicken pox or measles. Students with diarrhea or vomiting must be kept home from the after school program for 24 hours after the last incident. Students with a fever may not be at the program until they have been fever free for 24 hours without the use of medication. If a student says they do not feel well, becomes ill or has a personal hygiene matter you will be notified immediately for pick up.

Injury

All students at one time or another fall, bump into each other, or get hurt. We will help students' wash cuts using gloves, water and soap. We will then provide the student with a Band-Aid and/or gauze. If a student receives a bump or bruise we will provide ice for swelling.

Physical Emergency

In the event that a student is hurt and requires more than just basic first aid during the after school program, after school staff will call an ambulance, the financial burden of the ambulance will be on the family of the child(ren), not BACR. They will then call a parent/guardian or adult on the emergency list to brief them of the situation and ask for permission for the ambulance to take the student to the hospital. In life-death situations, coordinators will follow the advice of the paramedics and allow them to take the student.

All injuries that result in a mark, bruise or blood will be followed up with a written incident report.

INCLUSIVE PROGRAMMING

Federal and state laws and regulations support the rights of children and youth experiencing disabilities and other special needs to be included in public and private programs. These apply to BACR's out-of-school program.

Our goal is to provide inclusive programming and follow two concepts that capture the spirit of these laws and regulations:

1. Seeing each person as an individual.
2. Making reasonable, respectful and individualized accommodations when they are needed.

We consider all potential factors to provide reasonable accommodation consistent with federal and state laws and district policy and procedures. The decision to enroll/not enroll a child will be made on an individual basis after the child's needs have been assessed using information from parents and district professionals who are knowledgeable about the specific disability.

In consultation with the district and parents, BACR will assess whether the after school program can provide the assistance that is needed without jeopardizing the safety of the student, other participants, and staff in the program. BACR shall strive to make all reasonable accommodations as required by law. Any modification that would result in a "fundamental alteration" (a change in the essential nature of the entity's programs or services including staffing and cost of alteration) would not be considered reasonable accommodation.

We will work with the school administration or resource teacher and get parent consent to get a copy of a student's Individualized Education Plan (IEP) or 504 plan.

BACR will not be financially responsible for any accommodations needed regarding special equipment, classroom aides, or special materials for special needs youth.

POTTY TRAINING EXPECTATIONS

Supporting students who are not properly potty trained is outside of the scope of work of our staff. We suggest the following, in case an incident happens on the school campus with youth participants.

- Provide an extra change of clothes (Recommended for all TK/K participants)
*Parents may be asked to visit a program to clean up after their child, if the child is unable to clean themselves, should an incident occur. Staff should not be helping students in the bathroom.
- Remind participants to take advantage of bathroom breaks, or realizing the urge of having to use the bathroom.
- Ongoing issues could place a pause of child's participation, until they are able to recognize their bathroom needs, and know when to stop activities and use the bathroom.

BULLYING

All districts have a process to follow when supporting students around bully behavior. Our instructors investigate situations of bully behavior when students report they are being bullied. Staff will include their Program Coordinators of any potential situations that they may be aware of.

GRIEVANCES/COMPLAINTS

We believe the best and most rewarding programs result from a direct relationship between after school staff and parents/guardians. We encourage you to bring your concerns to the Site Coordinator or any other member of the management team whom you feel can help you; we in turn, promise to listen to your concerns with respect and do our best to address your concerns.

In the event that you feel that your concern needs to be routed to someone else, you can contact the program director at any time (please see the contact sheet on this document's cover page). BACR takes any grievance or concern seriously and will ensure an appropriate response.

EMERGENCIES

In case of a major disaster such as an earthquake or fire, we have emergency plans and procedures, which have been arranged in collaboration with your district and school. A brief outline of the plan is posted in each room. The entire plan may be read in the school's office at your request.

In many cases, students will be evacuated from the building until they are deemed safe for occupancy. In the event students are evacuated from the buildings to another location, notices will be posted advising parents of the student's whereabouts.

Should there be time, parents/guardians will be called to come for their students. If parents/guardians cannot be reached, those persons listed on the student's application will be called to come for the student.

In the event of a school lock down or lock out, all adults will not be allowed on campus and students will not be allowed to leave campus until we receive clearance by local police. In the event there is a lockdown or lock out, we will follow all school procedures and notify parents according to them.

MORE INFORMATION REGARDING BACR SAFETY PROCEDURES AND POLICIES

More information regarding the below policies and procedures are available upon request:

- [Bathroom and Water Break dismissal](#)
- Closed campuses/gate policy - refer to School Safety Plan
- Lockdown Procedures - refer to School Safety Plan
- Sign in and out procedures After School Instructor Safety Expectation

For more information about Bay Area Community Resources, please go to www.bacr.org

ACKNOWLEDGEMENT OF FAMILY HANDBOOK AND EXPECTATIONS

Please sign off on this page and return to the Program Coordinator indicating that you have received, read, and understand the after the programs policy and procedures. By signing this document, you are acknowledging:

_____ I will help the after school program with behavioral interventions, if needed, to work with our students and the after school program to help them make better and more positive decisions.

_____ I will follow the adult code of conduct expectations.

_____ I understand BACR's release of liability.

_____ I understand all other policies and procedures laid out in this handbook.

Print First and Last Parent/Guardian Name: _____

Parent/Guardian Signature

(Please note that you will be signing on behalf of all parents/guardians): _____

Date: _____

Student Names:

1. _____

2. _____

3. _____

4. _____