AFTER SCHOOL EDUCATION AND SAFETY
PROGRAM PLAN GUIDE

Prepared by:

Grow Academy Arvin
901 Nectarine Court
Arvin, CA 93203

Revised December 2021

After School Program Plan
Template

Instructions: Use this template to customize your After School Program Plan Form.

Grant Identification Number:**15-23939-S292-EZ**

County District School (CDS) Code:

15101570124040

Authorized Signatory (Fiscally responsible for the program.)

Casey Yeazel   Chief Executive Officer

Phone: 661-489-3250

E-mail: Cyeazel@growpublicschools.org

Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance.

Site Name	Project Daily Attendance
1. Grimmway Academy Arvin	# 125
2.	#
3.	#
4.	#
5.	#
6.	#
7.	#
8.	#

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
➢ **Hisp/Latino**	94.9%
➢ **SED**	80.5%
➢ **EL**	37.3%
➢ **SpEd**	6.8%
➢	%
➢	%
➢	%
➢	%

(These may be listed on an additional page.)

After School Education and Safety
Program Plan Guide

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in California *Education Code* (*EC*) sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. Social and Emotional Learning is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.
Instructions

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your plan. In addition to the narrative response, it may be useful to include tables, charts

or other visual representations that contribute to the understanding of the before and after school program.

1–Safe and Supportive Environment:

- **If the program will be located off campus, describe how students will travel safely to and from the program site.**
  The ASES program at Grow Academy Arvin (GAA) is site based and takes place on the same campus.

- **Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.**

  The ASES staff participate in routine professional learning in a variety of subject areas, including, but not limited to behavior management, social-emotional learning, school safety and emergency management procedures. Regular school safety drills are conducted during the ASES program to ensure the students and staff are prepared in the case of an emergency.

- **Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.**

  Student safety and emotional development are a top priority at Grow Academy Arvin. Through intentional professional development, all staff are trained in restorative justice (RJ) practices and required to implement these strategies as our school wide behavior system. Through RJ, our students are better able to deal with emotional issues as well as struggles they have with other students.

  All students have an opportunity to participate in age-appropriate physical activities every day. These structured activities are designed to encourage movement and activity to encourage healthy lifestyles as well as allow students the opportunity to take mental breaks throughout the day.

2–Active and Engaged Learning:

- **Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.**

The ASES Aides offer academic enrichment services to all students. The students have additional access to reading and math programs that are used during their regular instructional school day. They will have time to read books checked out of the school library.

The ASES Coordinator , in collaboration with the Aides, utilize a weekly theme to make their lesson plans fun. For example, during "owl week" the students researched different types of owls, shared facts and artwork was centered on the bird. Aides build lesson plans with input from teachers and the ASES Coordinator.

· *Describe the planned program activities and how they will:*

    a. Provide positive youth development.

    b. Provide hands-on, project-based learning that will result in culminating products or events.

    Each week, a different theme is introduced to the students that ties closely with seasonal or community events. Through these thematic lessons, ASES Aides introduce activities that the students work on through the week. At the end of each week, students will have completed a project or piece of artwork that demonstrates their learning. Whenever possible, the ASES staff partners with the community to sponsor events that are run by the students. The premier activity each year is the annual city Christmas Parade. ASES students design and help build the float and are allowed to participate in the parade.

3–Skill Building:

- **Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.**
Students in the ASES program generally have parents/guardians that work long hours and have multiple children at home. Our schoolwide academic program focuses on literacy and academic persistence and not so much on "homework". Through the ASES program, the Aides spend time with students in the areas of reading and academic enrichment. The students have scheduled time to explore the library as well as silent reading time where the Aides will meet with students and talk to the students about their reading. The ASES program also provides a hands-on component in which students participate in activities such as plant sales, wellness fairs, and other activities that help to add relevance to math and ELA concepts as they apply to real world situations.

- **Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.**

  Grow Academy Arvin is committed to the idea that meaningful stakeholder engagement is an integral part of the development and implementation of programs and services for our students. Through the Local Control Accountability Plan (LCAP) process, we include the ASES program in our discussions with stakeholders to solicit feedback on how it can be more involved in the local community. This includes discussions with the schools teaching and administrative staff. Other governance groups that are instrumental in providing feedback to help shape program delivery are: School Site Council, Star Parents of Grow Academy, and the English Learner Advisory Committee.

4–Youth Voice and Leadership:

- **Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.**

  Students at Grow Academy Arvin are encouraged to be actively engaged in all aspects of their education. As part of our core philosophy, we provide students an opportunity to reflect on their personal data and set personal goals.

  In ASES, students have choice in how they spend their homework time based on their needs. ASES staff are trained on understanding the school academic program so they can support student academic growth based on need and areas for growth.

- **Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.**

  ASES staff are also trained in restorative justice strategies and have implemented "Class Council" meetings weekly to discuss activities for the week, issues students may be experiencing and gather input on activities that they would like to bring to the program.

- **Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).**

  ASES students also have opportunities to participate in service-learning activities such as making valentines cards for the nearby hospice hospital, sock collection for the homeless, and food drives during the holidays.

Additionally, to collect student feedback on SEL/culture and climate, Grow Academy Arvin began the implementation of a new survey platform, Kelvin.

Kelvin offers an "all-in-one" solution to collecting information on social-emotional wellbeing through interactive pulse surveys (English and Spanish) made available in the Clever console. Kelvin offers real-time pulse surveys through a chat feature embedded in the Google Chrome console ("pop up surveys") with a simplified user experience and the available to customize the tools based on the needs of students.

5–Healthy Choices and Behaviors:

- **Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.**

  As noted in Goal #3 of our LCAP   we are committed to providing an environment that encourages healthy lifestyles. Diet plays a key role as a risk factor for chronic diseases. Two factors play an important role in ensuring a healthy diet: education and access to healthy foods. However, access to nutritious foods is a challenge in parts of Kern County. According to a 2017 University of California report titled, Kern County Food System Assessment: Indicators for a healthy food and agricultural economy, between 30 percent and 55 percent of Kern County residents at or below 200% of the Federal Poverty Level (FPC) are food insecure. Food insecurity rates in Kern County generally exceeded rates for California. In 2019-2020, 78% of GA Arvin's families qualify for Free and Reduced Lunch. The impacts of the GA ESY Program are not limited to how it impacts a healthier diet on reducing the potential for developing *chronic health issues.*

- **Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.**

  The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GAA, and supports the academic content in both the classroom and the ESY kitchen and garden settings. Physical education, activities and education in wellness and healthy lifestyles continue in the after-school program.

- **Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.**

  Nutritious snacks are served on a daily basis and may include:

● *Fresh fruit*	● *Raisins*
● *Animal Crackers*	● *Crackers and cheese*
● *Baby carrots with ranch dip*	● *Whole wheat Goldfish crackers*

  During the School year, GAA receives the Supper Program grant and provides students with a more robust meal in the late afternoon. These meals will follow our strict wellness guidelines and will include fresh fruits and vegetables daily.

6–Diversity, Access, and Equity:

- **Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.**

  All students, without exception, are welcome and encouraged to participate in the ASES program . Due to our location and predominantly Hispanic population, we celebrate many cultural traditions within the Hispanic community. Through local celebrations and community events, we provide opportunities for our students to learn about and celebrate the cultural traditions of the community.

  The student population of the school is 94.9% Hispanic, 80.5% Socioeconomically disadvantaged and 6.8% Special Education. It is the goal of the ASES program to closely match the regular school day student population. At the beginning of the school year, the ASES Coordinator presents information about the program to all parents during back-to-school nights. Throughout the year, the ASES program continues to share updates about the program and actively shares information about how the program serves all students.

- **Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.**

  A minimum of 50% of the ASES staff are bilingual and a requirement of the Coordinator position is the ability to speak and write fluently in Spanish. Additionally, all ASES staff are given professional development in dealing with student behaviors, working with Special Education students and EL students. Although the need has not yet arisen, we have transportation agreements and service agreements in place with our SELPA to ensure appropriate staff and services are provided to Special Education students during the ASES program.

7–Quality Staff:

- **Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.**

The minimum requirements for an instructional aide include:

1. *High School Diploma required*

2. *A.A. degree or equivalent preferred*

3. *Familiarity with student achievement data*

4. *Knowledge of different educational software such as Accelerated Learner and Dreambox preferred*

5. *Experience working with ELL students a plus*

6. *Fluency in Spanish preferred*

- **Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.**

Staff is recruited through Grow Academy Arvin's public website, social media (i.e., LinkedIn, Facebook, etc.) and existing staff referrals. Retention of the ASES aides will be attained by meeting clearly outlined expectations as noted in midyear and end of year reviews. The ASES coordinator will provide support with a number of aide responsibilities including but not limited to creating lesson plans as needed if , support with discipline, and support with new strategies for classroom management.

- **Describe the type and schedule for the continuous professional development that will be provided to staff.**

Regular professional development will be made available to add to their skills. Professional development days are to be scheduled three (3) times per school year. Workshops will be held on classroom management, physical activity leadership, Learning Lab software support, ASES policy & procedure, safety, leadership skills. Staff will be asked for PD topic ideas via surveys.

- **Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.**

N/A

8–Clear Vision, Mission, and Purpose:

- **Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.**

GAA is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GAA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. GAA enrolls approximately 90 students per grade per year in grades Kindergarten through sixth, and 80 students per year in grades seventh through eighth, with an end goal of educating just over 800 students annually in grades K-8. Our student population is 37.3% English learner (EL), 80.5% Socioeconomically Disadvantaged and 6.8% students with disabilities. 94.5% of our students are Hispanic. GAA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We encourage our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen. Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being. We at GAA are motivated by four core values:

- *High Expectations*

- *Health and Wellness*

- *Perseverance*

- *Joy*

The following goals encompass our vision: Providing a school choice for families that have limited English language skills and are economically disadvantaged.

Enabling incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they promote to 9th grade. Educate our scholars to be self-motivated, competent, and lifelong learners, and have a deep love of reading. Providing the parents in the Arvin Community an educational pathway to position their children to be eligible

for attending a four-year college. Include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.

Encouraging our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

- **Describe 3-5 program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.**

  The Goals of the Afterschool Program are as follows:

  Offer extended learning opportunities and homework assistance to all students.

  Offer exposure to the Arts through community partnerships such as the Bakersfield Museum of Art

  Continue the School's philosophy on the importance of healthy food choices and lifestyles

- **Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.**

  Grow Academy Arvin will recruit participants through active communication with parents and promoting the value of our program to their students. Our after-school program has been available since we opened in 2011-2012. We will provide the parents with an after-school contract that list the program attendance requirements.

  Academic achievement will be collected on student subgroups through NWEA Map Growth reading/math software and assessments, GAA writing in-house assessments and ELPAC testing results. In addition, we will conduct short surveys with parents, teachers and students requesting feedback on meeting the program's goals.

9–Collaborative Partnerships:

- **Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.**

The development and update of this plan is done with the collaboration with the Grow Academy Arvin school leadership, the ASES Coordinator , the Grow Public Schools leadership, parents and students of the ASES program.

- **List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).**

The Grow Academy Arvin ASES Program is managed and administered internally without partnerships from outside agencies.

- **Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.**

Grow Academy Arvin has close partnerships with organizations to provide enrichment activities with our students. Some past partners include California State University Bakersfield, The Bakersfield Museum of Art, Grimm Family Education Foundation, Lamont Chamber of Commerce, Kern County Hispanic Chamber of Commerce, Arvin Lions Club, The Kern County Children's Dental Health Network, Adventist Health Kern County, and the local retirement home. We will continue to build and refine our external relationships as the program develops and feedback from stakeholder groups request activities and experiences.

10–Continuous Quality Improvement:

- **Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.**

    The ASES program focuses on health and wellness, enrichment and academic literacy support. The impact of the program is measured through bi-annual parent surveys, staff surveys and feedback from ASES students and staff. As a public Charter school with a specific mission of developing the health and wellness of the students, aligning our ASES outcomes to our school mission has been of paramount importance. All wellness initiatives, academic expectations and community engagement initiatives are aligned to the overall mission of the school and Grow Public Schools. The impact of these program strategies mentioned above are measured through the results of the parent and students surveys as well as through quantitative measures such as frequency of events and number of students participating as evidenced by attendance reports generated from the school's Student Information System (Infinite Campus)

- **Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve**

program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

The CQI process at Grow Academy Arvin happens three times throughout the school year. At the end of the year, the ASES staff meets with the principal and analyzes the satisfaction surveys to glean information on the impact of the program. Using this information, the ASES Coordinator along with the Principal work on a plan for improvements or areas to change in the program. This is shared with ASES staff during staff PD sessions prior to the start of school and feedback is gathered from the staff. At the end of the first semester, student and parent surveys are given and the ASES staff, along with the school Principal review the results to make modifications or changes during the second semester.

11–Program Management:

- **Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.**

- **Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication**.

- **Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.**

- **Describe the system in place to address the following program administration requirements:**

The Grow Public Schools Charter Management Organization (CMO), in partnership with Edtec (our Back Office provider) is responsible for tracking all revenue and expenditure reporting related to the ASES grant. The CMO is accountable for all reporting requirements such as the creation and revision of the program's operating budget. Grow Academy Arvin will be responsible for the in-kind matching funds.

The ASES program begins at 3:30pm (Monday, Tuesday, Thursday, Friday), 1:00pm (Wednesday) and closes at 6:10 pm each day. An ASES Aide will sign

each student into the program using their grade's roll sheet. The student's parent/guardian will sign their student(s) out on the same sheet. The roster is set up to cover 1 week of attendance. If a student is being signed out early the Early Release Policy must be followed. Attendance is entered into Infinite Campus (our student information system) on a daily basis.

The   ASES Program Plan will be reviewed on a yearly basis, after the school year has begun. The Plan will be reviewed by the Principal, Assistant Principal of Student Services, ASES Coordinator , and the Director of School Operations. The Plan will be reviewed for changes and updates in the program.

Early Release Policy:

Attendance

The ASES I Program is NOT a drop-in program. This program is funded by a federal grant (ASES) and, as a grantee, we are required to operate a minimum of 15 hours per week. The Program starts immediately after regular day dismissal (3:30 Monday, Tuesday, Thursday, Friday and at 1:00 on Wednesday and early release days). Dismissal from the Program starts at 6:00 and students must be picked up by 6:15. Enrollment means attending 5 days per week from the end of the regular school day until the end of the Program.

The ASES Program will be closed during School breaks, holidays and professional development days (please refer to School calendar in Office or on website)

Attendance is taken each day at 3:30pm by one of the ASES aides in each grade level. Rosters include an entire week's attendance to manage the number of absences of each student weekly. Rosters have an "In" and "Out" time and signature slot. The ASES aides will fill in the "in" time while the parent fills out the "out" portion, notating the time the student is being pulled out of the ASES Program, along with the signature slot.

If a student has an excused absence from the instructional day, the student's absence will be excused in the ASES Program. Immediate follow-up with parents/guardians will occur when students are not in attendance. Students with more than 3 unexcused absences may be removed from the program. Parents/Guardians of these students are sent a notice reminding them that their students are required to attend each day. This notice is also utilized when students are taken out of the program before 6:00. We do not count a student as being present if they are released early with no approved early release request.

In addition, students who are not picked up by 6:15pm (after the third occurrence) may be dropped from the program.

Late Arrival/Early Release Policy (Contract)

See below for a copy of the ASES Program late arrival/early release policy. This contract will be given to each student's parent/guardian at the beginning of the school year or prior to a student starting in the program. The form will be signed by the parent/guardian prior to acceptance of the student into the program. Once signed, the signature portion will be delivered to the ASES Coordinator and the parent/guardian will keep the contract portion.

Early Release Form

Students may be released for participating in activities that parallel the ASES Program such as sports (on-site), tutoring, field trips, or enrichment activities. Students may be released for medical or religious purposes. Students may not be released or leave the program without a permission slip indicating name, activity, or specific reason they are leaving the program earlier than required. See attached Early Release Form.

Grow Academy Arvin understands that there will be times when your child will be unable to attend the after school program. Please follow these guidelines to ensure that your child will benefit fully from the program:

- *To remain enrolled in the program, **students must attend the after school program for the minimum number of hours** required by the State of California. The minimum number of hours required by the State of California is **15 hours for elementary** school students.*
- *Students who are absent from the program and do not appear on the school's absence report must bring a note to the After School program the next day.*
- ***Students falling below the minimum number of hours may be dropped from the program.** If dropped, the child must reapply.*
- ***Students not picked up by 6:15pm (after the third occurrence) will be dropped from the program.***
- ***Outside sports practices and religious instructions** (i.e.; Catechism, bible study class, etc.) **may be excused absences up to 2 times per week**. Please bring the schedule from your child's sport or class, or a letter from the organization that states the class/practice times and the dates the child will attend the outside sport/instruction.*

- *Students may arrive late to the program for the following reasons: academic tutoring, sports or leadership classes provided by the school or Supplemental Educational Services for eligible students.*

12–Sustainability:

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

    - *Annual budgets for the school site include a review of ASES expenditures and updates to ensure the program will be sustainable. Should the need arise and the grant revenue will no longer cover the cost, GAA will use school's general operating budget as part of the LCAP process to support the program. In addition, partnerships with local educational philanthropy groups such as the Grimm Family Education Foundation will be leveraged to continue the program. This process will be managed by the site Principal in conjunction with the Grimmway Schools Director of School Operations (DSO).*

AFTER SCHOOL EDUCATION AND SAFETY (ASES)
PROGRAM EARLY RELEASE POLICY

Grow Schools has established this After School Education and Safety ("ASES") Program Early Release Policy pursuant to Education Code Section 8483 and in accordance with ASES Grant requirements. It is the intent of the Legislature that elementary school students participate in the full day of the program every day during which students participate.

As a funding requirement for ASES, participating elementary school students are expected to attend the ASES program five (5) days per week for a total of 15 hours per week.

Grow Schools understands that situations do occur that cause students to need to leave early or miss a day altogether. The bulleted items contain examples of excusable reasons for signing out of early, or missing the ASES program, for a day.

- Documented medical, dental, or counseling appointments.
- Family emergency.
- Illness.
- Weather conditions.
- Custody agreements and court appearances.
- Observance of religious holidays or ceremonies.
- Extreme transportation constraints.
- Parallel Program (Girl Scouts or Boy Scouts, sports league, tutoring, clubs, etc.).
- Parent choice (e.g. elementary school students attend a minimum of 15 hours per week).
- Walkers or bus riders; ASES students authorized by their parent/guardian to walk or ride the bus home. These students will be signed out of ASES 30 minutes before dark during the winter months.

It is the policy of Grow Schools that "Early Releases" are kept to a minimum. In the event of unauthorized instances of, or an unacceptable pattern of unauthorized early program departures, the Charter School will first hold an in-person meeting with the parent or guardian to determine the reasons for the unauthorized early releases and to discuss whether the ASES program is beneficial for the student. If unauthorized instances persist following the meeting, the student may be disenrolled from ASES.

The ASES program encourages students to attend Monday – Friday after school until 6:00pm in order to gain the most benefit from the program and to be academically and socially successful.

For students picked-up before 6:00 p.m., we ask "authorized adults" to write their qualifying condition for early release in the Note/Early Release line next to their signature on the student sign- out sheets. In the event that a student needs to leave early on a set of days, the parent/guardian is asked to write the program a letter, with signature, for the specific days, dates, and time.

This Early Release Policy is to be applied on a student-by-student basis.

EARLY RELEASE 2021-2022

Student(s) Name: _____

Grade: _____

Early Release Date: _____ Early Release Time: _____

This form serves as my request for the above student to leave the Grow Schools After School Program early due to one or more of the following that complies with the Grow Schools Early Release Policy. I understand the student attendance system will record the reason, date and time, if the early release is approved.

Any early release arrangements may impact after school funding and the student's benefits to the program. Certain grant requirements limit the use of this policy. All early releases require the approval of the Site Coordinator.

Check Applicable Box(es):

- ❏ **ER-1** Attending an on-site Parallel Program (e.g., Intervention, SES, Sports, etc.).
    - □ M □ T □ W □ TH □ F □ Everyday Release Time:___
- ❏ **ER-2** Participating in an off-site program requiring prior parent authorization (e.g., Dance, Catechism, City Sports Leagues, etc.)
    - □ M □ T □ W □ TH □ F □ Everyday Release Time:___
- ❏ **ER-3** Family Events/Affairs (e.g., Family Reunion, etc.)
- ❏ **ER-4** Medical/Dental Appointments
- ❏ **ER-5** Walkers/Time Change/Weather Conditions (i.e., heavy rain, fog, snow, storms)
- ❏ **ER-6** Family Hardship (e.g., transportation)
- ❏ **ER-7** Family Emergencies (e.g. death in the family, catastrophic incidents, etc.).
- ❏ **ER-8** Illness or injury during program time (program staff should call parent or guardian).
- ❏ **ER-9** Other conditions directed by the school and/or School Board relating to student safety, student developmental needs, or age-appropriate expectations for academic performance after school (reason must be written on the Early Release Agreement and recorded in the student attendance system).

****Person signing this form must be an authorized Parent/Guardian on the Grow Schools Enrollment Form. For students who walk home this form must be completed when the child is enrolled.

Parent/Guardian Name: _____
(Please Print)

Parent/Guardian Signature: _____

Site Coordinator Approval Signature: _____ Date: _____