

Cuevas Sound Spectrum

Complete Policy & Program Packet

Combined printable PDF packet

Compassion • Integrity • Inclusion • Individualized Support

Included Documents

- About Us
- Age Group and Targeted Population
- Participant Criteria / Level of Functioning
- Service Rates Table Template
- Program Proposal Checklist
- Cancellation, Refund, Rollover, and Travel Policy
- Grievance Policy
- Attendance Policy

About Us

Cuevas Sound Spectrum

Who We Are

Cuevas Sound Spectrum is a compassionate, inclusive, and individualized music lesson program dedicated to making music accessible for children, teens, adults, veterans, and individuals with diverse learning and support needs.

We specialize in providing tailored music instruction for individuals across the autism spectrum, including all autism support levels, as well as individuals with intellectual disabilities, developmental disabilities, neurodivergent learning needs, and students who benefit from adaptive teaching methods.

At Cuevas Sound Spectrum, music is more than learning notes, rhythm, or instruments. Music is a way to build confidence, encourage creativity, support emotional expression, strengthen communication, and create meaningful moments of success.

Our Mission

Our mission is to provide individualized, inclusive, and compassionate music lessons that meet each student where they are.

Cuevas Sound Spectrum is committed to helping students grow through music by supporting their unique learning style, communication needs, sensory preferences, strengths, and personal goals.

We believe every student deserves access to music education that is patient, respectful, flexible, and designed with their needs in mind.

Who We Serve

Cuevas Sound Spectrum provides music lessons and music-based enrichment for:

Population Served	Description
Children	Beginner and adaptive music lessons for young learners
Teens	Skill-building, confidence, creativity, and performance preparation
Adults	Beginner, continuing, or adaptive music instruction
Veterans	Music instruction for structure, creative expression, confidence, and emotional wellness
Individuals with Autism	Inclusive lessons for all autism support levels
Individuals with Intellectual Disabilities	Modified instruction, repetition, visuals, and flexible pacing
Individuals with Developmental Disabilities	Supportive lessons based on ability, needs, and learning style
Neurodivergent Learners	Students with ADHD, sensory needs, communication differences, or executive functioning needs
Beginners	Students with little or no prior music experience

What We Offer

Cuevas Sound Spectrum offers individualized music lessons that may include:

- Piano lessons
- Drum lessons
- Rhythm activities
- Tempo practice
- Ear training
- Music theory basics
- Sight-reading support
- Coordination activities
- Creative expression
- Adaptive music instruction
- Recital preparation
- Family and caregiver collaboration

Lessons may be offered in 30-minute, 45-minute, or 1-hour sessions depending on the student's needs, age, attention span, goals, and level of support needed.

Our Approach

Cuevas Sound Spectrum uses a student-centered and compassionate teaching approach. Lessons are designed to be flexible, structured, and supportive so students can participate in a way that feels safe and meaningful.

Our instruction may include:

- Visual supports
- Modeling
- Repetition
- Breaks
- Flexible pacing
- Sensory-aware instruction
- Positive reinforcement
- Simplified directions
- Choice-making opportunities
- Modified activities
- Parent or caregiver support when needed

We understand that every student learns differently. Some students may need structure. Some may need movement. Some may need extra processing time. Some may communicate without words. Some may need

sensory breaks. At Cuevas Sound Spectrum, those needs are respected and included in the lesson design.

About the Founder

Lena Cuevas, CEO and founder of Cuevas Sound Spectrum, created this program with a passion for music, compassion for families, and a deep commitment to individuals with autism and other developmental needs.

Lena has over 11 years of experience in the ABA field, working directly with individuals across the autism spectrum and supporting children with diverse developmental, behavioral, communication, and learning needs. Her background as an RBT, combined with her lived experience as a mother of a child on the spectrum, allows her to bring both professional knowledge and personal understanding into her work.

Lena is also pursuing advanced education in clinical psychology to continue strengthening the way Cuevas Sound Spectrum supports students, families, and the community.

Her goal is to create a music program where students are not rushed, judged, or expected to fit one standard way of learning. Instead, each student is supported as an individual with their own strengths, needs, personality, and potential.

Why Cuevas Sound Spectrum Is Different

Cuevas Sound Spectrum combines music education with compassion, patience, and an understanding of diverse learning needs.

What makes us different:

Difference	Meaning
Individualized Lessons	Each lesson is tailored to the student's needs, goals, and learning style
Autism-Inclusive Support	Students across all autism levels are welcomed and supported
Disability-Inclusive Services	Lessons may be adapted for intellectual and developmental disabilities
Sensory-Aware Teaching	Lessons may include breaks, volume adjustments, visuals, and flexible pacing
Family-Centered Approach	Parents and caregivers may be included in the learning process
Compassionate Instruction	Students are met with patience, respect, and encouragement
Creative Expression	Music is used as a tool for confidence, communication, and personal growth
Optional Recital Opportunities	Students may participate in performances where family and friends can celebrate their progress

Our Values

Cuevas Sound Spectrum is built on:

- Compassion
- Integrity
- Patience
- Inclusion

- Respect
- Creativity
- Commitment
- Individualized support
- Family collaboration
- Meaningful progress

We believe progress does not have to look the same for every student. For one student, progress may be learning a song. For another, it may be tolerating sound, sitting for a lesson, choosing an instrument, tapping a rhythm, following a visual cue, or building confidence to perform in front of family.

Every step matters.

Recital and Performance Opportunities

Cuevas Sound Spectrum believes students deserve to be celebrated.

Students may have the opportunity to participate in recitals, showcases, or small performances where friends and family can watch their loved one perform. Participation is optional and may be adapted based on the student's comfort level, sensory needs, anxiety, communication style, and readiness.

Our recital approach focuses on progress, courage, confidence, and celebration — not perfection.

Our Commitment

Cuevas Sound Spectrum is committed to creating a safe, supportive, and encouraging space where students can learn, express themselves, and grow through music.

We are dedicated to helping each student feel seen, heard, supported, and capable.

At Cuevas Sound Spectrum, music is not one-size-fits-all.

It is personal. It is expressive. It is adaptive. It is connection. It is confidence. It is growth.

Cuevas Sound Spectrum — where every student's sound matters.

Age Group and Targeted Population

Cuevas Sound Spectrum

Age Group Served

Cuevas Sound Spectrum provides individualized and adaptive music lessons for children, teens, adults, and veterans. Services may be adjusted based on age, developmental level, communication needs, learning style, and support needs.

Age Group	Description
Early Childhood	Young children who may benefit from music exploration, rhythm activities, movement, sensory-friendly instruction, and beginner music exposure.
School-Age Children	Children who are ready for structured music lessons, rhythm practice, piano, drums, ear training, coordination, and creative expression.
Teens	Teen students who may benefit from skill-building, confidence, performance preparation, emotional expression, and individualized music goals.
Adults	Adults who want to learn music, return to music, build confidence, develop skills, or participate in adaptive music instruction.
Veterans	Veterans who may benefit from structured music lessons, creative expression, emotional wellness, routine, confidence-building, and adaptive instruction.

Targeted Population

Cuevas Sound Spectrum serves individuals of all ability levels, including students who may require traditional, adaptive, or highly individualized instruction.

Targeted Population	Description
Individuals with Autism Spectrum Disorder	Includes individuals across all autism support levels, including Level 1, Level 2, and Level 3. Lessons may include sensory-aware instruction, visual supports, repetition, breaks, and flexible pacing.
Individuals with Intellectual Disabilities	Includes students who may need simplified instruction, repeated practice, adaptive supports, caregiver assistance, and individualized pacing.
Individuals with Developmental Disabilities	Includes students with developmental delays, learning differences, adaptive needs, or related support needs.
Neurodivergent Learners	Includes individuals with ADHD, sensory processing needs, communication differences, attention challenges, or executive functioning needs.
Veterans	Includes veterans seeking music for skill-building, structure, creative expression, emotional wellness, confidence, or adaptive learning support.
Beginners	Includes students with no prior music experience who want to explore piano, drums, rhythm, music theory, or creative expression.
Returning or Continuing Students	Includes students who have previous music experience and want to continue developing their skills.
Students With Communication Differences	Includes students who communicate verbally, nonverbally, through AAC, gestures, signs, pointing, writing, or caregiver support.
Students With Sensory Needs	Includes students who may need sound adjustments, breaks, predictable routines, visual supports, or modified lesson activities.

Program Fit Statement

Cuevas Sound Spectrum welcomes children, teens, adults, veterans, and individuals with autism, intellectual disabilities, developmental disabilities, and neurodivergent learning needs. Services are designed to be compassionate, individualized, sensory-aware, and flexible so that each participant can engage with music in a way that supports their personal goals, strengths, and level of functioning.

Participation is not based on prior music experience. Beginners are welcome, and lessons may be modified to meet the participant's current ability level, learning style, communication style, and support needs.

Participant Criteria / Level of Functioning

Cuevas Sound Spectrum

Purpose

Cuevas Sound Spectrum provides individualized, inclusive, and adaptive music lessons for students of varying ages, abilities, diagnoses, learning styles, and support needs. Services are designed to support creative expression, confidence, musical development, emotional regulation, communication, and meaningful participation through music.

Cuevas Sound Spectrum welcomes and supports individuals with diverse needs, including but not limited to:

Population Served	Description
Individuals with Autism Spectrum Disorder	Includes individuals across all levels of autism support needs, including Level 1, Level 2, and Level 3.
Individuals with Intellectual Disabilities	Includes students who may need modified instruction, repetition, visual supports, caregiver support, and individualized pacing.
Individuals with Developmental Disabilities	Includes individuals with developmental delays, learning differences, adaptive needs, or related support needs.
Neurodivergent Learners	Includes individuals with ADHD, sensory processing needs, communication differences, or other learning differences.
Veterans	Includes veterans who may benefit from music instruction, creative expression, emotional support, structured activity, confidence-building, or adaptive learning.
Children, Teens, and Adults	Services may be available across age groups depending on program fit, safety, and availability.

Participation is not based on musical skill level. Beginners are welcome. Participant criteria are used to determine whether Cuevas Sound Spectrum can safely and appropriately provide services based on the student's current level of functioning, support needs, communication style, and ability to participate.

Inclusive Service Statement

Cuevas Sound Spectrum recognizes that individuals with autism, intellectual disabilities, developmental disabilities, and veterans may have different strengths, needs, communication styles, sensory preferences, emotional experiences, and learning abilities.

Lessons may be adapted using:

- Visual supports
- Modeling
- Repetition
- Flexible pacing
- Sensory-aware instruction
- Breaks
- Parent/caregiver support
- Modified instruments or activities
- Simplified instructions

- Choice-making opportunities
- Positive reinforcement
- Trauma-informed and compassionate communication

Cuevas Sound Spectrum believes that music should be accessible, meaningful, and individualized.

Participant Eligibility Criteria

Area	Criteria
Autism Support Needs	Individuals with autism at any level may be considered for services, including those needing minimal, moderate, or substantial support.
Intellectual Disability Support Needs	Individuals with intellectual disabilities may participate when lessons can be safely modified to meet their learning and support needs.
Veteran Participation	Veterans may participate in music lessons or music-based enrichment for creative expression, skill-building, emotional wellness, structured engagement, or personal growth.
Interest in Music	Student should show some interest, curiosity, tolerance, or willingness to engage with music, rhythm, sound, instruments, or creative expression.
Ability to Participate	Student should be able to participate with support, prompting, modeling, breaks, accommodations, or caregiver assistance when needed.
Safety	Student must be able to participate safely with the level of support available.
Supervision	Minor students must have a parent, caregiver, guardian, or responsible adult over 18 present during the lesson.
Communication	Student may communicate verbally, nonverbally, with gestures, AAC, visuals, signs, pointing, writing, or caregiver support. Verbal communication is not required.
Behavior Support Needs	Student may have behavioral, sensory, attention, emotional, or regulation needs as long as services can be provided safely and appropriately.
Learning Level	Student may be beginner, intermediate, advanced, adaptive-level, or exploratory. No prior music experience is required.

Level of Functioning Considerations

Cuevas Sound Spectrum understands that level of functioning does not define a person's worth, ability, intelligence, creativity, or potential. It is used only to identify the level of support needed for safe and meaningful participation.

Area of Functioning	What May Be Considered
Communication	How the student expresses needs, choices, discomfort, preferences, refusal, or emotions.
Attention Span	How long the student can engage before needing breaks, redirection, or task changes.
Sensory Needs	Sensitivity to sound, touch, lights, movement, instruments, volume, or group settings.
Motor Skills	Ability to hold drumsticks, press piano keys, clap, tap, move, imitate, or use adaptive supports.
Emotional Regulation	Ability to tolerate transitions, corrections, waiting, frustration, new tasks, or changes.
Safety Awareness	Awareness of surroundings, instruments, body space, and safety directions.
Social Interaction	Comfort with instructor interaction, turn-taking, imitation, shared activities, or group settings.
Independence	Level of prompting, adult support, caregiver assistance, or supervision needed.
Behavioral Needs	Aggression, elopement risk, refusal, self-injury, property destruction, or unsafe behaviors.

Area of Functioning	What May Be Considered
Medical/Safety Needs	Allergies, seizures, mobility needs, hearing sensitivity, PTSD-related triggers, or other safety information.
Veteran Support Needs	Possible need for trauma-informed instruction, predictable structure, emotional safety, adaptive pacing, or sensitivity to triggers.

Participation Levels

Participation Level	Description	Support Needed
Independent Participation	Student can follow lesson activities with minimal support.	Occasional prompts or reminders.
Supported Participation	Student can participate with structure, modeling, redirection, and encouragement.	Moderate instructor support.
High Support Participation	Student needs frequent breaks, caregiver support, prompting, or modified tasks.	High support and close supervision.
Adaptive Participation	Student participates through modified activities, sensory supports, simplified tasks, or alternative communication.	Individualized accommodations.
Veteran Adaptive Participation	Veteran may benefit from structured, trauma-informed, flexible music instruction.	Emotional safety, pacing, and optional accommodations.
Trial Participation	Student may need a trial period to determine fit.	Intake review and possible short trial session.
Not Appropriate at This Time	Student's needs may exceed what can be safely supported in music lessons.	Referral or recommendation for additional support.

Minimum Participation Requirements

To safely participate, the participant must be able to:

- Be present in the lesson area with support
- Tolerate the instructor being nearby
- Participate in at least brief music-based activities
- Receive support, redirection, modeling, or prompting when needed
- Remain safe with the level of supervision available
- Use instruments safely or with support
- Have an adult present if the student is a minor
- Have necessary medical, behavioral, sensory, veteran-related, or safety information disclosed before services begin

Safety-Based Pause or Exclusion Criteria

Cuevas Sound Spectrum may pause, decline, modify, or discontinue services if the participant's current needs cannot be safely supported within the music lesson setting.

Concern	Possible Action
Aggression that creates safety risk	Lesson may be paused, modified, or discontinued.
Elopement or running away	Additional adult support may be required.
Self-injurious behavior	Safety plan or additional support may be required.
Property destruction	Lesson may be stopped if unsafe.
Unsafe use of instruments	Instruments may be modified or removed.
Severe sensory distress	Lesson may be adjusted, paused, or shortened.
Medical instability	Medical clearance or caregiver support may be required.
PTSD-related or trauma-related distress	Lesson may be paused, modified, or adjusted for emotional safety.
Lack of required adult supervision	Lesson may be canceled and charged.
Unsafe environment	Lesson may be canceled, moved, or discontinued.

Suggested Agreement Language

By enrolling in services, the client, parent, legal guardian, caregiver, veteran participant, or authorized support person acknowledges that Cuevas Sound Spectrum may review the participant's level of functioning, support needs, safety needs, communication style, sensory needs, and ability to participate in order to determine appropriate service fit.

The client understands that services may be modified, paused, or discontinued if the participant's needs exceed what can be safely or appropriately supported in the music lesson setting.

Participant Name: _____

Parent/Guardian/Caregiver/Support Person Name, if applicable: _____

Signature: _____

Date: _____

Service Rates Table Template

Cuevas Sound Spectrum

Fill-In Service Rate Table

Service Name	Service Description	Session Length	Frequency	Rate	Payment Due Date	Notes
Piano Lessons	Individualized piano instruction tailored to the student's skill level, learning style, goals, and musical interests.	___ minutes	___ per week/month	\$ ___	___	___
Drum Lessons	Structured drum instruction focusing on rhythm, tempo, coordination, dynamics, ear training, and stick control.	___ minutes	___ per week/month	\$ ___	___	___
Adaptive Music Lessons	Autism-friendly and disability-inclusive music lessons using individualized supports, sensory-aware teaching, visual aids, repetition, and flexible pacing.	___ minutes	___ per week/month	\$ ___	___	___
Beginner Music Lessons	Introductory music lessons for students with little or no prior experience, focused on building confidence, basic technique, and music foundations.	___ minutes	___ per week/month	\$ ___	___	___
Recital Preparation	Lesson support focused on helping students prepare for an optional recital, showcase, or family performance.	___ minutes	___ per week/month	\$ ___	___	___
Music Enrichment Session	Creative music-based session that may include rhythm games, movement, ear training, instrument exploration, and expressive music activities.	___ minutes	___ per week/month	\$ ___	___	___

Service Name	Service Description	Session Length	Frequency	Rate	Payment Due Date	Notes
Family/Parent Consultation	Meeting with parent/caregiver to discuss student goals, lesson progress, learning needs, accommodations, and home practice support.	___ minutes	As needed	\$___	___	___
Community-Based Music Session	Music lesson or enrichment session provided in a community, school, home, or approved outside setting.	___ minutes	___ per week/month	\$___	___	Travel fee: \$___
Group Music Activity	Small-group music activity designed to support rhythm, participation, social engagement, creative expression, and confidence.	___ minutes	One-time/weekly /monthly	\$___	___	Group size: ___
Specialized Program Package	A customized music service package created based on student needs, family goals, service frequency, and individualized supports.	___ minutes	___	\$___	___	___

Example With Current Rates

Service	Service Description	Session Length	Frequency	Monthly Rate
30-Minute Weekly Music Lessons	Individualized weekly music lessons tailored to the student's goals, learning style, and musical needs.	30 minutes	1 lesson per week / 4 lessons per month	\$185
45-Minute Weekly Music Lessons	Extended weekly music lessons allowing additional time for skill-building, practice, and individualized support.	45 minutes	1 lesson per week / 4 lessons per month	\$195
60-Minute Weekly Music Lessons	Full-length weekly music lessons for students needing deeper instruction, extended practice, or more advanced support.	60 minutes	1 lesson per week / 4 lessons per month	\$200
Two-Month Lesson Package	Weekly one-hour lessons purchased as a two-month package.	60 minutes	1 lesson per week for 2 months	\$400

Program Proposal Checklist

Cuevas Sound Spectrum / Music + Disability-Inclusive Services

Cover Page

- Program name
- Business name: Cuevas Sound Spectrum
- CEO/Founder name: Lena Cuevas
- Contact information
- Website/social media links
- Date submitted
- Organization/agency being submitted to, if applicable
- Professional logo or branding

Executive Summary

- Brief overview of the program
- Who the program serves
- What problem or need the program addresses
- Why the program matters
- Short explanation of services offered
- Summary of outcomes/goals
- Why Cuevas Sound Spectrum is qualified to provide the program

Cuevas Sound Spectrum provides individualized, compassionate, and inclusive music lessons for children, teens, and adults, including individuals with autism, intellectual disabilities, developmental delays, and diverse learning needs. The program uses music as a tool for creativity, confidence, communication, emotional expression, and skill development.

Statement of Need

- Identify the community need
- Explain barriers clients may face
- Mention need for accessible music instruction
- Mention need for individualized support
- Include autism/disability-inclusive focus
- Explain how music can support confidence, expression, routine, social skills, and engagement
- Discuss lack of specialized recreational/creative programs for individuals with disabilities, if applicable

Program Purpose

- Clear mission of the program
- Why the program exists
- Who benefits from it
- What the program hopes to improve

The purpose of this program is to provide accessible, individualized music instruction that supports each client's unique learning style, emotional needs, communication abilities, and creative strengths.

Target Population

- Children
- Teens
- Adults
- Veterans
- Individuals with autism spectrum disorder
- Individuals with intellectual/developmental disabilities
- Neurodivergent learners
- Families seeking adaptive music lessons
- Beginners with no music experience
- Students needing structured, compassionate instruction

Program Goals

- Improve musical skills
- Build confidence
- Support emotional expression
- Increase participation in structured activities
- Improve attention and engagement
- Encourage creativity
- Support social interaction when appropriate
- Provide safe performance opportunities
- Increase access to inclusive music education

Measurable Objectives

- Student will participate in music lessons consistently
- Student will learn rhythm, tempo, dynamics, or instrument basics
- Student will demonstrate progress based on individualized goals
- Student will increase confidence through practice/performance
- Student will participate in optional recital or showcase

- Family will receive updates on progress
- Program will track attendance, goals, and lesson participation

Program Description

- Type of lessons offered
- Piano lessons
- Drum lessons
- Adaptive music lessons
- Individualized lesson planning
- Beginner-friendly instruction
- Sensory-aware teaching methods
- Flexible pacing
- Visual supports, repetition, modeling, and reinforcement
- Optional recital/performance opportunities
- Parent/family communication

Service Model

- One-on-one lessons
- Small group lessons, if offered
- In-home, studio, community, or virtual options
- Lesson length options
- Weekly or monthly structure
- Intake process
- Student profile form
- Parent/caregiver consultation
- Goal-setting process
- Progress monitoring

Budget Checklist

- Instructor pay
- Instruments
- Adaptive materials
- Visual supports
- Printing costs
- Insurance
- Website/app costs

- Marketing
- Recital venue
- Recital supplies
- Administrative expenses
- Travel costs
- Scholarships/sliding scale, if offered
- Emergency/backup fund

Attachments to Include

- Business license/LLC documents, if needed
- EIN confirmation, if needed
- Resume or professional bio
- Program flyer
- Pricing sheet
- Intake form
- Studio agreement
- Parent FAQ
- Student FAQ
- Holiday calendar
- Sample lesson plan
- Sample progress note
- Insurance certificate, if applicable
- Letters of support, if available
- Website link

Final Review Before Submitting

- Proposal is clear and professional
- Program purpose is easy to understand
- Target population is clearly identified
- Goals are measurable
- Budget is realistic
- Policies are included
- Safety and confidentiality are addressed
- Family involvement is explained
- Cuevas Sound Spectrum branding is included
- Spelling and grammar are checked

- Contact information is correct
- Proposal is saved as PDF
- All attachments are included

Cancellation, Refund, Rollover, and Travel Policy

Cuevas Sound Spectrum

No Returns or Refunds

Cuevas Sound Spectrum has a no returns and no refunds policy.

All payments made for lessons, services, monthly tuition, packages, travel fees, or scheduled sessions are considered final. Missed lessons, late cancellations, no-shows, late arrivals, unused services, or failure to reschedule do not qualify for a refund.

Cancellation Policy

Clients must provide at least 24 hours' advance notice when canceling or requesting to reschedule a lesson or service.

Cancellations must be communicated directly to Cuevas Sound Spectrum by an approved method, such as text message, email, or phone call.

If a cancellation is made with less than 24 hours' notice, the service will be charged the full amount.

Late cancellations are not eligible for:

- Refunds
- Credits
- Discounts
- Guaranteed makeup lessons
- Reduced monthly tuition

Late Arrival Policy

Clients are expected to arrive on time and be ready to begin at the scheduled lesson time.

If a client is running late, the client must contact or notify Cuevas Sound Spectrum as soon as possible.

A 15-minute grace period is allowed for late arrivals.

Arrival Time	Policy
1-15 minutes late	Lesson may continue, but still ends at the scheduled time.
More than 15 minutes late	Automatic cancellation.
More than 15 minutes late with no notice	Automatic cancellation/no-show.

If the client is more than 15 minutes late, the lesson will be automatically canceled, and the service will be charged the full amount. Late arrival does not extend the scheduled lesson time.

Client Responsibility to Reschedule

The client is responsible for reaching out to reschedule a canceled, missed, or rollover lesson.

Cuevas Sound Spectrum may provide available rescheduling options when possible, but rescheduling is not guaranteed and is subject to instructor availability, studio schedule, client availability, and policy requirements.

Failure to contact Cuevas Sound Spectrum to reschedule may result in the missed lesson being forfeited.

Rollover Lesson Policy

Each client is limited to two rollover lessons per month.

A rollover lesson is an approved missed or rescheduled lesson that may be made up within the same month, based on availability and proper notice.

Clients may not roll over more than two lessons per month unless approved in writing by Cuevas Sound Spectrum.

Rollover Lessons Per Month	Policy
1-2 rollover lessons	May be allowed if approved and available.
More than 2 rollover lessons	May result in an additional fee, forfeited lesson, schedule review, or being dropped from the recurring time slot.

More than two rollover lessons in one month may result in:

- Additional fee
- Loss of additional missed lessons
- Loss of reserved time slot
- Required schedule review
- Being dropped from recurring services

Rollover lessons do not convert into refunds, credits, or future balances.

Required Adult Attendance for Minor Students

For all lessons involving minor children, a parent, caregiver, guardian, or responsible adult over the age of 18 must be present during the lesson.

This policy applies to:

- Studio lessons
- In-home lessons
- Community-based lessons
- Virtual lessons, when appropriate

The adult present is responsible for the child's supervision, safety, timely arrival, timely pickup, and support outside of direct instruction.

Cuevas Sound Spectrum reserves the right to cancel or end a lesson if a minor student is not accompanied by a parent, caregiver, guardian, or responsible adult over the age of 18. If a lesson is canceled due to lack of

required adult supervision, the service may still be charged the full amount.

Travel / In-Home Lesson Policy

If Cuevas Sound Spectrum is traveling to the client's home for lessons, the client must provide at least 48 hours' notice for scheduling changes, cancellations, rescheduling requests, or location changes involving travel.

In-home lessons may require an additional travel fee.

The client is responsible for:

- Providing the correct address
- Giving gate codes, parking instructions, or access details
- Ensuring the student is home and ready
- Ensuring an adult over 18 is present for minor students
- Providing a safe, clean, and appropriate lesson environment
- Notifying Cuevas Sound Spectrum of any location or schedule changes at least 48 hours in advance

If Cuevas Sound Spectrum travels to the home and the student is unavailable, the home is inaccessible, the client is more than 15 minutes late, or the environment is unsafe or inappropriate for instruction, the lesson may be considered canceled/no-show and charged the full amount.

Additional Travel Fee

In-home or community-based lessons may include an additional travel fee.

Travel Fee: \$ _____

Travel Area/Limit: _____

Additional Mileage Fee, if applicable: \$ _____ per mile

Travel fees are separate from lesson fees unless otherwise agreed in writing.

Client Acknowledgment

By enrolling in services with Cuevas Sound Spectrum, the client, parent, guardian, or caregiver understands and agrees that:

- There are no returns or refunds
- Cancellations require 24 hours' advance notice
- Cancellations with less than 24 hours' notice are charged the full amount
- Clients must notify Cuevas Sound Spectrum if they are running late
- There is a 15-minute grace period for late arrivals
- More than 15 minutes late results in automatic cancellation and full charge
- The client is responsible for reaching out to reschedule lessons

- Each client is limited to two rollover lessons per month
- More than two rollover lessons may result in a fee, forfeited lesson, schedule review, or dropped time slot
- A parent, caregiver, guardian, or adult over 18 must attend lessons with minor children
- In-home lessons require 48 hours' notice and may include an additional travel fee

Signature Section

Client/Parent/Legal Guardian Name: _____

Student Name: _____

Lesson Length: 30 minutes 45 minutes 1 hour Other: _____

Lesson Frequency: Once per week Twice per week Three times per week Other:

Recurring Lesson Day/Time: _____

Lesson Location: Studio Client Home Virtual Community-Based Other:

Travel Fee, if applicable: \$ _____

Client/Parent/Legal Guardian Signature: _____

Date: _____

Grievance Policy

Cuevas Sound Spectrum

Purpose

Cuevas Sound Spectrum is committed to providing respectful, professional, compassionate, and high-quality services to all clients, students, parents, guardians, and caregivers. This Grievance Policy provides a clear process for clients and families to report concerns, complaints, disputes, or disagreements so they may be reviewed and addressed in a timely and professional manner.

This policy is intended to support clear communication, fairness, accountability, and respectful resolution while protecting the integrity, safety, and professionalism of Cuevas Sound Spectrum services.

Informal Resolution First

Before submitting a formal grievance, clients, parents, or guardians are encouraged to attempt informal resolution by communicating the concern directly to Cuevas Sound Spectrum.

Many concerns may be resolved through clarification, discussion, scheduling review, billing review, or explanation of studio policies.

If the concern cannot be resolved informally, the client, parent, or legal guardian may submit a formal written grievance within seven calendar days of the issue, incident, charge, missed lesson, communication, or concern.

Grievance Submission Timeline

Formal grievances must be submitted within one week, meaning seven calendar days, of the incident, concern, or issue occurring.

Grievance Type	Deadline to Submit	Examples
Service Concern	Within 7 calendar days	Lesson quality, communication, service delivery, professionalism.
Scheduling Concern	Within 7 calendar days	Cancellations, missed lessons, makeup lessons, attendance issues.
Billing Concern	Within 7 calendar days	Invoice disputes, payment issues, credits, refund questions.
Policy Concern	Within 7 calendar days	Disagreement or confusion about studio rules or procedures.
Safety Concern	Immediately	Safety, threats, suspected abuse, harassment, serious misconduct.

Grievances submitted after the seven-calendar-day period may still be reviewed at the discretion of Cuevas Sound Spectrum; however, timely submission is strongly encouraged so concerns can be addressed accurately and fairly.

Emergency or Safety Exception

Concerns involving immediate safety, suspected abuse, neglect, threats, harassment, discrimination, intimidation, serious misconduct, or any issue that may affect the safety or well-being of a student, client,

family, or instructor should be reported immediately.

These concerns may be reviewed regardless of the seven-day grievance period when necessary for safety, legal, ethical, or professional reasons.

If there is an emergency or immediate danger, the client, parent, guardian, or caregiver should contact emergency services first.

What May Be Reported

Grievance Area	Examples
Service Concerns	Concerns about lesson quality, teaching approach, communication, or service delivery.
Professional Conduct	Concerns about respect, tone, boundaries, professionalism, or interactions.
Billing Concerns	Questions or disputes regarding payments, invoices, fees, credits, refunds, or charges.
Scheduling Concerns	Issues involving missed lessons, makeup lessons, cancellations, attendance, or schedule changes.
Safety Concerns	Any concern related to student safety, comfort, well-being, or physical environment.
Policy Concerns	Questions, disagreements, or concerns regarding studio policies or procedures.
Communication Concerns	Concerns about response time, clarity, parent updates, or misunderstandings.

Parent or Legal Guardian Requirement for Minors

For minor students, formal grievances must be submitted by the parent or legal guardian responsible for enrollment, payment, scheduling, and communication with Cuevas Sound Spectrum.

Cuevas Sound Spectrum may decline to discuss confidential, billing, scheduling, legal, or policy-related concerns with individuals who are not the enrolling parent, legal guardian, or authorized responsible party.

How to Submit a Grievance

Formal grievances must be submitted in writing by email, text message, or written letter. Verbal complaints may be discussed; however, they will not be considered formal grievances unless submitted in writing.

Cuevas Sound Spectrum

Email: _____

Phone/Text: _____

Mailing Address, if applicable: _____

Required Information

Required Information	Client Response
Student/client name	_____
Parent/guardian name, if applicable	_____
Date of concern	_____
Time of concern, if applicable	_____

Required Information	Client Response
Service or lesson involved	_____
Individuals involved, if applicable	_____
Description of concern	_____
Desired resolution, if any	_____
Contact information	_____

Grievances must include enough detail to allow the concern to be reviewed. General complaints without specific information may require additional details before they can be addressed.

Billing Dispute Deadline

Any billing, invoice, payment, credit, refund, missed lesson, cancellation, or charge-related concern must be submitted in writing within seven calendar days of the charge, invoice, missed lesson, disputed payment, or billing issue.

Failure to submit a billing concern within this timeframe may result in the charge, invoice, payment, or account balance being considered accepted and final.

Submitting a billing grievance does not automatically guarantee a refund, credit, discount, waived fee, or policy exception.

Review Process

Once a written grievance is received, Cuevas Sound Spectrum will review the concern in a professional, respectful, and confidential manner.

Cuevas Sound Spectrum may review the written grievance, request additional information, review applicable signed agreements and studio policies, review relevant records and documentation, communicate with the client when appropriate, determine whether clarification or corrective action is needed, and provide a response based on the nature of the concern.

Response Timeline

Cuevas Sound Spectrum will make reasonable efforts to respond to written grievances within seven business days of receiving the grievance. Some concerns may require additional review.

No Guaranteed Outcome

Submitting a grievance does not guarantee a refund, credit, policy exception, schedule change, service change, discount, termination of fees, or any specific outcome. Resolutions will be determined based on facts, documentation, signed agreements, studio policies, professional judgment, and safety considerations.

Final Decision Clause

After review, Cuevas Sound Spectrum will provide a response or decision regarding the grievance. Once a final response has been issued, the matter will be considered closed unless new, relevant information is provided.

Cuevas Sound Spectrum reserves the right to decline repeated grievances regarding the same matter if the concern has already been reviewed, addressed, and closed.

Confidentiality and Records

All grievances will be handled with respect and confidentiality to the extent possible. Cuevas Sound Spectrum may keep a written record of grievances, responses, supporting documentation, communication, decisions, and resolutions for business, legal, administrative, safety, insurance, compliance, and quality-improvement purposes.

No Retaliation

Cuevas Sound Spectrum does not retaliate against any client, parent, guardian, caregiver, or student for submitting a grievance in good faith.

Respectful Communication and Boundaries

All grievances must be communicated respectfully. Cuevas Sound Spectrum will not tolerate threatening, harassing, abusive, discriminatory, defamatory, or unsafe communication. Cuevas Sound Spectrum reserves the right to limit communication to written form only, pause services, decline further discussion, or terminate services in accordance with the Studio Agreement if communication becomes hostile, unsafe, threatening, harassing, or inappropriate.

Good Faith Requirement

Grievances must be submitted in good faith. Knowingly false, misleading, exaggerated, retaliatory, or bad-faith grievances may result in limited communication, denial of the grievance, or termination of services.

Policy Acknowledgment

By enrolling in services with Cuevas Sound Spectrum, clients, parents, guardians, and caregivers acknowledge that they have read, understood, and agree to follow this Grievance Policy.

Client/Parent/Legal Guardian Name: _____

Student Name: _____

Phone Number: _____

Email Address: _____

Signature: _____

Date: _____

Attendance Policy

Cuevas Sound Spectrum

Purpose

Cuevas Sound Spectrum provides recurring music lessons based on a reserved schedule. Each client's lesson time is specifically held for them and is not available to other clients once reserved.

This Attendance Policy explains expectations for attendance, recurring time slots, cancellations, missed lessons, late arrivals, makeup lessons, schedule changes, student readiness, parent communication, in-home lessons, virtual lessons, and client responsibility.

Lesson Length	Frequency
30-minute lessons	Once per week, twice per week, or more.
45-minute lessons	Once per week, twice per week, or more.
1-hour lessons	Once per week, twice per week, or more.

Reserved Recurring Time Slot

Clients are assigned a recurring lesson time based on their selected schedule and service agreement. Once a time slot is reserved, that time is held specifically for the student. Clients understand that their reserved time slot is a standing appointment and must be treated as a consistent commitment.

Recurring time slots are offered based on availability and are not permanently guaranteed. Priority may be given to clients who maintain consistent attendance, timely payment, respectful communication, and active enrollment.

Attendance Expectation

Clients are expected to attend lessons consistently and arrive on time for each scheduled lesson.

Area	Why It Matters
Student progress	Skills build through repetition, practice, and consistency.
Lesson planning	The instructor prepares based on the student's goals and needs.
Schedule stability	Reserved time slots affect the full studio calendar.
Service consistency	Missed lessons interrupt learning momentum.
Fairness to others	Reserved times cannot easily be offered to another client.

Lesson Frequency

Clients may be scheduled once per week, twice per week, three times per week, more than three times per week, or another approved schedule. If a client attends lessons more than once per week, each scheduled lesson is considered a separate reserved time slot.

Lesson Duration and Start/End Time

The client may be scheduled for 30-minute, 45-minute, 1-hour, or other approved lesson durations. Lessons begin and end at the scheduled time listed in the client's recurring time slot. The scheduled lesson time is not adjusted based on late arrival, delayed setup, parent conversation, forgotten materials, student not being ready, difficulty accessing the lesson location, technology issues on the client's end, or student refusal or delay in participation.

Missed time due to any of the above reasons does not extend the lesson, reduce the lesson fee, create a credit, or guarantee a makeup lesson.

Late Arrival Policy

Clients are expected to arrive on time. If a student arrives late, the lesson will still end at the originally scheduled time. Late arrival does not extend the lesson time, reduce the lesson fee, create a credit, or guarantee a makeup lesson.

Scheduled Lesson	Client Arrival	Lesson Still Ends
4:00 PM - 4:30 PM	4:10 PM	4:30 PM
5:00 PM - 5:45 PM	5:15 PM	5:45 PM
6:00 PM - 7:00 PM	6:20 PM	7:00 PM

Instructor Waiting Period

If the student is not present, available, or ready at the scheduled start time, the instructor may wait for a limited period before the lesson is considered a no-show.

Lesson Length	Instructor Waiting Period
30-minute lesson	Up to 10 minutes.
45-minute lesson	Up to 15 minutes.
1-hour lesson	Up to 15 minutes.

After the waiting period, the lesson may be considered a no-show and billable. The instructor is not required to extend the lesson, remain beyond the scheduled time, or return later in the day.

Student Readiness and Preparedness

Students should be ready to begin at the scheduled lesson time. Student readiness includes being awake, dressed appropriately, available for the lesson, having required materials ready, being in the lesson area on time, being prepared to participate, and having sensory supports ready if needed.

Students should bring or have ready required materials, such as instrument, music book, notebook or binder, practice log, drumsticks, assigned materials, water, sensory supports, or visual supports. Failure to bring materials does not cancel, extend, credit, or refund the lesson.

Parent Conversation Time

Parent questions, updates, or discussions should take place before or after the lesson when time allows. If parent communication occurs during the scheduled lesson time, it may reduce the student's instructional time. Extended parent meetings, progress discussions, scheduling conversations, billing questions, or policy discussions may need to be scheduled separately.

Cancellation Notice Requirement

Clients must provide at least 24 hours' notice when canceling or requesting to reschedule a lesson. A cancellation made with less than 24 hours' notice may be considered a late cancellation and may not be eligible for a makeup lesson, credit, refund, or schedule adjustment. Cancellations are not considered confirmed unless Cuevas Sound Spectrum receives the notice through an approved communication method.

No-Show Policy

A no-show occurs when a client does not attend a scheduled lesson and does not provide notice before the lesson time. A no-show may also occur when the student is not home or available, the instructor cannot access the lesson location, the student is asleep or unavailable, the client forgets the lesson, the student is not prepared within the instructor waiting period, or the client does not respond to communication at the scheduled time.

No-shows are not eligible for refunds, credits, or guaranteed makeup lessons.

Makeup and Rollover Lesson Policy

Cuevas Sound Spectrum will try its best to provide makeup lessons when possible; however, makeup lessons are not guaranteed. Makeup lessons are based on instructor availability, studio scheduling, client availability, proper cancellation notice, reason for absence, current studio calendar, and existing makeup lesson limits.

Clients may receive up to two makeup or rollover lessons per month maximum, when applicable and approved. Clients who attend lessons twice per week or more are still subject to the studio's makeup lesson limit unless otherwise agreed in writing. Additional missed lessons beyond the monthly limit may not be made up, credited, refunded, discounted, or rolled over.

Approved makeup lessons must be completed within the same billing month unless otherwise approved in writing. Unused makeup lessons expire at the end of the month and do not convert into refunds, credits, future lesson balances, discounts, additional free lessons, or rollovers into future months.

Fifth Week Policy

Monthly tuition is based on the client's recurring lesson schedule and studio billing structure. Some months may contain a fifth week depending on the calendar. If a client has no missed lessons requiring a makeup lesson, the fifth week may be provided as an additional/free lesson when available and applicable. If the client has missed lessons during the month, the fifth week may be used for approved makeup lessons.

Illness, Emergencies, Weather, and Studio Cancellations

Clients should not attend lessons if the student or household has symptoms that may affect health and safety. Cuevas Sound Spectrum may cancel or end a lesson if a student appears too ill to participate safely.

Cuevas Sound Spectrum understands that emergencies may occur and may review medical emergencies, family emergencies, severe weather, unsafe travel, or sudden unavoidable conflicts on a case-by-case basis.

Cuevas Sound Spectrum reserves the right to cancel, reschedule, or modify lessons due to unsafe weather, road conditions, emergencies, illness, power outages, unsafe travel conditions, or circumstances outside of the studio's control. If Cuevas Sound Spectrum must cancel a lesson, the client may be offered a makeup

lesson, credit, schedule adjustment, virtual lesson, or other resolution at the studio's discretion.

In-Home, Safe Environment, and Travel Access

For in-home lessons, the client is responsible for ensuring the instructor has safe and timely access to the home at the scheduled lesson time. The client is responsible for providing the correct address, access instructions, gate codes, parking details, ensuring the student is home and ready, and ensuring the home environment is safe and appropriate.

Clients must provide a safe, clean, respectful, and appropriate lesson environment. Cuevas Sound Spectrum reserves the right to cancel, pause, or end a lesson if the environment is unsafe, disruptive, unsanitary, threatening, inappropriate for instruction, too loud or chaotic for learning, or a risk to the instructor or student. If a lesson is ended or cannot occur because of an unsafe or inappropriate environment, the lesson may still be considered billable.

Sibling, Guest, Pet, and Distraction Policy

Only the enrolled student should participate in the lesson unless otherwise approved. Siblings, friends, guests, pets, television, phones, tablets, video games, or other distractions should not interfere with instruction. If distractions prevent instruction, Cuevas Sound Spectrum may modify, pause, or end the lesson. The lesson may still be considered completed and billable.

Virtual Lesson Technology Policy

For virtual lessons, clients are responsible for having a working device, stable internet connection, camera, sound/audio, lesson link/platform access, required lesson materials, instrument, and quiet learning space ready before the scheduled start time. Technical issues on the client's end may reduce lesson time and do not automatically qualify for a refund, credit, or makeup lesson.

Schedule Changes and Temporary Pauses

Clients who need to change their recurring time slot must submit a schedule change request in writing. Schedule changes are not guaranteed and depend on availability, instructor schedule, client attendance history, service frequency, and business needs.

Clients who need to pause lessons due to travel, illness, family obligations, school schedule changes, or other reasons must notify Cuevas Sound Spectrum as early as possible. Cuevas Sound Spectrum may not be able to hold a recurring time slot during an extended absence unless payment continues or a written arrangement is approved.

Payment and Attendance

Payment reserves the client's recurring lesson time, not only the student's attendance. Because the time slot is reserved specifically for the client, missed lessons may remain billable even if the student does not attend. Failure to attend does not automatically cancel payment responsibility.

Emergency Contact Requirement

Clients must provide current emergency contact information. Parents or legal guardians are responsible for notifying Cuevas Sound Spectrum of any changes to phone numbers, emergency contacts, medical concerns,

allergies, behavioral needs, safety information, authorized adults, or pickup information.

Repeated Attendance Issues

Repeated cancellations, late arrivals, missed lessons, no-shows, late payments, lack of access, or inconsistent attendance may result in a review of services. Cuevas Sound Spectrum reserves the right to discuss attendance concerns, limit makeup lessons, require schedule change, release time slot, pause services, or terminate services.

Attendance Policy for Minors and Timely Pickup

For minor students, the parent or legal guardian is responsible for ensuring the student attends lessons on time and is prepared to participate. Minor students must be picked up on time at the end of the scheduled lesson. Cuevas Sound Spectrum is not responsible for supervising students beyond the scheduled lesson time unless prior written arrangements have been approved.

Attendance Records

Cuevas Sound Spectrum may keep records of attendance, late arrivals, cancellations, no-shows, makeup lessons, schedule changes, parent/client communication, payment status, lesson notes, access issues, and safety concerns.

No Automatic Refunds, Credits, or Extensions

Missed lessons, late arrivals, late cancellations, student refusal, lack of access, forgotten materials, or failure to prepare for lessons do not automatically qualify for refunds, credits, discounts, extended lesson time, guaranteed makeup lessons, future lesson balances, or reduced monthly tuition.

Final Attendance Statement

By enrolling in recurring lessons, clients understand that Cuevas Sound Spectrum reserves a specific weekly time slot for the student. Attendance, timely payment, respectful communication, student readiness, and consistency are required to maintain that reserved time.

Attendance Agreement Form

Student Name: _____

Client/Parent/Legal Guardian Name: _____

Phone Number: _____

Email Address: _____

Emergency Contact Name: _____

Emergency Contact Phone Number: _____

Lesson Length: 30 minutes 45 minutes 1 hour Other: _____

Lesson Frequency: Once per week Twice per week Three times per week More than three times per week Other: _____

Recurring Lesson Day(s): _____

Recurring Lesson Time(s): _____

Lesson Location: Studio Client home Virtual Community-based location Other:

Payment Schedule: _____

Client/Parent/Legal Guardian Signature: _____

Printed Name: _____

Date: _____