



**SFUSD** SAN FRANCISCO  
PUBLIC SCHOOLS

# Family Handbook For Early Education Department Title I Preschool Programs



**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
Revised December 1, 2011

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## **WELCOME!**

*Welcome to the San Francisco Unified School District's Early Education Department (formerly known as the Child Development Program). The Early Education Department (EED) is honored to have you be a part of our Department and to partner with us to provide the highest quality early education and after-school programs possible for your children. We look forward to working with you and encourage you to let us know what works well, what we could do better, and how you would like to participate in your child's educational experiences.*

*Cover artwork: left, Bryan, 4 years old; center, Dylan, 4 years old; right, Joshua, 4 years old*

## **Tips For Using This Handbook**

We have arranged this Handbook so that you can easily find answers to questions you may have about our Department. Please use this as a reference guide.

The best way to find the information you need is to skim through the Table of Contents. For example, you may want to know:

- How can I help my child learn?  
See **All About Us**.
- What do I do if I have an emergency and cannot pick up my child on time?  
See **Health and Safety**.
- What do I do if I need to change the hours my child receives services at EED?  
See **Attendance**.
- What do I do if my child needs medication or requires a special diet?  
See **Health and Safety**.
- What do I do if I have concerns about my child's rights?  
See **Notification of Parent's and Personal Rights**.
- Want to know about drop-off and departure procedures?  
See **Attendance**.



*Katrina, 4 years old*

## ALL ABOUT US

### **Overview**

The Early Education Department (formerly known as the Child Development Program), was established in 1943 and is the largest provider of early education and after-school services for children in the City and County of San Francisco.

### **The San Francisco Unified School District (SFUSD) Mission Statement**

The Mission of the San Francisco Unified School District is to provide each student with equal opportunities to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

To achieve the District's Mission, the Board of Education has adopted the following goals:

**Access and Equity** — Make social justice a reality.

**Student Achievement** — Engage high achieving and joyful learners.

**Accountability** — Keep our promises to the students and families.

### **The Early Education Department Mission**

The EED, in addition to being committed to the SFUSD overall mission, is committed to providing high-quality Early Childhood Education services for children in a safe, caring, and nurturing environment that promotes each child's social-emotional, physical, and cognitive growth and competency through appropriate experiences. The Department validates the cultural and linguistic heritage of each child and supports families in maintaining their children's physical and mental health.

### **Our Children**

We serve over 4,000 children in our infant/toddler, preschool and after-school programs. Our children reflect San Francisco's rich ethnic, cultural and linguistic diversity. In our program, children range in age from 6 weeks to 11 years of age (infant/toddler through fifth grade).

### **Our Parents and Families**

All of our families make valuable contributions to our program as decision-makers and volunteers. We strive to build partnerships with our families to promote access and equity, improve student achievement, and to be as open and accountable to our students and their families as possible.

### **Our Schools' Services**

All schools serve children and their families five days a week. Schools' schedules vary, generally operating between 8:00 a.m. and 3:30 p.m. Please be sure to check with the individual site you are interested in enrolling with to verify opening and closing times.

## **Funding**

Our core program funding is provided by the California Department of Education Child Development Division, the San Francisco Unified School District, the Federal Child and Adult Care Food Program, and Parent/Guardian fees. Enhancement funds include: Preschool For All, Head Start, and Foundation Funds. Each of our funding sources has regulations and compliance rules that we are required to follow.

## **Licensing**

Our Early Education Schools (EES) with Preschool programs and some After-school programs are licensed through the California State Department of Social Services (DSS). We must follow all of the regulations for providing a safe, healthy and quality learning environment and program. Some of our After-school programs are located at SFUSD elementary schools and classrooms are exempt from licensure.

## **Our Teaching Philosophy**

The Early Education Department values teaching practices that enhance the development of children's learning. Our philosophy and practices align with the California Preschool Learning Foundations, California Preschool Framework, the National Association for the Education of Young Children (NAEYC), the Child Development Division of the California Department of Education, and other state and nationally recognized education leaders.

Our classroom environments provide the structure and space for children to acquire the thinking, social and emotional skills they need through meaningful interaction with other children and staff and independent learning experiences. Our classroom environments are designed to reflect the children's age, language, culture, physical and developmental needs.



*Douglas, 3 yrs old*

Our intention is to develop children's life skills, including their self-esteem, positive social and emotional health, and ability to interact constructively with peers and adults from diverse backgrounds. Our curriculum emphasizes acquisition of knowledge in the areas of language, literacy, mathematics, science, social studies, visual and performing arts, health and physical education.

Our programs provide a balance of child-initiated and teacher-directed activities and provide individual, small and large group learning opportunities. Activities include reading, art, dramatic play, small and gross motor activities, indoor and outdoor play, construction, nature exploration, and field trips.

Our staff's relationships with children, families and each other promote healthy communication, on-going involvement, and mutual caring and support.

## **Curriculum Options**

EED embraces essential principles of child development aligned with the California Preschool Learning Foundations and the 12 Principles of Child Development of the National Association for the Education of Young Children (NAEYC). Our preschool programs use one of the following four district-approved educational approaches (outlined below) that are recognized by NAEYC and California Development of Education as valid, high quality and sustainable approaches to the education of young children. We selected these approaches because the four are well suited for preschool students, developmentally appropriate, attuned to individual uniqueness, and responsive to the social and cultural needs and context of our students.

**The Creative Curriculum for Preschool** is an environmentally based approach to facilitating children's learning and development. It is grounded in the research and theories of Piaget, Vygotsky, Gardner, Smilansky, Maslow, and Erikson. Its foundation is a commitment to a concept of open-endedness, which establishes that the process is more important than the product. Essential to children becoming successful learners is learning to use process skills to gain knowledge and apply it to new situations. Some of the core process skills focused on are: observing and exploring, problem solving, organizing information, communicating and representing facts and knowledge, and connecting ideas, thoughts and images.

**The Montessori Philosophy** is a brain-based, developmental approach that uses multi-sensory, hands-on learning techniques that allow children to explore their world to develop their own innate strengths and abilities as joyous learners. It is an educational philosophy that believes that nature has designed children to be ready, eager and exceedingly able to learn. The Montessori Philosophy emphasizes the growth of social-emotional skills through purposeful community activities, self-expression, and collaborative work.

**The Project Approach** involves long-term investigation of topics that are of interest to our young learners. Project work complements and enhances young children's learning from spontaneous, constructive play as well as from intentional instruction. Projects support and develop children's knowledge, skills, dispositions, and feelings through long-term investigations and reporting in a community setting.

**The Reggio Emilia-Inspired Approach** respects and supports children's capabilities to construct their own knowledge. Reggio educators' collaboration with children and adults is evident in the following aspects of their educational philosophy: participation; on-going professional and staff development; collegiality; school environment; family and community involvement; documentation; research; study and experimentation; and social constructivism.



### **How Children Learn from Our Activities**

Infants and toddlers use all their senses to explore. They touch, smell, taste, look and listen to things around them. They develop their bodies by crawling and then walking. When you see toddlers playing with wooden puzzles or stacking colorful plastic rings one on top of the other, they are learning to identify colors, shapes and weights. They are also developing physical coordination and control.

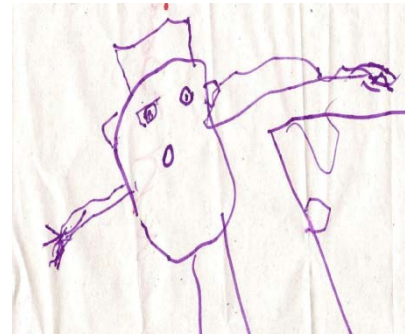
In their pre-kindergarten years, children learn independence and explore their creativity through activities such as making representational drawings with paint, markers, or crayons. During this period they learn that pictures are symbols of actual people, animals, things and places. These objects are symbols similar in shape to the objects they represent. This is the beginning of symbolic thinking. Little by little, they become more able to use abstract symbols to voice their thoughts and feelings. This prepares them for the concept that letters are symbols for sounds and numbers are symbols of quantity.

After-school children participate in enrichment activities and projects that complement their school curriculum. We encourage their natural curiosity and social skill development by engaging them in various group projects.

### **How Children Learn from Our Environment**

We take great care to create a place where your child feels comfortable. We encourage children to explore the toys, games and other materials independently and in group activities.

We arrange the materials on shelves that are clearly labeled and encourage children to put things away when they are finished playing. This teaches them to be courteous and to cooperate with others.



*Noelle, 3 years old*

Our pre-kindergarten and after-school children enjoy exploring their neighborhood. The field trips we arrange are an important part of our curriculum. The field trips give children the opportunity to see first-hand examples of topics and projects they are studying in their classrooms.

### **How Children Learn from Our Conversations**

What we say to children and the way we say it are very important. We watch, listen and talk with the children to learn what they are thinking and understand what they are trying to do. If a child holds up a drawing, we invite the child to tell us about it. This encourages the child to use words to describe his/her feelings and observations.

### **How Parents Learn from Our Classroom Observations**

In order to better understand our program, we hope you will spend some time in the classroom observing what we do and/or volunteering. We encourage you to talk with your child's teacher about scheduling a time to come in to observe and to explore our in-class volunteer activities.

## How Children Gain from Our Family/ Teacher Conferences

Meeting with your child's teacher will give you the opportunity to discover how your child is responding to our program. During the year, we collect samples of your child's work in a portfolio. You will have the opportunity to see this portfolio and talk with your child's teacher at least twice a year. If at any other time during the year you would like to talk to your child's teacher, we would be happy to arrange a family conference with you.

## How Children Learn at Home

You are your child's first and most important teacher. You are also most familiar with the world your child is striving to understand. If you let us know about events that may be affecting your child at home — for instance, any transitions such as the illness of a grandparent, a new baby, nightmares, separation or divorce — we can work more effectively with your child.

Here are some ways you might consider to support your children's learning at home:

**Listening:** Be a good listener and talk with your child as you prepare dinner or work around the house.

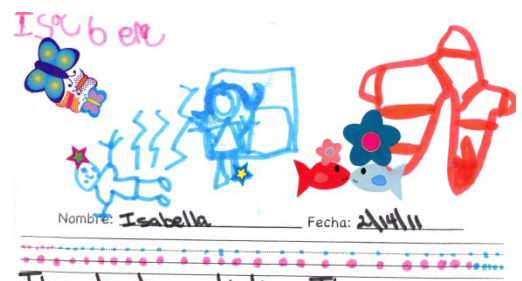
**Helping:** Ask your child to help you do things.

**Reading:** Read to your child. After you've read a story, ask your child what happened in the story and who it was about. Children will learn to listen and interpret what they hear.

**Playing:** Play with your child. Make time to take a walk and/or play together. This is a great time to listen to and talk with your child. This is also a wonderful time to encourage your child's curiosity.

## Our Teaching Staff

Our schools bring together an exceptional staff which reflects San Francisco's cultural and linguistic diversity. Many staff become the "extended family" of our children, even after students have entered elementary, middle and high school. Our teaching team includes: Site Administrators responsible for directing each school's programs, teachers certified in early childhood education, and paraprofessionals who assist and are part of the instructional team in the classrooms. We offer a professional development program that teaches innovative-instructional strategies and promotes excellence among our entire staff.



Isabella, 4 years old

## Our Support Services

Our support staff also supports your child's health and learning. If your child needs to see a doctor, the Site Administrator can refer you to a health care agency. All staff receives on-going asthma and lead training. The EED Support Services staff also includes a team of social workers. They help staff and families to support children so that they develop social and emotional skills. They also assist by providing a link to community resources and by observing children with special needs and coordinating meetings with Parents/Guardians. Our support staff also works closely with community

agencies that provide mental health consultation at our preschool sites and support sites in facilitating a process called the Student Success Team in which families and staff come together to plan ways to support individual children in the classroom.

### **Our Child Assessment Process**

Monitoring your child's progress in the classroom is important. The teaching staff maintains on-going assessments and documentation of your child throughout the year. The staff shares this information with you through parent-teacher conferences at least twice a year (more often if you wish). At these conferences, the teacher will discuss with you your child's progress and ways in which you can support your child's growth at home. You will also have an opportunity to share with the teacher any concerns and ideas that you have about your child's development and care. We encourage you to become an active partner with us in your child's education.

### **Our Program Quality**

The San Francisco Unified School District's Early Education Department has a contractual agreement with the California Department of Education, Child Development Division. We are required to complete an annual self-evaluation process. From this self-evaluation process, program action plans for improvement are developed and implemented. State consultants review our program every four years. The EED provides top quality educational services, including:

- An environment which supports children's opportunities for learning.
- Curriculum that is developmentally appropriate, involves active learning, and takes into account information gained from an assessment of each child.
- Trained, knowledgeable, and caring school personnel who facilitate children's learning.
- A Parent/Staff Partnership that acknowledges a joint responsibility for the education of the children.
- Administrators who provide the leadership and support to ensure a high quality program for children and families that is developmentally and culturally appropriate.

### **Our Inclusion Program**

Children and families in the Early Education Department will have access to high quality early childhood programs and services that promote and support the right of every young child and his or her family, regardless of cultural and linguistic background, family composition and/or ability to participate in a broad range of activities and contexts as full members of a school community. Children with and without disabilities will feel a sense of belonging and membership; create and maintain positive social relationships and friendships; and receive support for their development and learning in order to reach their full potential [DEC/NAEYC, 2009. Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)].



*Mabel, 4 years old*

## **Transition into Kindergarten**

Preschool education is the foundation for future learning in the elementary school and an important part in ensuring your child is ready for Kindergarten. During the last year in the Preschool program, teachers and staff begin to prepare children for the transition into Kindergarten. Transition activities may include visits to a Kindergarten class, kindergarteners visiting the Preschool class as well as talking about and "acting out" the differences between Preschool and Kindergarten. As we become a PreK-12 district, we are working to align our core curriculum and articulate our programs particularly between Preschool and Kindergarten.

San Francisco Unified School District is a choice district. It is the Parent/Guardian's responsibility to explore elementary school options, apply for desired schools and then go and register at the offered school. Families who enroll by the "on-time" date have a better chance of getting the school of their choice. If your family speaks another language other than English, you should schedule a language assessment for your child when you apply. All families are encouraged to explore the diverse bi-lingual and bi-literacy pathways that are offered at many schools to raise students' achievement and prepare them to fully participate in the 21st century economic, political, cultural, and intellectual life of our global society.

Children have smoother transitions when families participate in school picnics or welcoming orientations that may occur in the summer before school starts and during the beginning of the school year. This helps to build relationships with the school as well as allows the family and the child to meet new teachers and peers. It is important for families to talk to their children about moving to Kindergarten, including any feelings they may have and to answer their questions. Working together we can provide a smooth transition into Kindergarten for all our children.

## YOUR CHILD AT OUR SCHOOL

### Clothing for School

Children play in sand, water, use paint, and other enjoyable, messy materials as part of their daily learning experiences.

Please send your child to school in comfortable play clothes that can get dirty.

- Long skirts and dresses, scarves, jacket hood strings, jewelry, or other items that can be caught on equipment are discouraged because they can be dangerous when a child plays or uses school equipment.
- Close-toed shoes that fasten or tie are required at all times while your child is at school to prevent injuries. Tennis shoes are highly recommended to enable safe running, climbing, and balancing activities.
- Dressing your child in layers will ensure their comfort as the temperature changes throughout the day.

***Parents must provide an extra set of seasonal clothing, including underwear and socks, in case of accidents or spills. If you borrow the school's extra clothing, please return your child's extra set to the school promptly.***

### Items from Home

We request that all toys, playthings, money, gum, candy, and food from home remain at home. However, if your child needs a special item to help with separation or nap time, that should be discussed and pre-arranged with the Site Administrator/teacher. The item may be kept in your child's cubby.

### Food and Nutrition Program

Our schools participate in the USDA Child and Adult Care Food Program (CACFP). All meals are planned to meet the nutritional needs of the children served and CACFP guidelines. Meals are served family style, culturally sensitive, nutritionally balanced, and flavorful. Additional information about the food program is listed below:

- Meals and afternoon snacks from home are not allowed according to CACFP guidelines.
- Menus are posted on the main bulletin board and on the EED website as well as in every classroom.
  - Menu changes for the day will be posted on the main bulletin board.
- A medical statement is required for any food allergies or restrictions your child may have.
  - We will attempt to honor all food alternatives with substitutes.
  - Medical statement forms may be obtained from office staff.
- Infants' and toddlers' feeding patterns and needs are addressed individually.
- If you choose to not participate in the CACFP program, you will need to sign a waiver of non-participation. This can be done through the school office.

## Naps

Children who attend our school for more than five (5) hours are asked to rest on their cots during the classroom scheduled naptime. Infants and toddlers take naps according to their individual needs. Families are asked to provide bedding (blankets and pillows) which will be sent home on Fridays to be washed and returned the following Monday. After-school programs do not have a naptime.

## Cultural Special Events

Our purpose is to help the children become more aware of the many cultures and traditions in our community. Cultural special events and other celebrations in our schools are kept very simple. The children, families and staff are involved in helping to plan for the celebrations in order to incorporate these special days into their educational experiences. While we encourage all families to share their cultural and family traditions with us, no child is required to take part in a celebration if the family notifies the Site Administrator or teacher that they do not want their child to participate.

## Toilet Training

Upon entering into the school, your child should be toilet trained. If your child is not fully toilet trained, we will work together to develop a toilet training plan that must be implemented at home and at school until the child is toilet trained. The teacher and the Parent/Guardian will assess the effectiveness of the plan and make adjustments when necessary. The plan will incorporate practices that are developmentally appropriate and support the child's social and emotional development. The plan will be free of any type of punishment, humiliation or abusive practices.

## Field Trips

Field trips provide unique opportunities for your child to enjoy educational experiences in a new setting. A Field Trip Authorization Form is needed for each trip requiring transportation and will be sent home to you with your child before each outing. Please remind our staff prior to any field trips or special outings if your child has allergies or health conditions requiring special procedures or precautions. Parents/Guardians may be asked to contribute to the costs associated with field trips, but no child will be denied participation due to lack of funds.



Maia, 4 years old

## Parent/ Guardian - Teacher Conferences

Conferences are scheduled twice a year upon completion of the Desired Results Developmental Profile (DRDP) assessment. During this conference, the teacher and the Parent/Guardian set goals based on the strengths and areas of concern found in the results of the assessment. This is an excellent opportunity to talk about your child's progress and how our program is meeting your child's needs and development. Parents are given a copy of the summary of their child's developmental progress. You may schedule additional meetings with your child's teacher, as needed.

### **Daily Parent/ Guardian Communication**

For information that needs immediate attention, a note may be found in the following areas:

- Child sign-in sheet
- Parent mailboxes
- Message board in classroom

### **Family Newsletter**

Each classroom has its own newsletter that includes what is happening in the classrooms, upcoming events, parent meeting/workshop schedules, etc.

### **Family Bulletin Board**

Family information is located on the main bulletin board at the entrance of each school. This bulletin board contains information of interest to families. On this bulletin board, you will find:

- Licensing information
- Food menu and menu changes
- School calendar
- School's hours of operation
- Family resource information

### **Communicating with Staff**

We encourage cooperation and open communication between the families we serve and our staff. We strive to provide you with a variety of opportunities to ask questions, to share your insights, and to participate in overseeing the program. If you have questions or comments about any aspect of the program, we hope you will feel comfortable approaching your child's teacher or the EED Site Administrator.



*Natalia, 4 years old*

## POLICIES

### **Non-Discrimination/ Harassment Policy**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Staff shall be alert and immediately responsive to student and staff conduct which may interfere with a student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

**Uniform Complaints which comply with Board Policy 1342 may also be submitted to the Office of Equity. Any Section 504 complaints may be filed in the Office of Equity and shall be forwarded for investigation and resolution to the Executive Office of Pupil Services.**

Any student who feels that he/she is being harassed or discriminated against should immediately contact the Principal or the Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator for any form of harassment or discrimination. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment or discrimination should immediately report the incident **for any form of discrimination or harassment** to the Site Administrator or the EED Central Office Administration. Upon receiving a complaint of discrimination or harassment, the Site Administrator or the EED Central Office Administration should immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5163 – Harassment/Discrimination Complaint Procedure or in AR 1342. Where the Principal or the Title IX Compliance Coordinator finds that harassment/discrimination has occurred, he/she should take prompt, appropriate action to end the harassment/discrimination and address its effects on the victim.

The Site Administrator or the EED Central Office Administration should also advise the victim of any other remedies that may be available. The Administrator taking your report should file a report with the Superintendent or designee and refer the matter to law enforcement where required. The Administrator should also be responsible for maintaining a log of all Title IX Harassment Claims, consisting of the number of



complaints, the type of, and disposition of these complaints. The 'log' should be submitted to the Superintendent upon request and on an annual basis.

### **Non-Discrimination Child Care Food Program**

Meals and snacks are available to enrolled children who meet the approved eligibility criteria without discrimination against any child because of race, color, national origin, age, sex, or handicap. Only enrolled children are entitled to meals and snacks.

### **Confidentiality**

All student and family file records are kept confidential and maintained in a secure location. Records are subject to review by officials representing Community Care Licensing, the California State Department of Education, the Health Department, U.S.D.A., or Child Protective Services. Written permission from parents will be obtained for the release of confidential information and permission for photographs or videotapes of children to be used for publication. (See *SFUSD Student Handbook*)

### **Religious Instruction**

The programs of the EED refrain from any religious instruction.

### **Providing False Information**

Knowingly or intentionally withholding pertinent materials or information, making any false statements or presenting any false materials or information, as a means of obtaining state-funded child care services, is prohibited. Fraudulent, false, incomplete, deceitful, or misleading information provided to an EED school regarding income, family size, employment, seeking employment, school/training program enrollment, and for medical incapacitation that is used to determine initial or on-going eligibility for subsidized child care services or parent fees may be grounds for termination of child care services.

### **Notification of Parent's and Personal Rights**

A parent has the right to review their eligibility file at anytime. Requests for copies of records must be made in writing by the enrolling parent. A parent has the right to enter and inspect the program without advance notice whenever children are present. A parent has all of the rights as outlined in the Notification of Parent's Rights. Every child has all of the rights as outlined in the Notification of Personal Rights. These rights are declared by the State of California – Department of Social Services – Community Care Licensing Division.

### **Parent-Staff Employment Arrangements**

SFUSD EED teachers are not permitted to offer their professional services outside of the scope of our license. The EED respectfully requests that parents do not employ the teaching staff after-hours. This puts the School at risk and places the staff in a compromising position.

### **Photo Release**

The school asks each family to sign a media release giving the school permission to use photographs or other images of children or adult students for documentation, art projects, displays and school promotional materials. If you are opposed to having your child's image used in any way, please make note of this on your school's Media Agreement Form and notify the Site Administrator.

### **Mandated Child Abuse and Neglect Reporting**

Our staff is required by law under California Penal Code 11165.7 to report any suspected cases of child abuse or neglect. Should child abuse be suspected, the Site Administrator would report the matter to the appropriate authority or agencies. The primary purpose of the reporting law is to protect the child.

### **Discipline**

The goal of the schools' discipline policy is to assist children in developing emotional regulation and self-discipline through respectful interactions that support children's emotional growth. Our staff views discipline in a very positive way. We provide a warm, caring environment in which children are allowed to experience all feelings and at the same time begin to learn to deal with these feelings in appropriate ways that lead to the development of self-control. Teachers maintain clear, consistent, fair limits which are age appropriate. Children are encouraged to "use their words" to express their feelings. Staff members are gentle but firm and **do not administer time-out or corporal punishment.**

### **EED Pro-Social Behavior Philosophy**

The EED believes that all children have a right to be treated with dignity, respect, and to play and learn in a safe, healthy environment. The EED strongly believes that families and school staff are partners in building children's social and emotional well-being to ensure their school and lifetime success.

The social and emotional development of children is an EED priority. The teaching staff is encouraged to build positive relationships with every child and his/her family by creating environments that are supportive and use positive teaching strategies. When inappropriate behavior takes place, it is addressed and/or redirected. The following highlighted strategies are used to promote pro-social and emotional development and to prevent challenging behaviors:

- Staff will create an environment where every child and his/her family feel welcomed and engaged;
- All staff is encouraged to acknowledge the child as often as possible for appropriate behaviors (e.g., listening, problem solving, taking initiative, showing determination, etc.);
- Staff will use a variety of methods to support the child in developing friendships, learning to express and recognize feelings, learning how to control anger and impulses, and learning to problem-solve; and
- Staff teams will meet to discuss and focus on prevention, teaching appropriate skills, and the importance of respecting the rights and feelings of others.

## Expectations for Children's Positive Behavior at School

The EED acknowledges that children are individual and unique in nature and we are committed to supporting all students so that they are able to meet the following expectations:

- Develop positive relationships with peers and adults;
- Understand and respect the rights and feelings of others; and
- Recognize how to behave safely and act responsibly.

These expectations, in child-friendly terms, are taught in our classrooms:

- Be Friendly and Kind
- Be Respectful
- Be Safe and Responsible



*Dylan, 4 years old*

We encourage families to talk with their child's teachers about how to support these expectations at home as consistency between home and school enhances the learning of each child.

## Parent's Rights/ Open Door Policy

Our open door policy is based on the belief that the child's family is an essential partner in providing the most optimal early education program for their children.

The families of our children are encouraged to come to the site where their children are provided childcare, after-school, or preschool services at any time during operating hours. The parent/guardian may want to come to observe their child's day at the site, talk to their child's teacher, talk with the Site Administrator or meet other parents/guardians. Parents/guardians do not need to make an appointment to observe the classroom. Appointments are necessary to meet with school staff.



*Ricky, 3 years old*

## ENROLLMENT

The State of California Department of Education (CDE) is the main funder for the EED. CDE provides specific rules and regulations on how to provide services to low income families through the subsidized child care program. Some of our schools provide services to Tuition Based (private paying) families when low-income families' enrollment has been exhausted.

### ***The Enrollment Application***

Families who want to enroll in the EED must contact our EED administration office and request an enrollment application. The EED central administration office is open from 8:00 a.m. to 5:00 p.m. and is located at the following address:

**20 Cook Street, Room 4  
San Francisco, CA 94118  
Telephone: 415-750-8500**

Families may request that the application be mailed to them or they can come into the office to pick it up and/or receive assistance from one of our Enrollment Clerks to complete and leave it for processing.

The family must meet the following criteria to have their application processed by the EED:

- Be income eligible.
- The child must reach his/her third birthday by the current SFUSD Enrollment Placement Center designated date. Please call our office for the most current information.
- Must have proof that the Parents/Guardians are San Francisco residents.

Once the Parents/Guardians complete and submit the application, the EED Enrollment Clerk will place the family on the Eligibility List. EED will send the family a letter confirming that the family is on the list.

### ***The Enrollment Interview***

During the Enrollment Interview, the Enrollment Clerk will ask for the necessary enrollment information and documentation listed above. The Enrollment Clerk will review the documents that the family provides and makes sure that the family has brought everything that is required. The Enrollment Clerk will check for current dates and verify all information provided by the family. If the Parent/Guardian does not bring all of the documentation, the child will not be able to be enrolled or to enter the school until all of the documentation is submitted, verified, and the Contract signed by both the Parent/Guardian and the Agency Representative. The open slot can only be held open for the family for twenty (20) working days. It is therefore crucial that the family get all required documents to the Enrollment Clerk in a timely manner.

## Transfers from One School to Another

Your child must be enrolled in one school for at least six months before a transfer request can be submitted. Approval of transfer is based on availability at the transfer site.

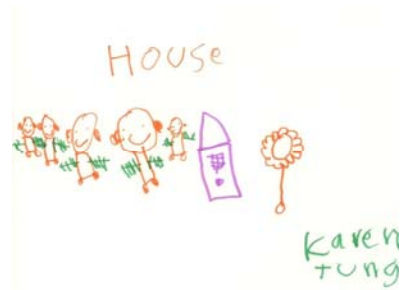
The only three exceptions to the six- month transfer policy are:

- If you can prove change of your primary residence into the requested transfer neighborhood.
- If you wish to unite siblings enrolled at different schools.
- If it is in the best interest of the child (determined on a case-by-case basis).

To request a transfer, complete the Transfer Request Form and give it to your Site Administrator to sign and send to the requested school. Your Site Administrator will notify you when space becomes available at the requested school.

Your child is eligible for transfer only if your family remains enrolled in the program. Once your family withdraws, you will need to reapply through the enrollment process for services.

**Only one transfer per fiscal year will be granted per family unless the family proves that they have moved to an area where one of our schools is closer to their job or home and there is an opening.**



*Karen, 4 years old*

## ATTENDANCE

### **Adhere to Your Program Hours**

Contract hours are the scheduled hours for which you are qualified and have signed a Contract with the school for services for your child. For your child to benefit from the program, he/she will need to attend the full time for which he/she is registered. Both consistency and a regular schedule are vital to a child's feeling of security. Each family is expected to adhere to the hours of the Contract that the family signed when enrolling their child into the school.

***Failure to adhere to your scheduled Contract hours (arrival and pickup) will be grounds for termination of your services. If you are finding it difficult to meet your Contract hours, you will need to meet with the Site Administrator to discuss a possible adjustment to your Contract.***

### **Arrival and Departure**

Each child must be signed in and out of the school by a parent or designee. All sign-in sheets are located in the classroom. For your child's protection, he/she will be released only to persons authorized on the emergency card by the enrolling parent. If someone other than the authorized persons must pick up your child, they must have a written permission signed by the parent and be over 18 years of age. Under special circumstances, you may request a waiver of this requirement from the Site Administrator. The person picking up your child must have a photo identification.

#### ***Upon arrival to the School:***

- Every child must be accompanied into the classroom by their parent or authorized designee.
- The parent or authorized designee must record the time of arrival and sign in with full legal signature (in ink). If the Parent/Guardian does not sign in, they will be contacted and asked to return to sign or send a person to sign for them. Your child is not officially entered into the school that day until the child has been legally signed in.
- Be sure that a teacher in your child's classroom knows that your child has arrived.

#### ***Upon departure from the School:***

- Every child must leave the school with their parent or authorized designee.
- The parent or authorized designee must record the time of departure and sign out with full legal signature (in ink).
- Be sure that a teacher in your child's classroom knows that your child is leaving.

### **Absence Policy for Children**

The Early Education Department expects you to bring your child to school every day. Being at school everyday has proven to be a major factor in the academic success of children. Readiness for Kindergarten is strengthened when children are present to participate in the learning process. Children's learning is interrupted when they miss school. For example, the child that missed the cooking activity missed a great opportunity to gain math, literacy, and science skills and concepts. Engaging in group activities also promotes children's social development. Coming regularly to our after-school program provides school age children the individualized support that they may need for greater school success. When children are not present they do not benefit from the program activities. We also understand that there will be times when children are

sick, have medical appointments, etc., that will keep them from school. While State law absences are allowable, we expect families to try to keep these absences to a minimum. All requests for excused absences will be subject to inquiry by a school representative. Abuse of the 'absence policy' will be grounds for termination.

Absences fall into three types - EXCUSED, UNEXCUSED and BEST INTEREST OF THE CHILD.

### ***Excused Absences***

The following are allowable excused absences:

1. Illness or quarantine of the child. Illness lasting more than five (5) consecutive days must be verified in writing by a medical doctor.
2. Illness or quarantine of the parent/care provider. Illness lasting more than five (5) consecutive days must be verified in writing by a medical doctor.
3. Family emergency that may include, but is not limited to, car accident, death of a family member, catastrophe such as severe weather conditions that prevent travel to and from the school, severe home fire requiring the primary care provider's attendance, earthquake preventing access to and from the school, severe police activity involving the primary care provider, etc.
4. Court-ordered visitation (a copy of the order must be on file at the school).

### ***Unexcused Absences [Maximum five (5) days per year]***

Unexcused absences are any absences that are not identified as "Excused Absences" or "Best Interest of the Child" on the lists above.

### **Absence Notification**

All families are expected to notify the school office when their child is going to be absent. To report absences, please call the school office before Contract hours. Voicemail is available during the hours the school is closed.

### **EED Holiday Observances**

The schools' schedule/calendar is distributed at the beginning of Fall. The schools observe all Federal, State and SFUSD holidays. These holidays include: New Year's Day, Martin Luther King Day, Lunar New Year, President's Day, Cesar Chavez Day, Memorial Day, Labor Day, Indigenous Peoples Day, Veterans Day, and Thanksgiving Day and the day after. Our schools are closed for winter break from December 23 through January 1 and Spring Break. There are also Furlough Days which are observed. All open/closed days are subject to change.

## HEALTH AND SAFETY

### School Wellness

Adults and children are expected to be in good health and be able to participate in the planned daily activities. To reduce the spread of illness, please keep your child at home if they have had the following: rashes, sore throat, diarrhea, vomiting, stomach ache, ear ache, swollen glands, fever over 100 degrees without medication, or a strong cough during the previous 24-hour period. CHILDREN MUST BE FREE OF ALL SYMPTOMS FOR 24 HOURS BEFORE RETURNING TO SCHOOL. A visual health check may be performed prior to accepting your child. If it is noted that a child is not well, we will not be able to allow him/her to stay at school. Signs and symptoms of illnesses that may indicate that a child must be sent home or not be admitted into the Program are as follows:

- Fever above 99.5/taken under the arm: The child must be fever-free, without fever reducing medication, for 24 hours before returning to school. Fever reducers, such as Tylenol and aspirin, relieve fever for only a few hours and the symptoms may return.
- Lethargy, uncontrolled coughing or wheezing, persistent crying, irritability, labored breathing. Children with asthma or asthma-like conditions must have an action plan with Program asthma policies.
- Mucus and runny nose accompanied by a temperature and/or lethargy.
- Second episode of diarrhea or uncontrolled diarrhea. Child may not return to school until diarrhea has stopped for 24 hours.
- Mouth sores with drooling: Child may be readmitted with clearance from a health care provider.
- Rash with fever: No admittance with fever.
- Fifth Disease (Slapped Cheek Disease).
- Chicken pox: Child may return to school only when all sores have dried up and crusted over.
- Pinworms: Child may return to school after treatment from a health care provider is completed.
- Coxsackievirus (Hand-Foot-Mouth Disease): The child must be fever-free, without fever reducing medication for 24 hours before returning to school. In addition, the child must be blister-free in the mouth.
- Vomiting that has occurred more than once in a previous 24-hour period. Child may not return to school until the vomiting has stopped for 24 hours.
- Head Lice: Child may return to school 24 hours after treatment is started. The child must be completely lice-free before reentering the Program.
- Ringworm and Impetigo: Child may return to school 24 hours after treatment has begun.
- Scabies: Child may return to school 48 hours after treatment has begun.
- Strep Throat or Other Streptococcal Infections: Child may return to school 24 hours after treatment has begun.
- Pink Eye/Conjunctivitis (with/without white or yellow eye discharge): Child may return to school 24 hours after a health care provider starts treatment.



### **Ill or Injured Children at School**

If your child shows obvious signs of illness upon arrival, including, but not limited to, the signs and symptoms described above, he/she will not be accepted into the school. A doctor's note may be required in certain instances. If your child becomes ill at school, he/she will be isolated from the other children and you will be contacted promptly and be required to pick up the child **within 30 minutes**. If your child has been prescribed an antibiotic for his/her illness, he/she must be on the medication for at least 24 hours before returning to school. Once again, a doctor's note is required. If your child becomes sick at school and is sent home early, he/she must be fever-free without fever reducing medication for 24 hours before returning to school.

All certificated staff members are current in CPR and First Aid training. The staff will handle minor injuries sustained at school and parents will be notified. Staff members are only allowed to use soap, water and Band-Aids. If there is a serious injury to a child, 911 will be called and the parent will be contacted immediately. If we cannot reach a parent, the child may be transported to the designated emergency room. Each child has an Emergency Consent Form, signed by the parent, on file in the office.

**Please keep emergency information (persons to contact with updated phone numbers) current on your child's emergency card. Leave a note of where you can be reached in the log located in the main office if you will not be in the usual place.**

### **Communicable Disease**

Inform the school promptly if you suspect that you or your child has contracted a communicable disease such as: chicken pox, lice, conjunctivitis (pink eye), strep throat, hand, foot and mouth disease, or strep throat. Such reports are treated with confidentiality. When necessary, parents will be notified of possible exposure.

### **Allergies**

Please be sure to notify the staff of any food allergies or restrictions your child may have. When a medical statement is provided, food alternatives will be substituted. All food allergies that are documented by a physician are posted for our nutrition and classroom staff. Staff can be trained in the administration of emergency medications in the event of an allergic reaction. Special procedures are applied when addressing the feeding patterns and needs of infants and toddlers.

### **School Sanitation**

Clean hands are the most effective way to keep illnesses out of our school and away from your child. Hand washing procedures are posted near all sinks. All adults and children need to wash hands with soap and water:

- Upon entering the classroom, after messy play.
- Before handling food, after toileting.
- After assisting a child with toileting.
- After using a tissue.
- Please remember to turn off the water using a paper towel, NOT YOUR CLEAN HANDS.

## **School Safety**

The school staff, participating adults, and volunteers have the primary responsibility to provide a safe indoor and outdoor environment for children and adults. All school certificated staff are current in CPR and First Aid training. Everyone is required to follow all EED safety procedures. All safety procedures are posted in each classroom, kitchen and office. If, at any time, you are concerned about the safety of a particular situation, please speak with your child's teacher or the Site Administrator.

- **Emergency Drills:** Earthquake and fire drills are conducted regularly. All individuals must evacuate the school and remain outside until the "all clear" signal is given by the Site Administrator.
- **Emergency Evacuation:** In case of an ordered evacuation, parents will be notified about the evacuation as quickly as possible. Staff will remain with the children at all times and a notice will be posted at the school stating directions for the parents.
- **Emergency Preparedness:** The school has a supply of drinking water and emergency supplies on the premises.

## **Health and Safety**

We are committed to your child's safety. We have in place a number of health and safety measures to protect your child. These include:

- All children must be signed in and out of our schools by an authorized adult.
- Teachers are trained in First Aid and CPR.
- Health and safety conditions at schools are closely monitored.
- We adhere to the Department of Education Title V, adult-to-child ratio: The pre-kindergarten program has one adult for every eight children and the after-school program has one adult for every 14 children.

## **Emergency Information/ Change of Address and Phone**

The school keeps an Emergency Card on file for every child. This card lists the current addresses and phone numbers of family members and at least two other authorized persons who may be called in an emergency if you cannot be reached. Please call us immediately if the phone numbers or persons listed on your child's Emergency Card change so that we can maintain the most up-to-date information for your child. It is imperative that you keep the information on your child's Emergency Card up to date.

## **Persons Authorized to Pick Up Your Child**

Children will not be dismissed to anyone other than you or an authorized representative listed on the Emergency Card without your prior Parent/Guardian consent. Authorized representatives must be at least 18 years old and listed on your child's Emergency Card. He/She must show identification when picking up your child. If someone not listed on the Emergency Card is picking up your child, you must provide written permission that morning.

## **Medications**

If your child needs to take any medications (over-the-counter or prescribed) while at the school, please read the following carefully:

To authorize your child to take medication while attending the school, you must have your child's medical provider fill out a Medication Form. The provider must complete and sign the section of the form which describes the amount, method and time schedule by which the medication is to be taken. You must complete and sign the section of the form indicating your wish for District personnel to give your child medication as directed by your child's doctor.

If prescription medication is to be given to your child, you must provide the medication in the original pharmacy container labeled with your child's name and doctor's instructions. All authorized medication forms and medication must be current. All children with asthma must have Albuterol MDI on-site and the appropriate paperwork. The only exception is if a medical provider indicates in writing that this is not necessary.

Most importantly, talk to the staff about any medications you wish them to give your child. In this way, you can ensure that communication is clear.

## **Health Care**

To make sure that children are protected from contagious diseases, we request that you examine your child for signs of illness before bringing him/her to the school. Please keep your sick child at home and notify the school of their absence.

If your child develops a communicable disease, inform the school immediately. Children are given health checks every morning at the school. If any symptoms are apparent, you will be required to take your child home. All children need to have regular and up-to-date immunizations and physical examinations.

## **Parking Lot Safety**

Please practice extreme caution while driving or walking to and from the school. Hold children's hands, use crosswalks where available, and model safe practices for your child. When driving through the parking lot, remember always to follow the 5 mph speed limit.

State laws mandate that children should always be seated and secured in car seats. Your child must be in an approved car or booster seat until they are 60 pounds or six years old. Never leave any child alone in the car no matter how short the time. It is not only unsafe, but illegal. It is recommended that children under 100 pounds ride in the backseat away from air bags.

## **Pesticide Application Notification**

All pesticides are applied by trained personnel in a manner designed to ensure the safety of children and staff. The annual written notification of pesticide used on the premises is posted in the school.

## FAMILY INVOLVEMENT

### **Opportunities for Family Involvement**

Family involvement is crucial to your child's development. From the time of our initial interview with you, we make every effort to get to know you and your child. We encourage you to communicate with your child's teachers, social workers, administrators, or the EED's nurse. As a decision-maker in your child's education, you will find numerous opportunities for your participation. Family members may:

***Volunteer in the Classroom.*** Parents'/Guardians' skills and expertise during school activities are encouraged and appreciated. Parent/Guardian volunteers can help in the classroom, prepare materials for the school, serve as chaperones on field trips, make presentations about your place of work or cultural/family traditions, share your expertise in special areas like cooking or crafts, help with school clean-up days, or lend a hand in painting, repairs or gardening.

***Participate in EED Workshops.*** We offer parent workshops on a variety of topics such as early literacy, pro-social behavior, etc., and other services to support you with your child's development and learning. Workshops, events and children's programs are available throughout the year.

### **Respectful Conduct**

Parents/Guardians will be given a statement of their rights at the completion of enrollment into the school. If the family at any time feels that these rights have been violated, they should contact the Site Administrator, preferably in writing. If a satisfactory resolution cannot be reached, the family should contact the Early Education Department. Families are expected to be respectful of staff, other Parents/Guardians, and all children at all times. Violation of this code of conduct may result in the Parent/Guardian being suspended from attendance at the site for a period of time.

### **Family Participation Guidelines and Responsibilities**

If you choose to volunteer at the school, these guidelines will help make your participation a valuable and enjoyable experience.

We ask that you:

- Dress in comfortable and modest clothing and shoes.
- Only consume beverages (water, soft drinks, tea/coffee, fruit juice) or food in designated areas. No alcoholic drinks of any kind shall be on the premises.
- Limit cell phones or other electronic devices to emergency use only.
- Refrain from smoking at all times.
- Submit TB test and/or X-Ray clearance prior to volunteering if volunteering for 15 hours or more per week.

**Supervision:** The most effective way to keep children safe is to make sure that all children are observed by an adult at all times. The following will help you while you are supervising children at our school. We ask that you:

- Remain in assigned areas and enforce safety rules and limits.
- Inform a teacher whenever you are leaving your area.
- Remember that you are part of a team with the teachers and other parents to keep all of the children safe.

- Keep casual conversation between you and other adults to a minimum while you are supervising children.
- Alert the nearest teacher if there are concerns with children in your area.
- Interact with children.

Interacting with Children: The interaction between children and the adults in an environment for young children is extremely important. It is through interaction that we guide children to reach their full potential physically, emotionally and cognitively. Remember that play is the most valuable learning tool for children. The following are guidelines for adult-child interactions in a variety of situations:

- Allow children to guide their play.
- Understand that children learn by doing rather than by direct teaching.
- Provide materials and equipment that may extend or add a new dimension to their play.
- Guide children to use materials appropriately.
- Keep your comments positive and focus on the efforts that the children have made.
- Incorporate concept words such as color, shape, size, number and relationship when possible.
- When children argue (as long as it is not physically or emotionally abusive), they are learning the social skills of negotiation. Watch carefully for when a child needs you to step in; otherwise, allow children to negotiate and resolve their own conflicts. Intervene only when necessary and use these methods:
  - Active listening
  - Limit setting
  - Problem solving

At the snack table, we ask that you:

- Introduce yourself.
- Use children's first names.
- LISTEN and follow the children's lead for conversation.
- Guide children to serve their own food.
- Guide children to clean up after themselves.
- Model manners by using "please" and "thank you".



*Michelle, 5 years o*

## FAMILY SUPPORT AND RESOURCES

### Family Support Services

Each of our preschool programs has a mental health consultant from a community-based agency who is available to support children through observations and consultation with staff and families. They are helpful in accessing community resources if needed as well. We also have a small team of school district social workers who are available for consultation if needed and can be supportive in navigating the various programs both in the San Francisco Unified School District as well as in the broader community. If your site includes the Head Start program, a Family Advocate is on-site two times a week to provide services to Head Start families. For more information, please consult your Site Administrator who can let you know which services are available at your school site.

### Information and Referrals:

• <i>Medical and Dental Insurance</i>	• <i>Transportation</i>
• <i>Legal Assistance</i>	• <i>Child Assessment</i>
• <i>Housing and Utilities Assistance</i>	• <i>Food and Shelter Assistance</i>
• <i>Substance Abuse Treatment</i>	• <i>Health Services for Adults and Children</i>
• <i>Mental Health Services</i>	• <i>After-school Child Care Information</i>

### ***Contacting Family Support Services (FSS) Staff***

If you would like to speak directly with any of the staff that offers Family Support Services, please consult with your child's teacher or with your Site Administrator who will help you get in touch with the appropriate person.

## REFERENCES

California Code of Regulations, Title 5 (5CCR)  
California Educations Code  
California Code of Regulations, Title 22  
Administration for Children and Families (ACF)  
Code of Federal Regulations: 45 CFR, Parts 98 and 99



**SFUSD** SAN FRANCISCO  
PUBLIC SCHOOLS

**Early Education Department**

20 Cook Street  
San Francisco, CA 94118-3311

**ACKNOWLEDGEMENT**

This will acknowledge that I/we, the parent(s)/guardian(s) of

\_\_\_\_\_, have been personally advised of our rights and have received, from a representative of the Early Education Department, a copy of the Family Handbook which includes the Notification of Parent's Rights and Personal Rights – Community Care Facilities and Child Day Care Facilities.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**