



Afterschool: Family Handbook

This handbook is meant to provide EBAC's policies and best practices. Please contact your individual program site for more detailed site level information.

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WHAT WE DO

Our Mission

East Bay Agency for Children improves the well-being of children, youth and families by reducing the impact of trauma and social inequities.

Our Vision

We are committed to building a comprehensive, place-based continuum of accessible, trauma informed and culturally relevant services that build resiliency, aid in recovery, and, where possible, prevent exposure to adverse childhood experiences. We seek to reduce barriers that contribute to disparities in wellness for socioeconomically disadvantaged and racially marginalized families and to create communities where all children and families have supports to reach their full potential.

Our Values

We believe in **EQUITY**, that all people should have access to services, supports and opportunities to be successful. We subscribe to the theory of “targeted universalism”, whereby our strategies recognize and are responsive to the unique needs of marginalized children and families. We believe that a culturally and ethnically diverse staff with broad language capacity and roots in the communities we serve is critical to our success.

We approach our work with **HUMILITY**. We are committed to learning and reflection, to being open, curious and responsive in our interactions with one another and in relationship with community partners and those we serve.

We pursue **COLLABORATION**. We aspire to true partnering and leveling the power differences with those we serve. We work with transparency and believe that children and families greatly benefit when engaged in their own care and advocacy. We strive to lead or follow, dependent upon how we can bring optimum value, in working with public systems, policy makers, partner providers, and the private sector in reducing disparities and promoting equity.

We embrace and cultivate **INNOVATION**. We are creative in our approach and boldly take risks to challenge perceived notions of the limitations of those we serve.

We are committed to **EFFECTIVENESS**. Our service models and strategies are evidence- informed and grounded in best practice. We continually work to understand and improve our outcomes through a data-driven culture. We hold ourselves and each other accountable.

AFTERSCHOOL PROGRAMS

EBAC's afterschool programs offer academic and enrichment classes that cultivate student learning. Through a child-centered approach, our afterschool instructors help children discover their individual strengths, build healthy peer and adult relationships, and develop skills to regulate emotion, cope with everyday challenges, and counter the impacts of trauma. Busy parents/caregivers benefit from their students' increased school attendance, engagement, and have confidence in knowing that their children are thriving afterschool.

Current EBAC Afterschool Program Sites/Coordinator Contacts

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AFTERSCHOOL FRAMEWORKS:

EBAC's Afterschool Programs are built on the following principles/frameworks:

Principles of a Trauma-Informed System

Understanding Trauma & Stress Every person has trauma & stress. Without understanding trauma, we are more likely to adopt behaviors and beliefs that are negative and unhealthy. However, when we understand trauma and stress we can act compassionately and take well-informed steps toward wellness. Our approaches incorporate this understanding; helping us to individualize each child within our programs.

Safety & Stability Trauma unpredictably violates our physical, social, and emotional safety resulting in a sense of threat and need to manage risks. Increasing stability in our daily lives and having these core safety needs met can minimize our stress reactions and allow us to focus our resources on wellness. We endeavor to create an environment of safety and stability for our students.

Cultural Humility & Equity We come from diverse social and cultural groups that may experience and react to trauma differently. When we are open to understanding these differences and respond to them sensitively we make each other feel understood and equity is advanced. We embrace the things that make students unique.

Compassion & Dependability Trauma is overwhelming and can leave us feeling isolated or betrayed, which may make it difficult to trust others and receive support. However, when we experience compassionate and dependable relationships, we reestablish trusting connections with others that foster mutual wellness. We endeavor to create relationships that model compassion and dependability.

Collaboration & Empowerment Trauma involves a loss of power and control that makes us feel helpless. However, when we are prepared for and given real opportunities to make choices for ourselves and our care, we feel empowered and can promote our own wellness. We encourage collaboration and empowerment.

Resilience & Recovery Trauma can have a long-lasting and broad impact on our lives that may create a feeling of hopelessness. Yet, when we focus on our strengths and clear steps we can take toward wellness we are more likely to be resilient and recover. We promote resilience and recovery.

Social Emotional Learning Signature Practices:

Social and emotional learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. Everyone strengthens their social competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age. To embrace social emotional learning, we engage in the following:

1. **Welcome Ritual:** Activities for Inclusion (1-9 min)
We each bring our own experiences; allow them to use it.
2. **Engaging Practices Sense-Making & "Brain Breaks"** (1-15 min)
We all want to make our own meaning and have fun.
3. **Optimistic Closure:** Reflections & Looking Forward (3-5 min)
Learning occurs when behavior changes.

California Quality Standards:

The purpose of the 12 Quality Standards is to describe high levels of “Quality” of a program at the programmatic, staff, and participant levels.

1. Safe and Supportive Environment
2. Active and Engaged Learning
3. Skill Building
4. Youth Voice and Leadership
5. Healthy Choices and Behaviors
6. Diversity, Access and Equity

7. Quality Staff
8. Clear Vision, Mission and Purpose
9. Collaborative Partnerships
10. Continuous Quality Improvement
11. Program Management
12. Sustainability

We strive to incorporate the 12 Quality Standards into each of our Afterschool Programs.

STAFFING

EBAC programs are staffed with a Program Coordinator, Assistant Coordinator, at least 6 part-time afterschool program instructors and a social work intern. All of our staff are well-qualified and screened. In order to work for EBAC, staff must undergo a rigorous hiring process including interviews, reference checks, TB testing, at least 48 College Credits (or an Instructional Aide Certificate), both Department of Justice and FBI fingerprint background checks.

All EBAC staff have extensive training in various areas such as: youth development, trauma-informed practices, asset-based language, social emotional learning, positive discipline and behavior management, mindfulness, relationship building, THC3 (Truth, Hope, Curiosity, Change and Celebration evaluation assessment tool), mandated reporter training and cultural competency. Our instructors are also trained in the areas of emergency preparedness (earthquake, fire, lockdown, CPR and general student safety and injury.) All staff receive ongoing training throughout the school year.

We pride ourselves on the quality of our instructors, many of whom come back year after year. Several have also been hired on by the school's we operate in, to support staff and teachers. As a result of our high retention rate and strong collaborative partnerships with our schools, our instructors are very successful in building safe and supportive environments for our students. Please get to know our incredible instructors!

FUNDING

EBAC sites are funded in various ways. Programs can have State, City, Philanthropic and/or Parent Fees. State funds may include After-School Education and Safety (ASES) and Expanded Learning Opportunity-Program (ELO-P); City funds may include funding from Oakland Fund for Children and Youth (OFCY); and Parent fees.

PROGRAM ENROLLMENT/PRIORITIES

Program Eligibility

EBAC afterschool programs are run in collaboration with the Oakland Unified School District and Education for Change (EFC) Charter. Students must attend the school that the program is located at to be a part of the Afterschool Program.

Enrollment Priorities

We are steadfast in our dedication to support our OUSD/EFC students to access high quality expanded learning programming, especially for those who couldn't afford it due to a scarcity of resources. In partnership with respective school leadership, we have committed to the following enrollment priorities in this order.

- ◆ OUSD's Unduplicated Pupil Percentage (UPP) mandate. UPP is defined by the California Department of Education as students who are eligible for free or reduced-price meals (FRPM), English learners (EL), and/or foster youth, and unhoused. This is a designation provided by the district and not by EBAC. Please contact OUSD if you feel your child qualifies for this designation
- ◆ Returning students who were enrolled in the previous school year
- ◆ Siblings of returning students
- ◆ Previously waitlisted students from the previous school year
- ◆ Class grouping balance (some ages are capped due to ratios and some sites may cap the number of students per grade level)
- ◆ Open lottery

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

Starting in the 23-24 school year, students can be enrolled in the program for 2, 3, 4 or 5 days. They must enroll in specific days of the week. Drop in days must be coordinated with the afterschool coordinators at each site. Coordinators need to ensure that we have enough staffing to cover the additional students.

All enrolled students must have a completed enrollment form on file.

All students not accepted into the program, due to priority requirements or staffing and space limitations, will be put on a waitlist. If students are removed from the program, we will contact waitlisted families.

Program Dates

Afterschool Programs are open every day that the school is in session and is closed on days the school is closed. EBAC also takes 3 additional days in the school year off to support professional development for our staff. These days tend to be the first two days of school and the last day of school. Please check with your site to find out which days your site is closed.

Afterschool Programs start when the school bell rings to signal the end of the regular school day, including all minimum days.

PROGRAM COMPONENTS

Academic Support

The goal of the academic support component is to improve students' academic skills and support school day success. Our academic component varies from site to site depending on the needs of the school community, but generally students are divided into grade-level classes and work with an Afterschool Instructor for an entire school year on homework, literacy and math skills, and social-emotional skills. All projects are closely aligned with school-day goals. The Afterschool Instructors are supported by our Quality Support Coach (QSC) who is a school-day staff member. The QSC ensures that the EBAC Programs are connected and academically aligned to our schools.

Enrichment Activities

The goal of the enrichment activities is to expose students to a variety of classes, opportunities and to support their individual interests. Students participate in a variety enrichment activities such as: Arts & Crafts, Team-building, Legos, Music, Recreation, Drumming, Visual Arts, Gardening, Science Club, and Cooking & Nutrition. Classes depend on student and teacher interests. Students are provided choices and get to rank order their class preferences. We do our best to place students in the classes they have selected as well as exposing them to a variety of other enrichment activities. Students rotate enrichment classes during the school year.

Family Engagement Events

Family engagement is a key component of our programs. Our programs host student showcases, talent shows, potlucks and other events. Many of our sites also participate and support the school day events.

Snack

Every student is provided a healthy snack and juice daily from the district/charter. Food should be eaten during snack time and in the designated areas. Students are welcome to bring their own snack from home. However, please remember that soda, candy, cookies, chips, gum and other junk foods

are not allowed.

We encourage families to send healthy snacks with their child. Only foods that do not need preparation can be sent (i.e. no microwavable snacks.)

Students are not allowed to share their snacks. If you want to bring a special treat for your child's birthday or class, please coordinate with the Afterschool Instructor, Assistant Coordinator, or Afterschool Coordinator.

ATTENDANCE POLICIES & PROCEDURES

EXPANDED LEARNING PROGRAM ATTENDANCE POLICIES

EBAC makes every effort to ensure the safety of all students in our program. Please notify the Afterschool Coordinator if your child is present during the school day and going to be absent during afterschool. Our staff must take attendance daily and this will help with staff looking for students who have not signed into the program.

Sign-In

As soon as students are dismissed from school (when the bell rings), students must report to their designated sign-in area at their program site to sign into the program. Students in grades 2nd-5th MUST sign themselves in on their grade level sign-in sheets. Younger students can sign themselves in or will be signed in by their afterschool instructor. Students should always sign-in first and get permission to go to the bathroom etc. Students can sign only themselves in. Students who are late must have a note from their school-day teacher.

Pick-Up & Sign-Out

Students **must** be signed out of the program from the designated area daily and no later than program end time. Only authorized persons who are 18 years old and older may sign a student out. Students will **only** be released to people listed on the student's pick-up list unless a parent/guardian sends a note or calls the Afterschool Coordinator. It is important to keep this information up-to-date. **It is also important that students know who has permission to pick them up.** If a student is allowed to sign themselves out they must have a "walk home" form signed and on file. (Only students 8 and above can sign themselves out.)

When signing out, please make sure to write the time of pick up, sign your name and if leaving before 5:00, mark an ER code in the last column. We understand that families may need to pick their children up before the end of programming. However, our ELOP and ASES grants require that [OUSD's early release policy](#) is adhered to and an early release code is inserted in the sign-out sheet for all students who are picked up before 5pm.

DO NOT take your student without notifying a staff member and signing them out.

Students may not sign other students out under any circumstances.

***IMPORTANT NOTE:** If the parents disagree over who has custody of the child, please speak to the Afterschool Coordinator. We cannot deny a parent any rights unless we have a copy of the court paper showing a parent has lost parental rights.

Late Pick-Ups

Please pick up your child on time at the end of stated program closure. EBAC does not charge late fees, but we do ask that you contact the Afterschool Coordinator if you are running late. If you are running very late, please arrange for someone else to pick up your child. If students are not picked up by the end of the program, EBAC may be required to contact Child Protective Services or law enforcement. Please note: **Three instances of tardiness in picking up your child can result in his/her dismissal from the program.**

Absences

If your child is absent from school-day, our staff will get this information from the school. If they attend school, but are not attending afterschool or leave early from school, please notify the Afterschool Coordinator. **Students MUST attend school in order to attend Afterschool.**

PROGRAM EXPECTATIONS

Student Expectations

All EBAC programs align with their school day expectations and policies. Our goal is to build a climate that provides our students with a safe and supportive environment to learn. Each individual program follows the core values of their particular school sites. We ask that our students, staff and parents all follow and model the site's core values.

If students represent these values they will be celebrated through positive behavior systems. In the event that a student disrupts the safe and supportive climate, sites will follow their structured discipline system.

Behavior Systems

EBAC staff are trained in asset-based language and we see our students from a strength based/growth mindset lens. We also utilize restorative practices. When unwanted behaviors are occurring, staff will utilize various techniques to ensure the safety of the students. Some of these practices may include:

verbal redirections and prompts, moving the child, removing any obstacles or materials that may be causing disruption, quiet reflection time, moving into a buddy class, and or doing some community service during recess time.

For repeated behaviors or when students are unable to redirect, we ask that staff talk to parents. If cases become serious and unwanted behaviors cannot be corrected through restorative practices, staff will set up formal meetings with the parents to ensure that the program staff and families are on the same page with behavior expectations. These explanations may be written into a behavior contract.

In severe cases, students could be dismissed from the program. These instances can include: fighting or any physical harm of others, inappropriate touching, bullying (including cyberbullying), possession of weapons or other illicit items, leaving campus without permission, inability to follow instructions, destruction of property or stealing, disrespecting peers based on socio-economic status, gender, race, physical ability, sexual orientation, religion or cultural values, and behaviors that endanger the safety of participants and staff.

To recap our protocol:

When unwanted behaviors occur and they are not corrected during the program utilizing the strategies mentioned in the first paragraph, staff will:

Step 1: Talk to the parents in person or over the phone

Step 2: Set up an in person (or virtual) meeting to place child on a written behavior plan

Step 3: Child will be suspended from the program for a day or up to a week pending a conference with the parent

Step 4: Child will be dismissed from the program

While EBAC is committed to the gradual disciplinary steps as outlined above, EBAC also reserves the right to remove any child who is a threat to others associated with the program.

Please see each individual program site for more details on the program and/or classroom behavior/reward systems in place.

Parent/Guardian Behavior Expectations

It is important to remember that we are all here to provide a safe and supportive environment for our students. We all work very hard to set positive examples for our students to follow. Keeping this in mind, if you have any problems or concerns please speak to the Afterschool Coordinator. We have an open door policy and are receptive to receiving feedback and comments from parents/guardians.

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

Be considerate, respectful, and non-disruptive while on or outside of campus indoors and outdoors. The following are not tolerated on any school district campus:

- ▶ Destruction of private, school, and district property, i.e. no littering, graffiti, stealing, etc.
- ▶ Harassment of students or staff, including bullying, intimidation, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
- ▶ Committing an obscene act or engaging in profanity or vulgarity.
- ▶ Alcohol, tobacco, and other drugs.
- ▶ Weapons or other dangerous items.
- ▶ Fighting, as well as encouraging or instigating a disruption or fight; spreading rumors or falsehoods that result in a student conflict.
- ▶ Refusing to respond to requests to leave the scene of a conflict.
- ▶ Taking student discipline into your own hands. Talking to other students without permission from the parent.
- ▶ Asking staff questions regarding other students (not your own child).
- ▶ Threatening and/or causing physical harm to your child in front of school staff or others.
- ▶ Disrespectful language and tone including yelling.
- ▶ Bribing or blackmailing staff in regards to special student privileges.

Reminder: All OUSD/EFC campuses are closed campuses. Only students attending the afterschool program are allowed on campus afterschool.

Ways in which parents/guardians can help keep our campus and program safe:

- ▶ Inform our team of any strange behavior seen on campus.
- ▶ Do not allow your child to sign themselves out and then linger on campus. If they have your permission to sign themselves out, please advise them to go straight home. Once a student has signed out of the program, they are no longer under the supervision of program staff.
- ▶ Pick up your child on time.
- ▶ Come to the designated sign out area when picking up your child from the program and allow our staff to call/collect your child from their class.
- ▶ Do not prop doors/gates open and close doors that you see left open.

PROGRAM POLICIES

Cell phones, Electronics and Toys from home

Cell phones are not permitted during the afterschool program hours. During program hours, phones should be put away, unless phones are a part of the program goals. Loss or damage can easily occur. If you need to get a hold of your child, please do not call or text them but rather contact the Afterschool Coordinator. EBAC nor the Afterschool program will bear responsibility for lost or damaged phones, other electronics or toys.

Toys and electronics from home are not permitted during program hours. EBAC is not responsible for any loss, damaged or stolen items.

Field Trips

In the event EBAC plans a field trip for your child to attend, permission slips will be provided. All participants must have a field trip permission slip signed by their parent or guardian in order to attend. If you would like to chaperone, please complete the chaperone section. All chaperone's must be OUSD Ed Fund Cleared. In the event you do not want your child to attend, there will be a supplemental program on campus with designated afterschool staff.

Release of School Data

We are vested in the academic improvement of your child. By enrolling your child in our program you are allowing us to access student information regarding their academics. This information is kept confidential and will only be used to help us support your child academically. If you do not want us to have access to your child's academic information, please inform us in writing.

Photo and Video Release

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

EBAC Release of Liability

All enrollment packets include an EBAC release of liability, which states the following: "I understand the nature of the Expanded Learning program and that participation is voluntary. I understand that EBAC, EFC and the Oakland Unified School District is not responsible for loss, damage, illness, or injury to person or property as a result of participation in the Expanded Learning Program, including, but not limited to, participation in any physical activity or athletics affiliated with or organized by the Expanded Learning program. I hereby release and discharge EBAC, EFC and the Oakland Unified School District and its officers, employees, agents, and volunteers from any and all claims for injury, illness, death, loss, or damage as a result of participation in the Expanded Learning Program,

including but not limited to, participation in any physical activity or athletics affiliated with or organized by the Expanded Learning Program. “

Medication

Afterschool programs shall be accessible for all students, including those with chronic health conditions. Chronic health conditions should not be a barrier to program participation. All students must have a chronic health form completed and on file with the afterschool program.

Parents/guardians should ensure that forms are filled out with student chronic health conditions, medications, if any, are needed during afterschool program hours. It is the responsibility of the parent/guardian to inform afterschool staff of any medical needs and or conditions for when your child(ren) takes daily medication, he or she will need to follow the district’s medication policy when taking their medication.

The general policy is that any student who takes daily medication and can self-medicate, needs written consent from the parent, accompanied by a copy of the physician’s instructions on file in the afterschool office. Daily medications should be listed on the Student Health Form in the program enrollment form. If your child requires the use of a fast-action inhaler for asthma or carries an epinephrine pen (or EpiPen) for anaphylactic shock, requires insulin for diabetes, or any other ongoing medical need, please notify the Afterschool Coordinator immediately! In the event that your child(ren) needs assistance with their medication from Afterschool staff, staff must follow the district’s policy on administering all medications and first aid services to students. These staff MUST be trained by the school district nurse, once a need has been identified.

If a child is in need of medications during afterschool hours, the Afterschool Coordinator will be trained by an OUSD/EFC school nurse.

- ▶Families must bring in a second set of medications for the afterschool program.
- ▶All medications will be reviewed by the school nurse.
- ▶Medication must be brought by an adult in its original container labeled by a licensed pharmacist with the child name, physician’s name and dosage of medication.
- ▶Medications will be stored in a place accessible to afterschool staff, in a locked cabinet (not accessible to students).
- ▶A daily log will be maintained to record medications the student is required to take during afterschool.

Mandated Reporter

All EBAC afterschool staff are considered mandated reporters. **It is our responsibility to report when one “has knowledge of or observes a child, in his/her professional capacity or within the scope of his or her employment, who he/she knows or reasonably suspects has been the victim of child abuse...” The primary intent of the reporting law is to protect the child.**

All afterschool staff who receive mandated reporter training receive a certificate. Mandated Reporter Training informs staff of what does or doesn’t constitute child abuse, as well as how and when to call

in and make a report. Our staff ARE NOT in charge of the investigation nor do they decide its findings. Retaliation towards afterschool staff in response to making a report will be communicated to child protective services and law enforcement immediately.

ACCOMMODATIONS FOR STUDENTS W/SPECIAL NEEDS (below is OUSD Policy)

A child with a disability can be enrolled in Expanded Learning Programs and sites or contracted partners are expected to implement reasonable accommodations under Section 504 of the ADA. Often, staff access that information from the accommodations in the student's IEP (*individualized education program*).

The standard for reasonableness must be determined on a case-by-case basis. Accommodations can adapt setting, response, scheduling, and timing for a student, as well as providing supplementary aids or equipment that might be necessary to ensure equal access to that of an individual without a disability. Accommodations are reasonable if they do not fundamentally alter the purpose and scope of the program, make an essential change in a core element of the curriculum, pose a direct threat of harm to the safety, or cause an undue financial burden to the program.

More specifically, that means things like this would be reasonable:

- ▶Extra time for activities
- ▶Using a timer
- ▶Visual aids (e.g. first/then)
- ▶Behavioral supports (e.g. encouragement, token economy)
- ▶Preferential seating
- ▶Adapted materials, such as graphic organizers or manipulatives
- ▶Fidgets or sensory aids
- ▶Staff training

Things like this are much less likely to be reasonable given the scope and budget of the program, but could be accommodated on a case-by-case basis (*contact your OUSD/EFC Program Manager for more details*):

- ▶A dedicated aide
- ▶A dedicated, district-provided ride to school
- ▶A dedicated nurse
- ▶Modified curriculum with an adapted scope and sequence or replacing the curriculum
- ▶Transportation support
- ▶Modifications to the building or room in which activities take place

ILLNESS / INJURY AND PHYSICAL EMERGENCY POLICY

Illness

All contagious and serious illnesses must be cleared by a physician's note to return to the afterschool program. Examples include but aren't limited to: pink eye, scabies, bacterial diarrhea, pneumonia, ringworm, thrush, lice, chicken pox, or measles.

Students with diarrhea or vomiting must be kept home from the afterschool program for 24 hours after the last incident. Students with a fever may not be at the program until they have been fever free for 24 hours without the use of medication. If a student says they do not feel well, becomes ill, or has a personal hygiene matter you will be notified immediately for pick up.

Injury

EBAC staff are trained in basic first aid and CPR. Our staff will help students wash cuts using gloves, water, and soap. We will then provide the student with a Band-Aid and/or gauze. If a student receives a bump or bruise we will provide ice for swelling. All injuries that result in a mark, bruise, or blood will be followed up with a phone call and/or a written incident report and provided to you upon request.

Physical Emergency

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

Emergencies

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

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

Once students are safe, parents/guardians will be called to come for their students. If parents/guardians cannot be reached, those listed on the student's application will be called to pick up the student.

In the event of a school lockdown or lockout, **all adults will not be allowed on campus and students**

will not be allowed to leave campus until we receive clearance from the local police. In the event there is a lockdown or lockout, we will follow all DISTRICT procedures and notify parents according to them.

EBAC RIGHTS OF PERSONS SERVED & EBAC GRIEVANCE POLICY

EBAC protects and promotes the rights of all persons served. This commitment guides our delivery of services. The purpose of this policy is to ensure that persons receiving services from EBAC have a clear understanding of their rights and have access to mechanisms to present and resolve their grievances. EBAC provides multiple means by which participants can voice complaints and file grievances when they may have concerns related to the care or services received. EBAC has identified written protocols related to resolving formal complaints, including grievances and appeals. EBAC welcomes the valuable information received from participants and encourages participants to communicate complaints and provide feedback to the agency.

Participant Rights

Our organization implements policies promoting the following rights of persons served by EBAC. All participants have the right to:

- ▶ be treated fairly and respectfully;
- ▶ confidentiality and/or privacy of information;
- ▶ freedom from abuse, financial or other exploitation, retaliation, humiliation and neglect;
- ▶ a clear, supported complaint process;
- ▶ refuse services from EBAC (the refusal of services does not preclude individuals from accessing services from EBAC in the future);
- ▶ receive services in a manner that is non-coercive and protects the clients right to self-determination; and
- ▶ have families and/or legal guardians participate in decision making.
- ▶ access information pertinent to you in sufficient time to facilitate your decision making and access their own records informed consent or refusal or expression of choice regarding: service deliver, release of information, concurrent services, composition of the service delivery team, involvement in research projects, adherence to research project guidelines and ethics if applicable
- ▶ access or referrals to self-help support services, legal entities for appropriate representation
- ▶ Fair investigation and resolution of alleged infringement of rights
- ▶ Other legal rights

EBAC is committed to the goal of affecting individual change amongst our participants, recognizing the unique capacities and strengths of each person. In working with participants, EBAC will respect and acknowledge individual diversity such as (but not limited to):

- race
- culture
- gender
- sexual orientation
- spiritual beliefs
- socioeconomic status
- language
- immigration status

Language Barriers

EBAC makes all attempts to employ staff who can communicate in the primary language of our diverse participants. Attempts will be made to acquire an interpreter for other languages when possible.

To file a grievance with East Bay Agency for Children, you may email feedback@ebac.org or call 510.844.6701.

PROGRAM FEES

Program fees are collected on a sliding scale according to families' GROSS (before taxes) monthly household income. EBAC does not ask for proof of income, but expects all families to be honest and fair. By requesting a sliding scale discount and indicating your family income, you make a financial declaration that the income stated is true.

- ▶The amount you contribute will remain confidential.
- ▶You may qualify to claim childcare credit on your income taxes.
- ▶Please let us know if you have financial difficulties so we can work with you to make the program accessible. We do not turn any families away due to the inability to pay.
- ▶EBAC Tax ID #: 94-1358309

Parent fees are used to increase program enrollment, pay staff a thriving wage, provide professional development, hire specialized contractors, increase overall program quality and support our low income sites.

Sites that collect program fees will use an automated system called Procure. With Procure families will receive monthly invoices and can pay online with credit/debit cards and bank ACH. Families will be able to get receipts and tax documents as needed. EBAC will also accept checks made out to: EBAC.

Fees are based on a daily rate and charged monthly. We charge 10 equal payments, starting in August with the last payment due in May. Our program fees are based on an average of program hours rather than by the exact number of days in a particular month. While some months have less school days, other months have more school days and/or minimum days.