

Keeping Information, Data & Services Accessible to All the Families We Serve

CITY AND COUNTY OF SAN FRANCISCO FAMILY AND CHILDREN SERVICES

## Exposure to Lead: Not Just a Flint, MI Concern

In 2014, people across the nation were shocked to learn about the water crisis in Flint, Michigan. The controversy began when local officials wanted to save the city money by switching the city's water source. Officials changed the city's water source from the Detroit Water Authority, which pulls water from Lake Huron and the Detroit River, to the Flint Water System, which takes water from the Flint River. Within weeks, Flint residents began to complain about the smell of their tap water. Tests revealed high levels of E. coli in the water supply, which prompted the city to filter the water with chlorine at higher-than-usual levels. This chlorination caused massive pipe corrosion, allowing lead to leach into the drinking water.

In many Flint homes, the levels of lead in drinking water were far above the Environmental Protection Agency's maximum safety level of 15 parts per billion (ppb). In fact, the water in one home tested by Virginia Tech researchers was found to have lead levels at 13,200 ppb. This created a major public health issue as the new water source posed serious health concerns.



### Other Communities Are Also at Risk

While Flint, Michigan received the most attention in recent history for its dangerous levels of lead in its drinking water, Flint is not the only U.S. city experiencing this serious health risk created by lead exposure. A comprehensive study of 21 states found that many more children ages 1 to 5 are found to have unsafe levels of lead in their blood, including children in the Bay Area.

Many of the communities examined in the study are affected by legacy lead. Legacy lead occurs when crumbling lead-based paint, plumbing or industrial waste creates dust tainted with lead. In 1978, the federal government banned the use of lead paint in homes. However, by then much of the housing stock was already built using lead-based paint. That is the case in Oakland, where 90 percent of the housing stock was built prior to 1978. In San Francisco, about 85 percent of homes were built before the federal government banned lead-based paint in homes.

*Continued on page 2*

### TAKE A LOOK INSIDE

- 3 Champions for Children  
Birthday Shout-Outs  
SFFPA Announcement
- 4 PPC News
- 7 News You Can Use
- 8 Transitioning to Adulthood  
Licensing Regulation
- 9 Ask K.I.D.S.!
- 10 QPI Corner
- 12 Cooking with Love  
Activities for All



### Check It Out!

#### Activities for All

Whether you are 6 years old or 96 years old, learning about setting smart money goals is an everyday life skill. Check out the activities on page 12 to see how you can teach your child about saving money and the importance of making good financial decisions.

Take your test and survey online at: <https://goo.gl/GdR4BM>

Our Winter test winner is  
**Karen Fabec**

Researchers report that people in cities with older houses or industrial workspaces should be concerned about exposure to lead. Older homes with paint and plumbing from earlier time, or homes that stand on a former industrial site, can have contaminated dust, water and soil. When children touch contaminated dust, or play with toys that have dust on them, they can inadvertently ingest lead.

Children are most often exposed to lead when their hands or objects they play with have contaminated paint, soil or surfaces with lead dust on them. When they place their hands or the object into their mouth, lead can get into their bloodstream.

### Why Is Lead Harmful?

Lead is a naturally occurring metal, but unlike other naturally occurring minerals such as calcium or iron, the human body has no use for lead in its system. When lead enters a child's system by being inhaled or swallowed, it takes the place of other much-needed minerals and disrupts important bodily functions. For example, if lead enters the bloodstream, the body can mistake it for red blood cells and limit the body's ability to carry oxygen to the organs that need it, causing anemia.

Within the body, lead is absorbed and stored in bones, blood, and tissues. Most lead ends up in the bone, where the body absorbed lead instead of calcium. This causes problems because bones need calcium to grow healthy and strong.

Most of the time, lead poisoning builds up slowly. It follows repeated exposures to small amounts of lead. The symptoms of lead poisoning take time to develop. Children can appear healthy despite having high levels of lead in their blood. Over time, though, children may experience abdominal pain, constipation, sleep problems, headaches, irritability, fatigue, anemia, and kidney dysfunction.

Since a child's brain is still developing, lead poisoning can cause learning delays and have negative effects on brain development. Symptoms may include aggressive behavior, behavioral problems, poor grades in school, problems with hearing, short- and long-term learning difficulties, and growth delays.

While lead is toxic to everyone, young children are at greatest risk for health problems from lead poisoning because their smaller, growing bodies make them more susceptible to absorbing and retaining lead.

### Protecting Your Family

The good news is that you can protect your family from lead poisoning. Although your home may be free of lead-based paint hazards, your child could still be exposed to lead elsewhere, particularly if they spend time in a building built before 1978. These tips can help you reduce the risk of lead exposure:

**Be wary of old plumbing.** Old plumbing might be lined with lead. If you have an old plumbing system (in homes built before 1970), which uses copper pipes and lead solder, consider getting your water tested. You can call your local health department or water department to find out more information about testing your home's water for lead content. You also can take precautions to limit your exposure to lead. If the water from the cold faucet has not been run for several hours, let cold water run for 30 seconds before drinking it.

**Check your walls.** Examine walls and interior surfaces to see if the paint is cracking, chipping, or peeling, and check areas on doors or windows where painted surfaces may rub together. If you suspect that you might have lead-based paint on your walls, use a wet cloth to wipe windowsills and walls. Watch out for water damage that can make paint peel. Don't sand or heat lead-based paint because doing so increases the risk that lead will be inhaled.

**Check your home's exterior.** Check exterior paint; it can flake off and contaminate nearby soil where children may play.

**Remove shoes before entering your home.** Lead is easily tracked into the home on shoes. By leaving shoes at the front door, you can reduce the chances of bringing in lead-contaminated dust and soil.

**Keep your home and your family clean.** Wash your children's hands and toys often, and keep dusty surfaces clean with a wet cloth.

Talk to your doctor about potential sources of lead in your home or anywhere your child spends long periods of time. It is especially important to talk to your doctor if your child is less than 5 years old. You can also ask your doctor about testing your child for lead poisoning by asking your pediatrician to do a simple blood test. Based on test results and your child's risk factors, your doctor can best advise you on what is needed for your child.

## K.I.D.S.

Published bi-monthly for San Francisco County foster parents, resource families, NREFMs and kin care providers. To suggest a topic, submit an article, promote an event, or provide feedback, email Sharon.Walchak@sfgov.org.

### Editorial Staff

Editors: Agnes Balla and Sharon Walchak  
Amabel Baxley, Kimberlee Pitters, Heather Priebe

City and County of San Francisco/Family & Children Services  
PO Box 7988 • 170 Otis Street, San Francisco, CA 94120

Newsletter Website: <http://www.sfhsa.org/1890.htm>

### Helpful Phone Numbers

HSA Operator	(415) 557-5000
CPS Child Abuse Hotline	(800) 856-5553 or (415) 558-2650
Foster Care Ombudsman	(415) 558-2828
Transportation Duty Line	(415) 557-5376
Licensing/RFA/Recruitment Hotline	(415) 558-2200
Free Foster Parenting Respite Service	(415) 861-4060 x3035
Community Services	211
Non-emergency Government Services	311

FCS Agency Directory: [www.sfhsa.org/174.htm](http://www.sfhsa.org/174.htm)

# Mary Moore

**March's Champion** for Children is Mrs. Mary Moore. Mary and Joshua, her husband of almost 50 years, have been supporting and advocating for children in care for over 28 years. Mary has been recognized for not only her compassion for others, but also for her leadership and dedication that have inspired others to become foster parents.

Mr. and Mrs. Moore already had three biological children of their own, but they wanted to expand their family and felt it was only right to give back to others. "I wanted to give back to my community," Mrs. Moore said. "I even adopted my son when he was seven. I became attached to him and his social worker mentioned he was most likely going to be unadoptable due to him being drug exposed. I wasn't going to let that happen so we adopted him."

Mrs. Moore's inspiration to become a foster parent comes from her mother. "All of my six siblings have fostered children," she said. "Our mother taught us to be grateful for what we have and to give back to those who are not as fortunate as us. She used to feed, bathe, and clothe the kids in the neighborhood so we grew up watching my mother help other people's families. Fostering was my way of giving back. I also provide respite care on the weekends to allow other foster parents to have a break."

In addition to her work as a parent, Mrs. Moore serves as the foster parent co-trainer for PreService, the training class for new Resource Families. "I love co-training," she said. "It allows me the chance to share my experience with the new resource families and to help them along the way as well."



Mary Moore

Her advice to new foster parents: "Realize the children are not your own children and the majority of them come into your care with different traumas. The majority of them have emotional, mental, or physical issues that we need to support and love. Do not judge them or compare them to your own children. Also remember that the goal of foster parenting is to reunify with the biological parents and to not stay in foster care."

Mary expresses her thanks and gratitude to the department. She mentioned she appreciates the classes and the support she receives from the department. She would like to thank Arlene Hylton for always keeping her involved with the foster parents.

San Francisco Human Services Agency's Family & Children Services and Parenting for Permanency College thank Mr. and Mrs. Moore

for their continuous support, love, and dedication to SF County foster parents and youth.

## Support the San Francisco Foster Youth Fund

The San Francisco Foster Youth Fund is registered as a charity with the Community Thrift Store at 623 Valencia Street, San Francisco. Donate your used items in the name of "SF Foster Youth Fund, Charity #160" to support the Foster Youth Fund. Learn more at [www.communitythriftsf.org](http://www.communitythriftsf.org).



April, May and June

## Birthday Shout-Outs!

Mary O. Adams	Charlesetta Burks	Yvonne Mauroni
Kelley Alford	Magdalyne Cain	Anthony Miller
June Armstead	Brian Cody	Diarra Reed
Deloris Betha	Lorraine Hanks	Alicia Robinson
Larry Brown	Brenda D. Jackson	Cristina Villatoro
Lessie Brown	Joyce Lee	Charlene Woullard
	Charlene Major	

Use the enclosed survey form to be added to the birthday list.

## San Francisco Foster Parent Association Announcement

### Join Us for Our Monthly Meetings!

Wednesday, April 12, 2017 • 6 – 8 pm

Wednesday, May 10, 2017 • 6 – 8 pm

Wednesday, June 14, 2017 • 6 – 8 pm

Light dinner served

Call or text Lorraine Hanks, Foster Parent Association President, at (415) 756-5240 for location

Please join us at our monthly meetings to meet other foster parents. We are a stand-alone and member-run nonprofit organization to empower ALL foster, adoptive, relative and non-relative care providers. Our goal is for all care providers to come together to achieve high-quality care for the well-being of our children and youth. Please call Lorraine Hanks at (415) 756-5240 to RSVP.

## Join Us in Welcoming Our Newest Resource Family Participants

The Parenting for Permanency College is excited to congratulate the latest participants in the Resource Family Approval (RFA) PreService training cycle! Participants dedicated time from their busy lives to learn and develop their skills during RFA PreService training. This dedication is focused on providing a loving, safe and nurturing environment for San Francisco County's most vulnerable children and young adults. We welcome them to our network of dedicated Resource Families.

AMABEL BAXLEY, MSW  
PPC PROJECT TRAINING SPECIALIST



January 2017 RFA PreService (English)



January 2017 RFA PreService (Spanish)

We're proud to announce the formation of **San Francisco Families Making a Difference Mentor Program**

The mission is to provide support, guidance and resources to enable newly approved Resource Families the tools needed to provide children with a safe, healthy and loving environment. Our mentor team is committed to encouraging mutual respect, compassion and open communication.

Some of the services will include:

- In person support (Team Decision Meetings (TDM), Individual Education Plan Meeting (IEP), meeting with Social Worker, or to support first visitation)
  - Day and evening access
  - Advise on caring for children in care
  - Training and support around cultural differences (for example food, skin care, hair care)
  - How to prepare your home and family to care for a child being placed in your care
  - Help celebrating achievements
- More information to follow.

### SPECIAL ANNOUNCEMENT

Please save the date to join us for City & County of San Francisco, Human Services Agency, Foster Care Licensing and Resource Family Approval Program and the Parenting for Permanency College for the:

### Annual FCS Resource Family Appreciation and Training Event Friday, May 19, 2017

Stayed tuned for registration information. It will be an evening of great food, dancing and games as we celebrate and show appreciation to our wonderful RFA Families, Foster Parents and Relative Care Providers.

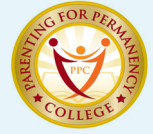
## Parenting for Permanency College Trainings April-June 2017

### Register Today!

To register and confirm training locations, please contact Heather at (415) 938-6555 or by email at hpriebe@csufresno.edu. Please note that if we do not meet the minimum number of attendees for each training we may need to cancel that series.

<b>April 2017</b>	RFA Pre-Service Training	April 8-15, 2017 English Saturday Series
	Advanced Resource Training	April 22, 2017 English Saturday Advanced
<b>April 2017</b>	CPR	April 19, 2017
<b>May 2017</b>	RFA Pre-Service Training	May 9-18, 2017 English Tuesday/ Thursday Series
	Advanced Resource Training	May 23-25, 2017 English Tuesday/ Thursday Series
<b>May 2017</b>	<b>ABC's of Baby Care</b>	May 10, 2017 English
<b>May 2017</b>	CPR	May 13, 2017
<b>May 2017</b>	<b>Spanish</b> RFA Pre-Service Training	May 6-13, 2017 Spanish Saturday
<b>May 2017</b>	<b>Spanish</b> Advanced Resource Training	May 20, 2017 Spanish Saturday Advanced
<b>June 2017</b>	RFA Pre-Service Training	June 3-10, 2017 English Saturday Series
	Advanced Resource Training	June 17, 2017 English Saturday Advanced
<b>June 2017</b>	CPR	June 14, 2017
<b>June 2017</b>	CPR	June 24, 2017

## Parenting for Permanency College Calendar



### **Parenting for Permanency: A Journey of the Heart**

*Training:* to enhance care providers' knowledge base and skills. *Support:* to elevate care providers' spirits and to create bonds of positive and healthy relationships.

Register for English and Spanish Support Groups with Sharon Walchak at (415) 401-4313 or sharon.walchak@sfgov.org. Location for all support group meetings is to be determined.

### **ENGLISH SUPPORT GROUPS**

Held every 3rd Tuesday of the month  
5:30 pm refreshments • 6 - 8 pm meeting

#### **April 18 Movie Night**

#### **May 16 Secondary Trauma Presenter: Rocio Rodriguez**

#### **June 20 Let's Move! Presenter: Pam Grimm**

### **SPANISH SUPPORT GROUPS**

Held every 3rd Thursday of the month  
5:30 pm refreshments • 6 - 8 pm meeting

#### **April 20 Grief and Loss Presenter: Natalia Estasi**

#### **May 18 Topic TBD Presenter: Natalia Estasi**

#### **June 22 Creative Outlets Presenter: Irma Romero**

City College of San Francisco

## FREE CPR & First Aid Training Schedule

San Francisco foster parents MUST register by calling (415) 267-6523 or emailing fcstrain@ccsf.edu. Include the class number of the training session you would like to enroll in. Pre-registration is required; class size is limited.

Class #	Day	Date	Time	Class	Location
CPR200D	Wed	4/19/17	8:30 AM - 12:30 PM	CPR	John Adams Rm 44
FA200D	Wed	4/19/17	1:00 PM - 5:00 PM	First Aid	John Adams Rm 44
CPR300E	Sat	5/13/17	9:00 AM - 1:00 PM	CPR	3801 Third St., SF
FA300E	Sat	5/13/17	1:30 PM - 5:30 PM	First Aid	3801 Third St., SF
CPR200F	Wed	6/14/17	8:30 AM - 12:30 PM	CPR	John Adams Rm 44
FA200F	Wed	6/14/17	1:00 PM - 5:00 PM	First Aid	John Adams Rm 44
CPR300F	Sat	6/24/17	9:00 AM - 1:00 PM	CPR	3801 Third St., SF
FA300F	Sat	6/24/17	1:30 PM - 5:30 PM	First Aid	3801 Third St., SF



## SPRING 2017 SCHEDULE

City College of San Francisco Child Development & Family Studies Department

### Foster & Kinship Care Education

CCSF Evans Campus • 1400 Evans Avenue, Room 107, San Francisco

All classes meet the requirements for Continued Education for Licensed Foster Parents and Kinship Care Providers and specifically meet the mandated 8 hours of Continued Education. Certificates of Completion issued at the end of each session. Please register early by calling Brenda at (415) 452-5605.

#### TALK TIME TUESDAYS AT EVANS CAMPUS

April 4	April 11	April 18	April 25
10 am - 1 pm	10 am - 3 pm	10 am - 1 pm	10 am - 1 pm
The Reunification Process	Accessing Summer Resources	Communication Skills When Working with Families	Working w/ Youth with Special Health Needs - HIV/ Diabetes

May 2	May 9	May 16
10 am - 1 pm	10 am - 1 pm	10 am - 1 pm
From Boys to Men	Youth Related Depression & Mental Health Concerns	Caretaker Co-Dependence

#### ADOLESCENT WEDNESDAYS AT EVANS CAMPUS

April 5	April 12	April 19	April 26
10 am - 1 pm	10 am - 1 pm	10 am - 1 pm	10 am - 1 pm
Adolescent Development	Foster Youth Rights	How to Talk to Youth About Saying "No" to Alcohol & Drugs	Sexually Abused & Exploited Youth

May 3	May 10	May 17
10 am - 1 pm	10 am - 1 pm	10 am - 1 pm
From Girls to Women	Summer Safety	Avoiding Power Struggles

# Understanding Sanctuary Cities

Immigration has been a hot button item in the news lately. This issue of News You Can Use breaks down the meaning, history, and practice of sanctuary cities. If you are interested in learning more about other federal policy issues in this section, let us know!

## What are Sanctuary Cities?

There is no specific legal definition for what a sanctuary city means but the term is widely used to refer to American cities, counties or states that protect undocumented immigrants from deportation by limiting cooperation with federal immigration authorities. Cities, counties and some states have a range of informal policies as well as formal laws that state their “sanctuary” positions. Some cities decline to use local tax dollars to enforce federal immigration laws while many prohibit local officials from asking people about their immigration status.

Based on an unofficial tally by the Center for Immigration Studies, a nonprofit organization that studies immigration, there are about 300 U.S. cities, counties, and states that act as sanctuary jurisdictions. These jurisdictions include the cities of New York, New Orleans, and Boston, and the entire states of California, Connecticut, New Mexico and Colorado.

## History of Sanctuary Cities

The idea of modern-day sanctuary cities can be traced back to the 1980s when U.S. churches, synagogues, and other religious institutions began to provide services to undocumented immigrants from Central America who had left their countries due to violence in their homeland. When these immigrants tried to come to the U.S., the U.S. did not want to provide them a legal way to stay here.

In 1985, the cities of Berkeley, California and St. Paul, Minnesota declared their cities as sanctuaries for Central American refugees. In 1989, San Francisco passed a city ordinance, called the City and County of Refuge Ordinance, which specifically forbade city employees from assisting federal immigration officers. Other cities soon did the same.

## How Does it Work?

Although policies of sanctuary cities can vary from jurisdiction to jurisdiction, the practices revolve around protecting undocumented immigrants from being deported. For example, when someone gets arrested for a DUI, he or she might spend the night in jail, get processed and then released. However, if this person is undocumented, federal immigration authorities would be alerted about this person. The federal immigration authorities can ask local officials to hold this person for longer and possibly deport him or her. A city or county with a sanctuary policy would generally deny that request unless legally ordered to do so.

In another example, the Los Angeles Police Department has a policy of not allowing police to stop people solely based on suspicions regarding that person’s immigration status.



## What Are the Arguments for and Against Sanctuary Cities?

Supporters of sanctuary cities argue that cities have bigger public safety priorities and few resources to handle immigration enforcement. Additionally, local policymakers and law enforcement agencies argue that cracking down on undocumented residents would undermine community relations and discourage immigrants from reporting crimes they witnessed.

Those who oppose sanctuary cities argue that these protections encourage illegal immigration. Additionally, federal officials argue that sanctuary cities can hinder efforts made by the federal immigration authority and compromise public safety, resulting in crimes that could have been avoided through deportation.

## Federal Funding and Sanctuary Cities

On January 25, 2017, President Donald Trump signed an executive order, which stated that the current administration will consider taking federal money away from those places that call themselves sanctuary cities. San Francisco receives almost \$500 million a year in federal funds that the city uses for a number of public services. For example, Municipal Transportation Agency has received more than \$200 million in federal funds over the last two years, mostly toward building rail and overhead lines for Muni trolley buses and trains. Programs provided by the city’s Human Services Agency are paid for in part with federal dollars, including the Temporary Assistance for Needy Families program and CalFresh. The new Department of Homelessness and Supportive Housing receives \$30 million annually for supportive housing and other services, among other federal funds. If the federal government takes away federal money from sanctuary cities, all of these programs and city services would see a major and immediate impact.

# Connecting to Resources in College

The transition from high school to college marks an important milestone filled with opportunities for new challenges and change. However, this time also comes with uncertainty and confusion. During this transition, students often need help navigating their way through classes, uncharted school procedures and general support services, yet they may not know where to find help. Encourage your child to connect with their college disabilities services center or if your child is enrolled in a California community college have him or her reach out to a Foster Youth Success Initiative (FYSI) Liaison.

Unlike in high school where schools must identify each student's needs and provide accommodations, in college the responsibility of seeking help falls on the student. Students have to find out

what services their school provides and request appropriate services as needed. Many colleges have a disabilities services center that assists students with obtaining accommodations and accessing programs, activities, and services that are available to all students. Accommodations are determined by the student's demonstrated need and the academic standards for each class.

Some of the services that a disabilities services center may help provide are test accommodations, such as extended time for tests and distraction-reduced environments, counseling, and advising. Students needing assistance should contact their college's disability services center as early as possible. Many disability services centers encourage students to connect with the center prior to their arrival at school.

For students attending a community

college in California, encourage your child to reach out to a FYSI Liaison. At each of the 113 California community colleges, there is a designated FYSI Liaison who helps students to access services and resources. They work specifically with students that are currently or were formerly a part of the foster care system and therefore understand the unique situation that student is in.

A FYSI liaison helps students complete college and financial aid applications, identify and apply for scholarships, and connect students with on-campus support programs and services including tutoring, educational planning, college and career guidance. A FYSI Liaison can also connect students with off-campus support resources including referrals for transitional housing and medical services.

---

 **Licensing Regulation**

# Participation in Extracurricular Activities

It is well documented that participation in extracurricular activities provides children with many benefits. Whether it is through sports, hobbies, or activities within the community, participation in these activities instills in children lifelong skills of good work ethics, time management skills, and focus, all while giving children another outlet to interact and bond with peers. However, as resource parents it can be hard to know if your child is allowed to take part in extracurricular activities.

According to the Foster Family Handbook, parents may allow and should encourage participation in extracurricular activities. In some cases, parents may choose to provide extra supervision during the activity although it is not required.

Supervision can take many forms, including driving your child to and from an activity or attending the activity with your child.

School-sponsored activities are considered to provide adequate care and supervision for your child to safely take part in the activity.

For activities outside of school, it is up to you as a resource parent to reasonably decide whether additional supervision is needed for your child during the activity. If you know your child to be safe and supported during the activity, go ahead and let your child play on the soccer team or practice with the band! Resource parents can ask their Eligibility worker and PSW for guidance about how to find these important activities.

## LICENSING REGULATION

### 89379 ACTIVITIES

- (a) The caregiver shall provide opportunity for, and encourage participation in, group sports, leisure time, family, special school, and daily living skill activities.
- (b) The caregiver shall ensure direct care and supervision is provided to meet the child's needs during participation in those activities that are sponsored by third parties, except that school-sponsored activities shall be presumed to provide adequate care and supervision.



# Common Questions from Resource Families

**Whether** you're a seasoned pro or just starting out, resource families have questions. Here is your opportunity to get them answered. Send us your questions and we'll provide you with our best advice.

Does the agency provide extra money for a child who needs therapy?

This question can best be answered by your child's eligibility worker. If you do not know who your eligibility worker is, give your child's PSW or Public Health Nurse a call to ask.

My grandson could benefit from activities that work on his motor skills. Do you have any suggestions for activities to develop his motor skills?

Developing motor skills is one part of a child's healthy development. There are two types of motor skills that are important for development: fine motor skills and gross motor skills. Fine motor skill is your child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw. Gross motor skill is your child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a 12-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.

Sculpting Playdough is a great way of strengthening little hands and to work on fine motor skills. Try making dinosaur footprints to strengthen the muscles on the back of the hand as well as the inner muscles of the palm. Have your child put his or her fingers and thumb together in the center of a blob of Playdough. Slowly stretch the fingers and thumb apart. The end result looks like a footprint! Have each hand make its own set of footprints and crumple them up again.

Animal walks are simple and fun exercises that anyone can do to get a quick dose of gross motor play in their day. Simply put, they are exercises that resemble the animals they are named for. Have your



child try some of the following: crab walks, frog jumps, donkey kicks, turtle crawls, octopus wiggles, whale swim, rabbit hops, elephant walk, alligator push-ups, snake slithers, and bear walk.

I'm worried about keeping my child engaged this summer. She seems to get into behavior difficulties when she's away from a structured school setting. Are there summer activities available that could help with this?

SFKIDS is a great resource for finding summer programs for your child. It is a website funded by the City and County of San Francisco and lists free and low-cost summer programs offered around San Francisco. Check out their website here: <http://www.sfkids.org/summer-programs>.

I'm a licensed foster parent and I keep hearing this buzz about the need to convert my license to be Resource Family Approved (RFA). Who should I talk to about this process and what steps are involved?

Your RFA worker is the best person to talk to about the process to be Resource Family approved. If you're not able to get a hold of your RFA, contact Sophia Isom at [Sophia](mailto:Isom@sfgov.org). [Isom@sfgov.org](mailto:Isom@sfgov.org) or (415) 558-2329 for more information.

*We want to hear from you, so send us your questions! Write us your questions on the lines provided on the survey form in this newsletter—we've even provided an envelope.*

## San Francisco Court Appointed Special Advocates (SFCASA)

The San Francisco Court Appointed Special Advocates (SFCASA) is a volunteer program that empowers everyday citizens to become officers of the court to serve as advocates and mentors to children in foster care.

SFCASA's vision is that every child has a safe, loving home and is given the opportunity to thrive. They do this by training volunteers to provide judges with the crucial information needed to make sound decisions that affect the lives of foster children. A SFCASA volunteer visits the child, gets to know him or her, and finds out important information such as how he or she is doing in placement, what kind of services are needed, and how school is going.

The SFCASA volunteer may also talk to professionals who are working on the case, to the child's family and/or to the foster parents, teachers and possibly others. The volunteer then prepares a summary for the court about what they have learned about the child.

In the report, the volunteer makes recommendations to the court about what should happen in the case in order to have the best outcome for the child—to keep the child safe, promote the child's well-being and help the child to be able to return home or to have another safe and permanent home as quickly as possible. If you think the child in your care would benefit from the work of a SFCASA, talk to your child's social worker.

# Information Sharing and Confidentiality

This month's QPI focus topic is information sharing and confidentiality. This topic contains information that will be helpful to Social Workers, Caregivers, and former Caregivers on what information can be shared and how to share it while still maintaining the youth's confidentiality.

Sharing information about the youth in care is essential to preparing the caregiver to welcome the youth into their home. The information that can be shared about the youth with the caregiver:

- Educational information
- Medical/dental and relevant mental health history—with the exception of youth's reproductive health history and substance abuse treatment records
- Youth's current needs
- Information on relatives/siblings with whom youth may have contact or visits with
- Youth's family background. Information must be limited to what is necessary to care for the child and must not disclose information protected by law.

Sharing this information with caregivers allows them to fulfill their obligation to cooperate with the child's case plan and provide quality care to the youth.

The Child Welfare Agency is required to share the following information with the caregiver when initially placing the youth **within 48 hours** after each subsequent placement.

- Prescribed medications for the child that is in the possession of the agency, with instructions for the use of the medication.
- All information regarding any treatments that are known to the agency that are in effect at the time of the placement.

### Social Worker: Sharing Information with a Current Caregiver

As soon as possible, but **not more than 30 days** after placement, the social worker must provide the child's health and education summary to the caregiver. This can take the form of a health and education passport. Information shall include:

- Names and addresses of the child's health care providers (including medical care, and dental providers).
- Names of the child's educational providers.
- School documentation, including any documentation or proof of the child's age that may be required for enrollment in school/activities requiring proof of age.
- Records indicating grade level performance.
- Assurances that the child's placement takes into account the proximity to the child's school of origin.
- The number of school transfers the child has already experienced.
- The child's educational progress.
- Immunizations and known allergies.
- All known medical problems.
- The child's past health problems and hospitalizations known to the agency.
- The child's relevant mental health history.
- Known mental health conditions and medications.

## RESPITE/CHILD CARE PROGRAM

You may have heard of Family Support Services before, but did you know that they have expanded their respite/child care services to Contra Costa, Alameda and San Mateo counties?

The Respite/Child Care Program is a free service available to all San Francisco certified resource parents and foster parents. The Respite/Child Care Program largely provides emergency respite care, most often outside of a family's home at licensed family day care homes day or night, including the weekends. Services can also be provided during the day in a family's home by one of the program's Family Support Specialists.

All care providers are trained to provide services for children with special needs. Services are available when adult care providers just need a break.

If you are interested in free respite care, contact (415) 861-4284 to speak to a Respite Childcare Coordinator directly. The intake process is short so parents can receive free respite care quickly.

If you have any questions about the Respite/Child Care Program, contact a coordinator at the above phone number or contact N. Bruce Williams, Family Support Services Respite/Child Care Program Director, at [bwilliams@fssba-sf.org](mailto:bwilliams@fssba-sf.org).



Additional information to be provided to the caregiver upon placement:

- Child’s case plan.
- Child’s family and behavioral background.
- Any known or suspected dangerous behavior on the part of the child.
- Child’s transitional independent living plan, when applicable.

Other basic information that should be provided to the caregiver in order to assist the caregiver with meeting the needs of the child:

- Contact information for the Social Worker.
- Contact information for the child’s attorney and CASA.
- Child’s birth certificate or passport.
- Child’s juvenile court case number.
- Child’s State Department of Social Services ID number.
- Medi-Cal number or other health insurance number.
- Plan outlining the child’s needs and services, including information on the family and sibling visitation.

**Social Worker: Sharing Information with a Former Caregiver**

The TEAM approach—nothing prevents a former caregiver from continuing to be part of the family’s support team. Including a former caregiver in the ongoing team permits the social worker to share updates on the child with former caregivers as long as consents to exchange information are kept current.

When a child moves from a caregiver’s home, either to reunify with a parent or to be placed in another foster care placement, the child may desire and benefit from a continued relationship with the former caregiver. Adults in the child’s life should make appropriate efforts to recognize both the importance of the child’s relationship with the former caregiver and the role of the former caregiver from continuing a relationship with the child and/or the child’s family after the placement episode ends.

**Documents or information that cannot be shared without a court order, OR consent from the affected individual**

Type Information/Record	Authorization Needed
WIC 300 Petition and Court Reports	Court order
Medical or Mental Health treatment where the minor has a right to consent to the care	If the minor consents to mental health services or could have consented to such services under Family Code § 6924 or Health & Safety Code § 124260, information may be shared only with the signed authorization of the minor or court order
Substance abuse treatment records of the parent	Parent’s consent or court order
Substance abuse treatment of the child	Child’s consent, child and parental consent, or a court order, depending on the circumstances
HIV antibody test results related to the child	Consent of parent or child (if over 12), or court order
Prevention or treatment of pregnancy	Child’s consent

**Caregiver: Sharing of Information with Others**

The CDSS regulations permit a caregiver to provide information regarding the child or youth to others in order to secure:

- Care
- Supervision
- Education, UNLESS prohibited by court order.

Additionally, California law expressly permits the caregiver or educational rights holder to provide the contact information for the child’s attorney to the child’s local educational agency.

When deciding what information to share, the caregiver must consider:

- Does the person who they are sharing the information with have a need to know the information in order to provide care or supervision for the child
- Is the information confidential and protected by law

Information sharing should be limited to what is needed by the person with whom the information is being shared in order to provide care or supervision for the child.

**Social Worker: Limitations on Sharing of Information**

The sharing of some information in the possession of the Child Welfare agency is limited and requires specific authorization. Documents that are part of the juvenile case file are permitted to be released only when consistent with W&IC section 827.

**Unless inspection is permitted under that section, a court order is required to share these documents:**

- CWS petitions
- Court reports
- Substance abuse treatment records
- Certain medical records
- Delivered service logs, etc.
- The petition

See the table above for a list of documents or information that **cannot be shared without a court order, OR consent from the affected individual.**

*This article was previously published in San Luis Obispo PEN Newsletter and was reprinted with permission.*

# Eat Healthy and Kids Will Follow Your Lead

**Kids learn** from watching you! Try these tips to encourage healthy eating for you and your kids:

- Eat with your kids. Try to share meals together a few times a week—breakfast, afternoon snacks, or dinner are all great choices! Eat veggies, fruits, and whole grains with them.
- Let your kids and teens serve themselves at dinner. Teach them to take small amounts at first. Tell them they can get more if they are hungry.
- Give kids a taste of new foods first and be patient with them.
- Kids are more likely to enjoy a food when they chose it. It also helps them learn to be independent.

**Try this:** Take kids to the grocery store or farmers' market with you and have them pick one vegetable to make this week.

Looking for quick and easy dinner ideas? Find hundreds of healthy and tasty recipes on EatFresh.org. Visit your local farmers' market for affordable seasonal produce like cabbage, broccoli, and carrots.

Here is one of our favorite spring recipes:

---

## **Pita Pizzas**

Let kids add their own toppings to this fun meal.

- 4 whole wheat pita bread
- 1 cup mozzarella cheese grated
- 1 cup low-sodium tomato or pizza sauce
- 2 cups vegetables or fruits like bell peppers, broccoli, mushrooms, onions, tomatoes, olives, apples, or pears

Serves: 4

Time: 18 minutes

Preheat oven or toaster oven to 425°F. Chop or slice the toppings into small pieces. Place the pitas on a baking sheet for assembly. Spread the tomato sauce on the pita leaving room for crust. Sprinkle cheese and add the toppings. Cook pizzas in the oven for 5-8 minutes, or until cheese is melted. Serve immediately with a simple green salad.

From the *Food Smarts Recipe Booklet* by Leah's Pantry. Leah's Pantry works with individuals and organizations to support cooking healthy, nourishing meals. Learn more about us by visiting <http://eatfresh.org> or by emailing [info@leahspantrysf.org](mailto:info@leahspantrysf.org).

 **Activities for All**

# Fun Ways to Teach About Saving Money

**When children are little**, they tend to operate under the belief that when people go to the store, they simply pick out an item they want, show it to the cashier, and then head home. The idea of money is abstract, and the concept of how saving and spending works can be quite confusing.

Your child will be faced with many financial decisions throughout his or her life. As a parent, you want to ensure your child is ready to make smart money decisions. By instilling strong financial habits early on, your child will be prepared to conquer financial challenges in adulthood. Read on for some fun ways to get your child learning about saving.

**Pretend to spend.** Set up a fake store or restaurant at home for your elementary school-age child. Provide a set amount of fake money and create realistic scenarios, such as “buy three meals for less than \$30.” By learning how transactions work in a safe environment, your child will understand them better in the real world.

**Make it a game.** Children are often drawn to competition, so make saving money a game. Challenge your child to save a designated

amount each month. If he or she does it, give your child a bonus from you, such as going to movies or making his or her favorite meal for dinner.

**Divide up your money.** Instead of giving your child a piggy bank without any directions, show him or her how to divide up money between saving and spending. Help your child create short-term savings goals and long-term goals. Use clearly labeled envelopes for each item your child is saving for. For example, one envelope can be labeled “savings for college” while another can be “savings for a video game.”

**Make your child part of the process.** When you are shopping with your child, encourage him or her to join you in saving money. For example, at the grocery store ask your child to find items and compare prices. Challenge your child to find items within an allowed amount. As your child gets older, show him or her how you pay bills or what your bill statement looks like. This will help children become more comfortable with financial documents before managing money on their own.

# RESOURCE FAMILY APPROVAL

## Conversion of Licensed Foster Family Homes, Approved Relative and NREFM Homes

Assembly Bill 403 requires that all currently licensed foster family homes, approved relative caregivers, and NREFMs must convert to RFA no later than December 31, 2019. State law also requires that these caregivers receive notification of these requirements.

No later than July 1, 2017, The San Francisco Human Services Agency will provide the following information to all licensed foster family homes and approved relatives and NREFMs residing within the county:

- ① A detailed description of the RFA Program
- ② Notification that in order to continue to care for a foster child, a Resource Family Approval is required by December 31, 2019
- ③ Notification that a foster family home license and approval of a relative or NREFM shall be forfeited by operation of law on December 31, 2019

For the above families who have an approved adoption home study prior to January 1, 2018, those families will be deemed to be an approved Resource Family. No additional requirements of the family will need to be completed to be deemed a Resource Family.

For all other families who do not have an approved adoption home study, but have a child placed in the home at any time between January 1, 2017 and December 31, 2017 the San Francisco Human Services Agency will complete a psychosocial assessment of the family and document the results of the assessment. Upon successful completion of the psychosocial assessment, the family may be approved as a Resource Family.

### FORFEITURE OF LICENSE OR APPROVAL

All licensed foster family homes that do not have a child in placement at any time between January 1, 2017 and December 31, 2017, shall forfeit their license by operation of law on January 1, 2018. If the family is interested in providing care again for a child or youth in Foster Care, they will need to apply to be a Resource Family.

Any licensed foster family home, approved relative and NREFM home not converted or deemed a Resource Family by December 31, 2019, will forfeit their licensure or approval by operation of law on December 31, 2019.



# The Impact of CCR Rates and Medical and Foster Care Benefits

*All you need to know about:  
Foster Care Eligibility Payments  
Resources for Caregivers  
Upcoming events/conferences*



**Tuesday, April 11<sup>th</sup>, 2017**  
**6:00 PM to 8:00 PM**  
*3801 Third Street, 2<sup>nd</sup> Fl*  
*San Francisco, CA*

*Brand new clothing will be  
available to all attendees.*



- Share your thoughts and ideas on how to make things better for care providers
- Get your personal questions answered
- Be part of a team that provides excellent care to the children
- Give input on topics for discussion

**RSVP to:**  
**Arlene Hylton**  
*Care Provider Liaison*  
Ph: (415) 557-5067  
E-mail: [Arlene.Hylton@sfgov.org](mailto:Arlene.Hylton@sfgov.org)

*Dinner & refreshments will be  
provided*

SA/HIV Infant Program Presents

# *Infant Massage*



A 5 part series focusing on techniques for safe and effective massage for babies, age newborn to 12 months.

Bring your baby (up to 12 months)!

Meet other care providers with babies of similar age!

Use special massage dolls for practice!

This series will begin at end of April, 2017

For specific dates/times or any other questions, contact:

Sharon Walchak, PHN

(415) 401-4313 or [Sharon.Walchak@sfgov.org](mailto:Sharon.Walchak@sfgov.org)