

Touring Program Guide

This guide is designed to help families observe, ask questions, and reflect during program visits so you can determine which environments best align with your child's needs and your family's priorities.

Overall Program Snapshot	Learning Environment & Approach	Educators & Caregivers Staff
• Ages Served • Group Size & Child-to-Teacher Ratios • Daily Schedule and Hours ○ Start & End Times ○ Full Day/Part Time Options ○ Extended care availability • Calendar & Closures ○ School year or year-round ○ Holidays, breaks ○ SFUSD schedule • Location & Commute ○ Distance from Home/work ○ Parking or drop-off logistics	• Curriculum & Learning Philosophy (e.g., play-based, language immersion) • Daily Experience (e.g., indoor/ outdoor time) • Support for Children with Disabilities or Special Needs • Language Support • Are extracurricular activities offered? (e.g., field trips, sports, dance) • Does the program provide ongoing professional development and training for educators?	• Education and Caregiving Practices ○ How educators balance the needs of the group and the needs of individual children in a typical day ○ Approach when the child is upset or crying ○ Support when a child first starts a program • Classroom expectations • Behavior support strategies • Staff qualifications and experience (e.g., years at facility) • Staff stability • Program culture
Program Policies	Transitions & Continuity	Family Communications
• Illness ○ When children must stay home ○ Communication around exposure and outbreaks • Emergency Procedures ○ How they are handled ○ How families are notified and when • Meals & Snacks ○ Accommodations for allergies or dietary needs • Napping and sleep routines • Toilet training/learning	• How are children supported as they move between age groups? • Do children stay with the same educators and caregivers over time? • How does the program support transitions to TK or kindergarten?	• Communication methods (e.g., email, phone, texts, efforts to make daily conversations, written notes) • Family involvement or volunteer opportunities • Feedback and concerns (how families share questions and how the program responds) • If there were concerns about my child, how would that be shared?