



ANNE CAMPBELL
CHILD DEVELOPMENT CENTER

Parent Handbook



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

65 Tower Road
San Mateo, CA 94402
(650) 573-4010

Community Care Licensing
Number: 414004898

Welcome

to the Anne Campbell Child Development Center!

Dear Families,

We are looking forward to working with you and your family during this exciting start or continuation of your child's educational journey. The Parent Handbook will provide you with important information regarding your child's class, our teaching philosophy, and other policies and procedures for ACCDC. Please review the contents of this handbook and keep it for your reference.

We will strive to make your child's time at ACCDC both an educational and enjoyable experience. If you have any questions, please do not hesitate to contact Anne Campbell Child Development Center (ACCDC)'s Principal.

We look forward to serving you and your family this year and welcome your questions, input, and involvement.

Sincerely,

Heather Logan

Principal

hlogan@smcoe.org

(650) 573-4010



First Day Success

We want your child's first day to be a success.

To ensure this happens, please:

1. Attend Parent/Family Orientation (in-person or virtually). You and your child will meet staff, review program requirements, and be able to ask questions.
2. Read this Family Handbook. There is important information about your child's day, center rules, proper clothing, what to leave at home, when to stay home, etc.
3. Prepare to stay on-site during your child's first day to support their transition into ACCDC.
4. Ensure all forms and documents are submitted. Your child's complete enrollment packet must be onsite before your child can begin attending. Please check with staff to make sure all forms are completed and onsite. All immunizations must be up to date.
5. Submit information about food allergies, environmental allergies, asthma, and medication needs. Make sure you have completed forms and provided medication (if needed) prior to your child's first day.
6. Ensure your child maintains a complete change of "extra clothes" at ACCDC, in case of accidents, food spills or messy play.
7. Check and make sure staff have your current telephone number(s) and Emergency Contact Information for those authorized to pick your child up from ACCDC. Staff must be able to reach you or another contact on your list in case of illness or emergency.
8. Reach out to staff to learn more about the classroom, program services, or resources for your child or family.

My child's classroom

My child's teachers / primary caregiver(s)

Classroom phone / email

Enrollment specialists phone / email

Center director phone / email

Center telephone

Notes

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About

The Anne Campbell Child Development Center (ACCDC) is operated by the San Mateo County Office of Education (SMCOE), which is dedicated to building inclusive communities where all young children belong and thrive. Our early learning programs are funded through the California Department of Education, the California Department of Social Services, and fee for service. Our program is licensed through California Community Care Licensing and serves children two through five years old.

Program Philosophy

ACCDC welcomes all children and families and values the diversity they bring to our learning community. We live our commitment to being an inclusive community by engaging in the following practices:

- We develop learning environments, instructional activities, and social opportunities that are fun, age- and developmentally-appropriate, universally designed, language rich, and scaffolded in a manner that honors each child's strengths, interests, and unique learning styles and needs.
- We prioritize and nurture the development of positive relationships among children, staff, and families.
- We value the unique knowledge and skills brought to the learning community by early childhood educators, special educators, and family members, and build in routine opportunities for collaboration.

ACCDC receives guidance and support from SMCOE's Early Learning and Special Education programs. It is our privilege to bring to life SMCOE's vision and mission for some of the county's youngest learners.

Our ultimate goal is for all children to feel a sense of belonging, to develop friendships, and to receive the supports they need to thrive across developmental domains.

SMCOE Vision:

Excellence and Equity in Education
Every Student, Every Teacher

SMCOE Mission:

Inspiring Students
Investing in Teachers
Invigorating Leaders
Involving Communities



Center Operations

Schedule / Hours of Operation

The Anne Campbell Child Development Center offers full-day/full-year and part-day school year classes. Hours of operation vary by classroom. Classroom Hours are based on program regulations and family need. Families may be able to extend their scheduled hours by enrolling in more than one program, as eligibility and funding permits. All children are expected to attend the core program hours, Monday-Friday, 8:30–11:30 a.m. at a minimum. An annual calendar is distributed to parents/guardians and posted in ACCDC. All early learning programs are closed on the following holidays:

Month	Holiday
January	New Year's Day / Martin Luther King Jr.'s Birthday
February	President's Day / Midwinter Break
March / April	Spring Break
May	Memorial Day
June	Juneteenth
July	Independence Day
September	Labor Day
November	Thanksgiving Day
December	Christmas Day
Winter Break	Christmas Eve through New Year's Day

In addition to the above holidays, there are Staff Development days and minimum days where children are not present, and early release days for staff meetings, parent teacher conferences, etc. See your calendar for details. You will be reminded in advance of these and any other closure days.

Daily Sign In / Out Procedures

Community Care Licensing requires that each child be signed in and out by a parent or authorized adult every day. The parent or authorized adult must accompany your child in and out of ACCDC, sign the child in/out using their full legal signature (no initials), and indicate the correct time of arrival or departure. Ink (not pencil) must be used on paper sign-in sheets. After signing in, spend a few minutes with your child and take them to their teacher or another staff member in the classroom for a Daily Health Check; never leave your child without notifying a staff person of your child's arrival. Sign your child out and let the staff know that you are taking your child home. Before leaving, take a few minutes to talk with the teacher about your child's day and look over your child's work from the day – a favorite book, artwork, or other projects. All children shall remain supervised and within adult reach when walking through hallways and the parking lot for safety purposes.

Late Pick-Up Fee and Policy

If you are running late, please call the school number immediately to let us know. Please try to arrive 5-10 minutes before the end of the program to ensure time to greet your child, speak with the teachers, and allow staff to perform their work duties. After five minutes of closing, staff will call the emergency contacts listed on the child's emergency card. If there has been no communication with the program after 15 minutes, the program may contact local law enforcement for support.

Absence Policies

We highly encourage consistent attendance in order for your child to maximize their learning. However, we understand that at times absences are inevitable. If your child will be absent from school, you **MUST** contact the office to report your child's absence.

Examples of "Excused" absences:

1. Illness/quarantine of child or parent, may include child or parent medical appointments
2. Family Emergency – A family emergency is a sudden situation that makes it difficult or unsafe for you to bring your child to the program. You must notify the office if you cannot bring your child into the program as soon as you are able to do so. A family emergency may also occur that requires the child to be absent from the program for an extended amount of time. In this situation a meeting with the principal maybe needed to develop a plan for the extended absence.

Examples of Family Emergencies:

- Natural disasters – fire
 - Transportation problems – flat tire
 - Hazardous weather condition
 - Sibling illness
 - Hospitalization of a family member
 - Death of a family member
 - Sudden change in residency
 - Others – on a case-by-case basis
3. Court-ordered visitation – court order must be on file
 4. Best Interest of the Child (BIC). Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences "in the best interest of the child" shall be limited to ten (10) days during the fiscal year (July 1 – June 30). Best Interest absences are from the standpoint of the parent, considered to be in the best interest of the child. You must notify the office of planned or unexpected Best Interest Days when possible.

Best Interest Days for the child may include:

- Family vacation
- Time with relatives
- Special events for the child
- Cultural or religious celebrations
- Enrichment opportunities
- Others

Please see page 13 for more information regarding situations considered abandonment of care which may result in disenrollment.



Abandonment of Care

Families are required to communicate with the program on all absences. Consistent communication allows the program to keep track of your child's well-being as well as reasons for the absence. When a family has high absenteeism, the program may be able to support you, the family, with community services. It is of utmost importance to keep close communication with the program.

When the program has not heard from you, the parent, for seven (7) consecutive calendar days regarding the reason the family is not using the services, the program staff will use a variety of communication methods to reach out to you. (Examples of the outreach methods are: phone call, email, postal services, etc.) When all communication methods have failed and there is no communication for thirty (30) consecutive calendar days, the program shall issue a Notice of Action (NOA) to disenroll the family on the basis of Abandonment of Care.

Family fees and tuition continue to accrue during unexcused absences.

Schedule of Daily Activities

The following is a sample schedule of activities in a typical day in the program. Check your child's classroom for their specific schedule posted on the board. Opening and closing times vary by classroom.

Young Preschool Daily Schedule

Young preschool schedules are open-ended and flexible, reflecting the needs of individual children. Activities involving play are emphasized, as they provide learning and growth opportunities. Flexibility is provided to meet the individual and developmental needs of each child with diapering, toilet training, and napping. The following is a sample schedule of activities in a typical day in the program. Check your child's classroom for their specific schedule.

Time	Activity
Center Opens	Arrival, greetings, health checks, hand washing. Arrival times depend upon program enrollment.
8:00 - 8:30 a.m.	Wash hands. Breakfast served family style.
8:30 - 10:00 a.m.	Indoor play. Planned and self-guided activities (large/fine motor play). Ex: story, language activities, dramatic play, art, music, and movement.
10:00 - 11:30 a.m.	Outdoor play. Planned and self-guided activities (large/fine motor play). Ex: sand and water table, bicycles, balls.
11:30 - 12:30 p.m.	Wash hands, eat lunch family style, clean up, brush teeth
12:00 p.m.	Part-day departure
12:30 - 2:30 p.m.	Quiet activities. Story time, soft music, nap time.
2:30 - 3:00 p.m.	Indoor play. Planned and self-guided activities (large and gross motor play). Ex. Blocks, table toys, science manipulatives. Hand washing, snack, clean-up.
4:00 p.m. - closing	Outdoor play. Planned and self-guided activities (large and gross motor play). Ex. Parachute, bubbles, outdoor art. Departure times vary depending on program hours and program enrollment.

For all programs, children always remain clean and dry. Diapers are checked and changed at regular intervals. Toilet training is conducted on an individual basis, as children show signs of readiness, in partnership with the family.

Older Preschool Classroom Daily Schedule

During indoor free choice, children select from a variety of developmentally-appropriate activities such as playing with puzzles and other manipulative activities, playing with blocks or in the housekeeping dramatic arts area and doing art or cooking projects. Drawing/writing, books, and computers are also available during this time. Small group time allows children to work with a primary teacher or caregiver and focus on their individual needs and interests. Enrollment in this classroom is determined by the developmental needs of the child and enrollments needs of the program.

Time	Activity
Center Opens	Arrival, greetings, health checks, hand washing. Arrival times depend upon program enrollment.
8:30 - 9:00 a.m.	Wash hands. Breakfast.
9:00 - 10:00 a.m.	Indoor free choice
10:00 - 10:45 a.m.	Outdoor play time
10:45 - 11:15 a.m.	Small group time
11:15 a.m.	Part-day departure
11:15 a.m. - 12:00 p.m.	Wash hands, eat lunch family style, clean up, brush teeth
12:00 - 2:00 p.m.	Quiet activities. Story time, soft music, nap time.
2:30 - 3:00 p.m.	Hand washing, snack, clean-up
3:00 p.m. - closing	Indoor/outdoor activities. Departure times vary depending on program hours and program enrollment.

Dress Code: What to Wear

We want children to be successful by participating in all activities. Please bring your child to school in comfortable clothes that will stand up to active play and repeated washings. Provide pants that are easy for your child to manage when learning to use the toilet. Clothing that allows your child to run, jump, climb, and play freely is important. We use paint, glue, and other materials that may get on clothing. Please send children to school in clothing that can get dirty. In addition, please send extra clothes for your child to keep at school, in case they need to change during the day. Your child should also wear comfortable, sturdy shoes, like tennis shoes to safely climb and run. Be sure your child's shoes fit well, as poorly fitted footwear can cause accidents. For the safety of your child, plastic shoes (jellies), open-toed or backless shoes, and flip-flops or sandals are never allowed. Shoes should cover your child's toes and heels and have a back so they do not slip off. Your child must be wearing appropriate footwear to be accepted into the classroom.

If your child wears diapers, you are required to send a supply of appropriately sized diapers and wipes to be stored and used at school. ACCDC does not provide diapers and wipes. We will notify you when the supply is running low. The diapers you send will be used only by your child.



Important: Be sure to label each item with your child's name. Teachers are focused on supervising and caring for the children and clothing and other personal belongings may not be the priority. Clothing and other belongings can easily be mixed up in group care, especially if they are not labeled. The program will not be responsible for nor reimburse anyone for lost or misplaced items. Mark all of your child's clothing with permanent ink or name labels, including underwear, socks, sweaters, jackets, hats, shoes and mittens/gloves. Please do not send children with jewelry that can get lost, may be dangerous, or is a choking/strangulation hazard for young children (e.g., hanging earrings, necklaces, hair barrettes, beads, balls, knockers, etc.) Again, please leave at least one change of clothing (including extra underwear and socks) at school in case of "accidents" or extra messy days. The program is a scent-free environment. Please do not use scented products on your child including lotions, creams, perfume, oil, or fragrance hair products. Many children and staff have asthma and/or allergies that may be triggered by these products.

The program will provide sheets for cots for your child to use during resting or nap time. Please bring your child with a blanket from home each Monday. Each Friday the blanket will be sent home to be cleaned. The program is responsible for washing all linens regularly at least once per week, or sooner as needed. All cots will be sanitized daily and disinfected weekly.

Curriculum

Staff facilitate children's learning through developmentally appropriate practices that support growth through play; exploration; daily routines; inviting, universally-designed indoor and outdoor environments; small and large group teacher facilitated activities; and meaningful interactions with peers and teachers. Learning opportunities are embedded within children's daily routines and play. We also promote learning by building a sense of community within the classroom. The environment is designed to be navigable by a young child, promote independence, and allow the child to make meaningful choices within established boundaries. We encourage children to become critical thinkers by engaging in dialogue and extending learning experiences that simultaneously support multiple areas of child development. We accept and promote the uniqueness of each child and work individually with each student to determine their best learning styles and methods.

We provide each child with a variety of experiences at ACCDC and on community field trips. The program uses the Play-Based Curriculum in all of our classrooms. Teachers conduct developmental screenings and ongoing child assessments to inform and implement individual plans that elevate each child's strengths, and intentionally target instructional opportunities in areas of growth.

Individualized Goals for Each Child

We offer a comprehensive program that focuses on all aspects of a child's development. All children are assessed twice annually using the California Department of Education Desired Results Developmental Profile (DRDP). Teachers and primary caregivers meet with parents/guardians to discuss the results and develop individual goals and plans for each child. If a child has an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), teachers collaborate with parents/guardians and service providers to ensure child's goals are aligned with the strengths, needs, and goals identified on their IEP's/IFSP's. Parents/guardians can provide valuable input into the curriculum planning process during parent meetings at ACCDC and



with the education staff through parent teacher conferences. Parents/guardians also have the opportunity to review the weekly classroom lesson plan. Parents/guardians are encouraged to request individual conferences to discuss concerns or questions regarding their child's progress with the teacher or other program staff as needed. Assistance and support is provided by staff as children transition into each program from the home, from toddler to preschool care, to new child care settings, and move from preschool to kindergarten/transitional kindergarten.

Children with Disabilities

The ACCDC welcomes all children and strives to be a community where all children belong. Our staff work to ensure that all children receive the support they need to access and engage meaningfully in activities across the school day. If your child has an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), be sure to let your enrollment specialist, center director, or teacher know.

A limited number of children receive some or all of their special education services identified on their IEP's/IFSP's during their school day from ACCDC special education staff. A special education placement at ACCDC is made by the child's IEP team, and is dependent on available openings in our special education program. With parent/guardian consent, ACCDC staff members will partner with the various professionals and agencies who also support your child, including the local regional center, the local school district, and/or private providers, to understand your child's developmental needs.

Napping and Rest Times

Our program allows for a two-hour rest period each day. This is an opportunity for children to sleep or simply relax and recharge for the afternoon activities. Naptime is regularly scheduled after lunch times. Each child is provided with their own cot or mat. Please bring a small blanket (or large towel) that is familiar to your child. It is important that the blanket be small cot size, as ACCDC does not have storage for larger items. At resting time, soft music is played and backs are rubbed to make this a relaxed and comfortable time for the children. Children who do not sleep will relax on a rest mat and then are given books, puzzles, or other quiet activities to do until the other children wake up.



Food & Nutrition Services

Our program participates in the California Universal Meals Program that provides reimbursement for meals. All children will be offered a morning snack, lunch and an afternoon snack based on the length of their program day. All children will be offered age-appropriate foods corresponding to the Community Care Licensing guidelines, including servings of milk (or approved milk substitute), grains, a meat/meat alternate, fruits, and vegetables. Parents/guardians may request a vegetarian option that follows the regular meal pattern, using a meat alternate as a protein source. We are unable to accommodate a vegan dietary preference. A monthly menu will be provided to each parent as well as being posted in the classroom. All foods served in ACCDC must be eaten on site. Program food may not be taken home. Food brought from home is discouraged unless prior authorization is obtained from the program director.

Sample Menu:

Monday	Tuesday	Wednesday	Thursday	Friday
31 <ul style="list-style-type: none"> Spicy popcorn chicken w/butter & cheese pasta Broccoli cheddar potato bowl w/dinner roll Egg salad sandwich 	1 <ul style="list-style-type: none"> Chicken burrito Veggie nuggets w/rice & edamame Beef hot dog Spicy chicken wrap 	2 <ul style="list-style-type: none"> Chicken noodle soup Red beans & rice Greek chicken & rice pilaf Chicken bacon ranch salad w/dinner roll 	3 <ul style="list-style-type: none"> Chicken nuggets w/ butter & cheese pasta Pasta w/butter & cheese Turkey and cheddar sandwich 	4 <ul style="list-style-type: none"> Pepperoni pizza Cheese pizza Bean and cheese burrito Asian chicken wrap
7 <ul style="list-style-type: none"> Chicken parmesan on a french Pasta explosion! Cheeseburger Turkey and cheddar sandwich 	8 <ul style="list-style-type: none"> Spaghetti w/beef meat-sauce Minestrone soup & roll Sesame orange chicken w/rice Bagel kit 	9 <ul style="list-style-type: none"> Penne pasta w/ turkey meatsauce Veggie chow mein Breaded chicken sandwich Sunbutter & jelly sandwich 	10 <ul style="list-style-type: none"> Beef chili w/cornbread Vegetarian parmesan with pasta Sloppy joe Turkey and cheddar on a french 	11 <ul style="list-style-type: none"> Pepperoni pizza Cheese pizza Chicken fried rice Chicken caesar salad w/dinner roll
14 <ul style="list-style-type: none"> Chicken enchiladas South of the border chili w/tortilla chips Cheeseburger Turkey & cheddar on dutch crunch 	15 <ul style="list-style-type: none"> Beef hot dog Cheese enchiladas Turkey sliders Chicken salad on a french roll 	16 <ul style="list-style-type: none"> Chicken corn dog Pasta primavera Breaded chicken sandwich Sunbutter & jelly sandwich 	17 <ul style="list-style-type: none"> Chicken nuggets w/ butter & cheese pasta Pasta w/butter & cheese Chicken & rice soup Chicken bacon ranch wrap 	18 <ul style="list-style-type: none"> Pepperoni pizza Cheese pizza Bean and cheese burrito Turkey and cheddar sandwich
21 No meal service	22 No meal service	23 No meal service	24 No meal service	25 No meal service
28 <ul style="list-style-type: none"> Spicy popcorn chicken w/butter & cheese pasta Broccoli cheddar potato bowl w/dinner roll Greek chicken & rice pilaf Egg salad sandwich 	1	2	3	4

Guidelines for Food in the Classroom

Teachers and parents/guardians are role models for young children. It is important that all foods served to the children, as well as foods that adults eat or drink onsite when children are present, reflect healthy food choices. In accordance with our Sugar Sweetened Beverage Policy, beverages such as juice, lemonade, and soda are not permitted to be consumed onsite. Additionally, staff will not consume sugar sweetened beverages while on duty in the presence of children.

Nutrition education activities are provided in ACCDCs to help promote healthy choices and to give children the opportunity to try healthy foods. Food for celebrations and birthdays can also be a great way to model healthy choices.

For the health and safety of the children, and taking food allergies into consideration, foods served in the classroom during activities for which parents/guardians are not present must be prepared onsite or store bought with an ingredient list, not made in the family home. This includes food for celebrations and birthdays.

- Food for family potlucks may be prepared in family homes, but may only be eaten by children who are supervised by parents/guardians at events.
- Parents/guardians will sign children out during potluck events. Children who are not supervised by parents/guardians at potluck events will not be permitted to eat the outside food.
- Outside of potluck events/celebrations and classroom activities, outside food is not permitted in the classroom.
- Food may NEVER be used as a reward/incentive or punishment during classroom activities.
- Parents/guardians are not permitted to bring goody bags including gifts/food for children at ACCDCs. Balloons are a choking hazard and are not permitted in ACCDCs.
- The program has a NO NUTS policy due to children with life threatening allergies. Any foods brought into ACCDC must be nut-free.
- All centers serve a daily menu that contains NO PORK due to cultural sensitivities. Any foods brought into ACCDC must be pork-free.

Holidays And Celebrations

In order to make celebrations and special foods part of the classroom learning environment, it is requested that at least two weeks' notice be given to ACCDC Director for all special activities. Holidays are times of tradition, fun, family, and friends. Each family varies in the types of holidays celebrated and in the ways they are observed. It is important for each child to learn about and participate in activities that are appropriate to their family's beliefs and traditions. We believe that these celebrations should be unique to each individual family and school activities are not intended to take the place of each family's special observance



at home. The program respects the differences in cultures and family traditions; therefore, the classrooms do not generally celebrate religious-based/other holidays. Children’s birthdays and milestones are very important. Birthdays should be celebrated with special nonfood items or nutritious food items (see recommended list). End of the year transition celebrations are planned together by staff and parents/guardians and are designed to be appropriate to children’s age and development.

Recommended	Not Allowed
Fresh fruit	Candy, gum
Vegetables with dip	Ice cream
Cheese pizza	Soda, juice, or fruit flavored drinks
Bagels with cream cheese	Cakes
Whole wheat crackers	Cookies
Cheese cubes / slices	Doughnuts
String cheese	Potato chips or Cheetos
Cheese quesadilla	Popcorn
Low-fat yogurt	Nuts, seeds
Baked corn chips w/salsa	

Field Trips

Children two to five years of age participate in field trips/field studies in and around the community. Staff, children, and volunteers use public transportation or walk to the local fire station in the neighborhood of ACCDC. Preschool children may go on other field trips focused on selected study topics. For field trips that are not accessible by public transportation, the program will attempt to arrange for school to take place at the field trip location if accessible for families. Parents/guardians will need to arrange transportation to the field trip site independently. Transportation to the field trip will not be provided by the program. The program will provide public transportation information for families to coordinate transportation needs if necessary. Parents/guardians or other community volunteers are welcome to participate in field trips. If your child needs additional support during a field trip, or if your child is attending a field trip for the first time, we may ask that you or another trusted adult that you designate attend the field trip. If you are unable to attend, you may be able to make arrangements at ACCDC for your child to stay behind with advanced notice to ACCDC director. To ensure there are enough adults to supervise the children on these trips, volunteers may not bring children not enrolled in the classroom on field trips.

Parent Training & Workshops

ACCDC provides parents/guardians the opportunity to attend training presentations in person, virtually, or through community workshops. Training for families reinforces the learning and development that occurs at ACCDC and enhances the development of parenting skills. Information is available about a variety of topics such as parent leadership, access to health insurance, child development, parenting, discipline, nutrition, and others. Training is typically offered in English with Spanish translation if possible. A training survey is given to the parents/guardians during the intake process in order to plan for training on topics of interest to parents/guardians as well as dates and times for training and meetings most convenient to families. Every effort is made to provide translation in other languages as needed. Parent Advisory Committee is an opportunity for parents/guardians to inform staff about the needs of families and to help plan for events and program improvement.

Family Engagement

We welcome parent and family participation in all aspects of ACCDC's program. Your time, ideas, and energy will make this a better program for your children.

ACCDC will maintain communication and share information with you through a variety of methods such as through daily conversations, parent-teacher conferences, newsletters, and written communication including text messages, emails, or calls home.

While parent participation is not required as a condition of enrolling a child in the program, it is strongly encouraged. The more actively involved family members are in their child's education, the better the child will do in school. Families are strongly encouraged to engage by:

- Volunteering in the classroom
- Attending Parent Advisory Committee meetings
- Participating in parent-teacher conferences
- Attending parent workshops, trainings, or meetings
- Participating on committees (Personnel, Literacy, Budget, and Health Advisory)
- Contributing recipes and helping with cooking projects in the classroom
- Sharing culturally diverse songs, dances, costumes, children's stories, etc.
- Attending field trips

If there are any other ways in which you would like to engage in your child's program, please connect with your classroom teacher.

Please note that all classroom volunteers must:

- Complete a volunteer application
- Attend a volunteer orientation
- Submit proof of health clearance, immunization for measles, pertussis, influenza, and TB test or risk assessment

Community Involvement

ACCDC actively engages with our local community and encourages involvement by:

- Soliciting support from local community, including the solicitation of donated goods and items
- Providing information to the local community regarding our services for children and families

Family Language and Interest Interview: Engaging Every Child

ACCDC values the diversity each child brings to our school community. We strive to engage each child throughout the day by building on their interests and preferences. We also recognize the benefit of supporting each child to continue developing the language they use most often in the home.

When adults understand children's past experiences with language(s), they are able to build upon those experiences and better support children's development. We intentionally design activities and interact with children in a manner that celebrates their interests and honors their home language.

You can support our efforts to get to know your child's interests, preferences, and prior experiences using language(s) by participating in a Family Language and Interest Interview. Information from interviews with families will be used to inform decisions related to program curriculum, strategies used in the learning setting, and to create professional development opportunities for our staff. We will use the information families provide during the Family Language and Interest Interview to

incorporate culturally and linguistically representative materials, resources, and instruction (e.g. books, pictures, music, songs, etc.) in the classroom.

If your family has been identified as using more than one language in the home, the interview also will include some resources about the benefits of multilingualism, and how families may continue to develop their child's home language. Our ultimate goal is to build trusting partnerships and elevate family strengths and assets.

Assessing Quality

Our center participates in San Mateo County's Quality Rating Improvement System. ACCDC is assessed using a variety of tools to measure quality and support our continuous improvement efforts. Assessment tools used to promote program quality may include:

- Environmental Rating Scales (ECERS) — measures healthy, safe, age-appropriate classroom environments, materials, and experiences that build positive relationships and provide opportunities to learn.
- Classroom Learning Assessment System (CLASS) — looks at adult-child and child-child interactions and overall classroom climate.
- Inclusive Early Education Expansion Program (IEEEP) – All early learning classes at ACCDC participate as pilot sites in California's IEEEP project. The program completes a self-assessment twice annually on the extent to which it implements evidence-based practices that promote quality programming for children with disabilities and their families.

In addition to these quality initiatives, ACCDC participates in state reviews on a regular schedule. Community Care Licensing makes annual visits to ACCDC as well to assure ACCDC is in compliance with state health and safety regulations.

Program Self – Evaluation Process

Our program is required to submit an annual self-evaluation due June 1st of each year; this ensures an efficient and effective child care and development system that meets the needs of children, parents/guardians, and the community. This evaluation consists of many components. The following assessments must be implemented to complete our Program Self-Evaluation:

- An assessment of the program by parents/guardians using the Desired Results Parent Survey
- Findings from Desired Results Development Profiles
- Results from Environment Rating Scales
- Procedures for the ongoing monitoring of the program to assure that areas of the program continue to meet standards set by the state of California



Staff Professional Development

Staff training needs are identified by the annual self-evaluation/agency annual report, supervisor observations and staff self-identification of training needs/professional growth requests. Staff are provided preservice training, inservice training and mentoring/ coaching, the opportunity to attend workshops, conferences, and professional development opportunities on an ongoing basis.

Transition to Transitional Kindergarten or Kindergarten

ACCDC staff will provide information to parents/guardians regarding the transitional kindergarten and/or kindergarten registration process at the local school districts. Parents/guardians are given information regarding timelines and community outreach events sponsored by the districts. Teachers meet with parents/guardians during the school year to discuss kindergarten readiness activities and provide reports on your child's progress while enrolled in the program. Teachers and parents/guardians' partner to complete a kindergarten snapshot form, which will be sent to the school where your child will attend kindergarten or transitional kindergarten. The snapshot form gives the next teacher important information about your child in order make the transition smooth.

Program Policies

Open Door Policy

We maintain an open-door policy where families are welcome and have access to their child's classroom. We ask that parents/guardians who visit the classroom participate in and support their child and other children in the routines and curriculum of the program.

Non-Discrimination Policy

ACCDC prohibits discrimination and harassment in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, sex, sexual orientation, ethnic group identification, ancestry, political beliefs, mental or physical disability, or any legally protected status. ACCDC welcomes children of all abilities including children with disabilities. At least 10 percent of enrollment opportunities are reserved for children with disabilities. ACCDC does not provide religious instruction or allow worship in its early learning programs. Families are encouraged to provide advanced notice prior to any classroom visit to enable the teacher time to plan volunteer opportunities.

Confidentiality

We respect each family's right to privacy and confidentiality. Staff members will obtain your written consent before disclosing information or seeking input from other agencies and professionals. Information will be shared as needed and only when in the best interest of the child/family. In instances of suspected threat or harm to a child, family member, or staff. We will consult with supervisors and outside professionals for assistance. Written records on individual children are kept in locked cabinets on site. Access to these records is limited to necessary staff to provide comprehensive services. Families always have access to their own child's records with staff supervision. Please schedule an appointment with ACCDC director if you would like to view your child's records. If you would like copies of your child's records, we must receive a written request with the specific items needed.

Custody Situations

California law requires that parents/guardians who have joint legal custody have equal access to all information regarding the child. You are required to provide a copy of any custody orders in place. Should your custody order change, it is your responsibility to provide the new order immediately. The staff will enforce the terms listed on the most current order provided to us, without exception. We reserve the right to prohibit individuals from being at ACCDC if the health and safety of any child, staff, or family member is threatened or compromised. Parents/guardians who have custody issues should consult with an attorney regarding legal protection for their children.

Substance Use

(Alcohol, Marijuana, Tobacco, & Other Drugs)

While marijuana and alcohol are legal for adults ages 21 and older, our program strictly forbids any person from coming onto the site under the influence of any substances to pick up children from our programs. As mandated reporters, we have the right to deny access to our program when one is suspected of being under such influences and have the right to ask you to contact alternate care providers to pickup the child. Please respect our program guidelines around these practices and speak to your center staff if you have any concerns. Be aware that prescription medications can also cause a safety hazard should they inhibit a person's ability to keep children safe and/or safely operate a motor vehicle. Tobacco or smoking of any kind is forbidden in or near a school zone. There is no smoking allowed in or near a childcare center. Staff will enforce based on licensing and local city ordinances. Weapons of any form are prohibited on school grounds.

Community Complaint Process

Parents/guardians and community members sometimes have program-related concerns that need to be addressed. Our program has procedures to resolve these issues while working to achieve our program goals. If you have a concern, first talk to your child's teacher. If the problem is not resolved, speak with ACCDC director. Staff will make every effort to resolve issues at the level in which they occur. Should you have a concern with another parent/family, please refrain from directly contacting or addressing the family. All concerns of this nature should be directed to ACCDC director.

Uniform Complaint Procedures Notice (UPC)

Individuals, agencies, organizations, students, and interested third parties have the right to file a complaint regarding ACCDC and an alleged violation of a statute or regulation that the California Department of Education is authorized to enforce. This includes allegations of unlawful discrimination. Complaints must be signed and filed in writing with:

California Department of Education
Early Learning and Care Division Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court.



Discipline Policy

The health, safety, and social-emotional well-being of children are our program's top priority. We view social-emotional development as a skill that children must develop throughout the child's early years. We strive to help children learn and play, problem solve, and learn conflict resolution strategies. All children and adults are expected to be considerate (help others, share, take turns), responsible (clean up, listen when others talk, follow class schedule), and safe (keep our hands/feet to ourselves, walk inside).

Positive behavior support at ACCDC is developed through encouragement of positive behavior through a planned environment that provides children access to a variety of engaging activities. Staff members utilize activity time and interactions throughout the school day to teach social-emotional skills, conflict resolution, and problem-solving skills. Classroom staff review classroom expectations with children, encourage appropriate behaviors, model conflict resolution skills, and stay alert to situations throughout the day. Staff often use redirection, positive reinforcement, and prevention strategies as the main methods of discipline.

Corporal punishment or harsh discipline techniques, which may include but are not limited to threats, shaming, bribing, withholding or rewarding with food, and time outs, are not permitted within our program.

When persistently challenging or unsafe behavior occurs, it is dealt with immediately through various strategies such as individual guidance between teacher and child, an invitation to work with a staff member in order for child to receive individualized attention, or redirection to alternative activities if necessary.

In all cases when a child displays persistent, serious, challenging behavior, program staff will request a meeting with the child's parent(s) to discuss the behavior. ACCDC staff and parent(s) will collaborate on the development of strategies to resolve the behavior. The support team may include the teachers, principal/site supervisor, parent(s), and additional service providers, including but not limited to mental health consultant, speech and language pathologist, etc.

If the child has an IEP or IFSP and the parent or guardian's written consent, program staff will consult with the local educational agency (LEA) or the local regional center on how to serve the child.

If the child does not have an IEP or IFSP, staff will consider (a) completing a universal screening including social and emotional development, (b) referring the parent or guardian to local community resources, and (c) implementing behavior supports before referring the child to the LEA to request an assessment to determine the child's eligibility for special education support and services, including a behavior intervention plan.

If behavior does not improve during the above process, other resources and options may be explored:

- Program staff and parent will explore community services/referrals as necessary.
- If the program determines that the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children, the contractor shall refer the parents/guardians or legal guardians to other potentially appropriate placements such as resource and referral agencies and programs or other local referral services available in their community.
- When the program has exhausted all possible resources and the child persistently exhibits safety threats to themselves or other enrolled children, disenrollment may be recommended.



Disenrollment from Child Care Services

Your childcare services may be terminated at ACCDC for the following reasons:

- When a recalculation of income indicates the family's adjusted income exceeds the income threshold and the family does not meet the requirements for another eligibility basis
- When the parent changes residency outside of California
- When there is substantiated evidence of fraud that invalidates the initial certification and the family is not otherwise eligible
- When the family has abandoned care
- Verbal or physically aggressive behavior by adults towards staff or other children. (Behavior includes using profane language, making threats, destroying property, etc.)

Families who disenroll before the last day of the eligibility period will receive a Notice of Action.



Health Information

Exclusion for Illness

As children enter childcare, they can get sick more often. Many children will experience exposure to common childhood illnesses when in group care for the first time. As your child gets older and is used to being in care, they will have lower rates of illness. It is a requirement that the parent notify staff immediately and bring in a doctor's letter if their child has been diagnosed with a contagious illness. The doctor's letter should include the diagnosis of contagious illness, the dates the child was excused from school, the date the child is able to return to school, and whether the child requires treatment. In addition, parents/guardians should notify staff if their child has a disease or is getting treatment that affects the immune system so that special attention can be given during periods of susceptibility.

Common Contagious Illness in Child Care

Staff should exclude children in the following cases of contagious illnesses, but are not limited to this list:

Symptoms	What needs to happen before child returns to care?	Is a doctor's note required?
COVID-19	please see SMCOE's Covid 19 School Safety Plan	please see SMCOE's Covid 19 School Safety Plan
Chickenpox (Varicella)	All pox are dried and scabbed over	Yes
Hand, foot, & mouth disease (Coxsackievirus)	Fever free for 24 hours	Yes
Impetigo	24 hours of antibiotic treatment has been received and lesions are covered	Yes
Pertussis (Whooping Cough)	5 days of antibiotic treatment must be completed	Yes
Pink eye (Conjunctivitis)	24 hours of treatment received	Yes
Head Lice	Parent must treat hair with chemical treatment and no live lice should be present.	No
Intestinal Worms	24 hours of treatment if there is no more symptoms	Yes
Influenza	Symptom/fever free for 24 hours	No

Parents/guardians are required to call ACCDC immediately to report contagious conditions and staff will notify the other families in ACCDC. Your child's name will remain confidential. Staff are trained in and follow universal precautions, including proper hand washing, use of gloves, and proper disposal of bodily fluids to reduce the spread of infection in the childcare setting. Staff clean, sanitize, and disinfect all areas of the classroom several times each day.

Daily Health Check

Each day upon arrival, staff will complete a health check of each child and your child will be asked to wash their hands before joining the classroom activities. It is very important to us that each child be healthy and happy at school. We cannot admit or retain in care, any child who:

- Doesn't feel well enough to participate comfortably in routine activities.
- Is irritable, continuously crying, or requires more attention and care than can be provided without compromising the health and safety of the other children in ACCDC.
- Has a fever of 100.4°F or higher with behavior change or other signs of illness such as sore throat, cough, rash, vomiting, diarrhea, earache, etc. A temperature over 99°F in an infant under 4 months of age should be evaluated by a medical professional. Children excluded from care due to fever must stay home fever free for 24 hours (without receiving medication) prior to their return to ACCDC.
- Has symptoms and signs of possible severe illness such as unusual tiredness, uncontrolled coughing or wheezing, continuous crying, or difficulty breathing.
- Has diarrhea—runny, watery, or bloody stools. Loose bowel movements for two days in a row or three times in one day.
- Is vomiting more than twice in a 24-hour period.
- Has a body rash with fever or behavior change.
- Has a sore throat with fever and swollen glands or mouth sores with drooling.
- Has eye discharge—thick mucus or pus draining from the eye. (Viral conjunctivitis usually has a clear, watery discharge and may not require medication or exclusion.)
- Has severe coughing—child gets red or blue in the face or makes high-pitched whooping sound after coughing.
- Has any other contagious conditions such as measles, chickenpox, mumps, whooping cough, COVID-19, and streptococcal infections.

Children may return when they are no longer contagious. If a child becomes ill at school, staff will document all symptoms on a daily symptom record. You or another authorized person will be called and required to pick up your child within one hour or as soon as possible. In the meantime, we will make the child as comfortable as possible and attempt to keep the child from close contact with other children and staff. If you or another authorized person cannot be reached or you do not come to pick up your sick child, Child Protective Services (CPS) or other authorities may be called.

Medication Policy

To ensure that health and safety of all children at ACCDC, staff will work with the child's parent/guardian and health care provider to see whether all required doses of the medication can be given before or after school, at home, or by the child's parent at ACCDC during program hours. Our school nurse or qualified designated school personnel under supervision of the school nurse will support incidental medical services, which includes but is not limited to administering prescribed medications, inhaled medications and Epi-pens, blood glucose testing, gastrostomy tube feeding and care. All medication is stored in a locked cabinet and is never accessible to children.

Staff will give medication to the child when certain conditions are met.

1. The program receives written authorization to administer medication to the child.
2. The program receives the needed medical orders written by the child's physician, a description of medical services to be performed by staff, and training requirements.
3. The medication is prescribed by a licensed health care provider and states proper dosage, frequency/time, methods of administration, and includes possible side effects.
4. The parent will support all staff working with the child in the training of any incidental medical services needed.
5. The medication consent form and training documentation form is filled out completely and signed by the parent/guardian.

6. The medication and all medical devices are in the original container with a current prescription label containing the prescribing health care provider's name and phone number. Any over-the-counter medications or topical ointments will also require written authorization from health care provider containing the prescribing health care provider's name and phone number. Do not, under ANY circumstances, bring or send medication in your child's personal belongings.
7. If your child requires medication, inform the office to receive the appropriate forms to be completed.
8. All administration of medication will be logged and document all medication given. All medication logs and documentation will be made available to parent or guardian upon request.
9. Any medication that is unused or expired will be returned to parents/guardians or guardian.

Medical Emergency

In the event of a medical emergency, ACCDC will administer first aid and notify the parents or guardians or guardian immediately. If necessary, emergency services will be called and staff will perform first aid or CPR until emergency services arrive. If parents/guardians are unable to be reached, program staff will continue to call the child's emergency contacts notifying the family of the incident and what action steps have taken place.

The parent or guardian will receive an incident report documenting what happened and how the program responded to the situation. The principal will follow procedures to document the incident and will report the emergency to Community Care Licensing.

Once the child is ready to return to the program, a meeting with the principal and/or the designated school staff may be requested before the child returns to ensure the program is prepared to support the child's needs in the classroom.

Physical and Immunization Requirements

All children enrolling in the preschool program must provide documentation that the child has had a physical exam in the last 30 days from the enrollment process, and that immunizations are current. If your child has not had a physical exam, make an appointment with the pediatrician and obtain an appointment card. The appointment card may be used to approve services on a conditional basis. Once the physical exam form is submitted and reviewed, the program will update the service status and issue an updated Notice of Action.

Health and Social Services

If your family has health and/or social service needs, we encourage you to discuss those needs with the program director/family engagement staff. Staff will attempt to provide you with referrals to appropriate community agencies, based on your specific needs, and will follow up with you to ensure that your families' needs have been met.



ACKNOWLEDGEMENT OF RECEIPT OF PARENT POLICIES/HANDBOOK– Receipt with original signature stays in file and parent receives a copy

Parent / Guardian Name Signature Date

Parent / Guardian Name Signature Date