



ACCA Child Development Center



PARENT HANDBOOK

GROW

LEARN

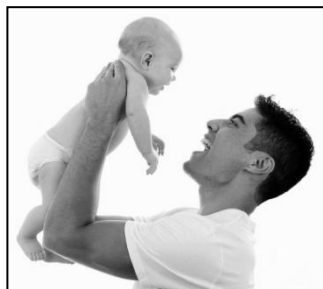
EXPLORE

PLAY



2016 - 2017

OVERVIEW



Welcome to **ACCA Child Development Center**. We consider parents and staff members are partners in the shared goal of providing high-quality early education. Our program is a place where families are welcomed into a friendly, inclusive environment, and they are valued as the foundations for a strong and thriving community.

Understanding the uniqueness of individuals is a strong underpinning for learning. From this perspective comes a profound respect for the potential and diverse needs of each person — child, parent, and educator.

Our program is part of ACCA, Inc. (Annandale Christian Community for Action), a 501(c)(3) nonprofit association of 26 churches started in 1967. ACCA's generosity continues to be a solid foundation for the program, which now serves over 200 children.

Mission

We provide affordable, high-quality early education and developmentally appropriate care for children ages 3 months to 5 years in a safe, healthy and diverse environment.

Philosophy

We believe in the development of the whole child; that all children can learn; that a child does best in an engaging environment; that families and community are vital for a child's development; and that all children can become contributing members of society and lifelong learners. Consequently, our program provides challenging early education, thus maximizing a child's social, emotional, cognitive, and physical development. Our teachers lead by example, educate using best practices, and foster creativity, choice, and discovery. In short, we seek for children to **PLAY, EXPLORE, LEARN** and **GROW**.

Organizational Values

We are dedicated to excellence and operate under the premise that each person is capable of having a positive impact on the organization. This is why we promote a culture of professionalism, respect, innovation, communication, teamwork, and integrity.

Program

By using **The Creative Curriculum**, our program graduates successful, kindergarten-ready children through everyday exploration and age-appropriate education. We are licensed by the Commonwealth of Virginia and have a four star rating from the Virginia Quality Initiative, a state standard for quality early education. To further enrich our curriculum, we partner with the Wolf Trap Institute for Early Learning through the Arts, Reading is Fundamental, the Fairfax County Office for Children, the Virginia Preschool Initiative, Northern Virginia Community College, Stratford University, the Georgetown University Center for Child and Human Development, and KinderKickIt — a soccer enrichment program.

Program Goals

Our teachers strive to:

- Know each child as an individual.
- Observe and record the abilities of each child.
- Provide opportunities for age-appropriate learning experiences.
- Use lesson plans that encourage children's emerging abilities.

- Continue to educate themselves to experience professional growth.
- Support parents by providing information, resources, and referrals.
- Assist children with learning disabilities by having our team of special needs experts provide child-specific recommendations for parents and teachers to follow.

PARENTAL INVOLVEMENT IN OUR PROGRAM

Family involvement in their children's development is crucial. Activities and interactions are aimed at strengthening parents' abilities to become advocates for their child's learning. Since we aim to build trust and partnership, your involvement with teachers and staff is encouraged.

Please take some time everyday to share important information about your child with the teacher, such as changes in eating habits, allergic reactions or illnesses. The more we know, the better teachers will be positioned to provide quality care for your child.

Our open door policy enables parents to drop in. Coordinate with your child's teacher to avoid interfering with classroom routines. You can also participate in your child's classroom activities by celebrating his/her birthday, reading a book to the class or going on a field trip, as well as by attending our Back-To-School Night, family events and educational workshops.

Parent/Teacher conferences occur at least twice a year. You may request an additional conference if necessary.

Since the program is part of a nonprofit, there are always opportunities for parents to volunteer. Interested individuals may speak with the Executive Director or the Education Program Manager.

PROGRAM POLICIES

Non-Discrimination Policy

We are an equal opportunity provider and employer. We do not discriminate in hiring or in the providing of services to any person on the basis of race, color, gender, sexual identity, religion, age, physical or mental disability, veteran status, national or ethnic origin, or other criteria protected by federal or state law. Moreover, we embrace and encourage an educational environment that promotes diversity and inclusion. Issues of discrimination, harassment, or intimidation should immediately be reported to the Executive Director of the program or to the President of ACCA, Inc.

As it relates to our program's U.S. Department of Agriculture food service, a complaint of discrimination may be filed by writing to USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9510 or call (800) 795-3272 or (202) 720-6382 (TTY).

Gifts for Staff Members

Parents are prohibited from offering gifts, money, services, or gratuities to program staff.

Arrival/Departure Times

The use of cell phones/electronic devices is prohibited while at our facilities.

The program opens at 7:00 a.m. and closes at 5:30 p.m.

In the morning, we welcome children from 7:00 a.m. until 9:30 a.m. Children should arrive well-rested, clean and ready to learn. Dress your child appropriately for the season and for a day of active play, exploration and learning. Your attention is critical to receive information about your child's day. Parents should abstain from socialization at program entrances and common areas, particularly with teachers, since this may cause inadequate supervision of children.

If you arrive later than 9:30 a.m., you might have to wait until children are back from outdoor activities or are finished with special programs to drop off your child. Please call to notify us of any delays or absences. **We reserve the right to refuse admittance or disenroll children who continuously arrive late.**

To ensure the safety of the children in the program, please abide by the following procedures:

On Arrival:

- ✓ You must sign in your child at his/her classroom.
- ✓ Make sure that a teacher receives the child and share information about health conditions incident/accidents that may have happened at home.
- ✓ Drop off an older child first before younger ones. This should help parents provide supervision to their children and ensure that older children do not become disruptive in younger classrooms. Children must not be allowed to roam the building without parental supervision.
- ✓ **If a child arrives after 9:30 a.m., parents must first go to the main office to pick up a ticket. It is required for parents to call 703-256-0100 if a child will be late.**

On Pick-up:

- ✓ You must sign your child out in the classroom or where he/she is located (e.g. playground).
- ✓ When you receive your child, you are responsible for supervising the child.
- ✓ Pick up your younger children first before getting the older children.
- ✓ **If a child is picked up after 5:30 p.m., parents must first go to the main office to sign the child out and get a ticket.**



The program closes at 5:30 p.m. **Parents will be charged a late fee of \$5.00 for any pick-up between 5:30 p.m. and 6:00 p.m. There will be an additional \$1.00 per minute after 6:00 p.m.** These fees will be added to your next week's tuition bill. **Also, when we open or close early, lateness policies remain in effect.**

If you know you will pick up late, you must notify us at 703-256-0100. If you or the persons listed on your child's emergency contact form are not able to pick-up, you may arrange for someone else to get your child. **Please alert any person picking-up to be ready to present a valid picture ID (e.g. driver's license).** If you do not call, staff will contact the individuals listed on the emergency contact form and request them to pick up your child. Thus, please make sure that your emergency contacts are local. If we cannot reach you or others on the emergency list, we are required by law to contact the police.

What to Bring? -- What Not to Bring?

- Dress your child in comfortable clothing and flexible tennis shoes. Every child should have an extra change of clothes each day, including shoes. If your child comes home wearing his or her extra change of clothes, please remember to replace them for the following day.
- Do not let your child wear open toed shoes, Crocs or flip flops while at the program. These shoes may cause children to stub their toes or fall. Also, avoid heavy leather shoes with slick soles. This is

especially important for infants and toddlers who are learning to walk, since they require quality shoes that support their feet.

- Use a permanent marker to mark all removable clothing such as jackets, sweaters, mittens and hats with your child’s name.
- Food, candy, toys, jewelry (other than small earrings) and money from home are not allowed.
- Parents of infants should bring disposable diapers, extra clothing, pacifiers and milk bottles.
- Parents of infants should not bring lotions, Vaseline, powder, wipes for diaper changes, crib sheets or blankets. If your child is attached to a special blanket, it must be appropriately labeled and laundered at least once a week.

Paying for the Costs of Quality Child Care

The program receives donations from public and private benefactors. Such contributions help to subsidize the cost of care for all enrolled children. For families who qualify for the Fairfax County Office for Children Child Care Assistance and Referral (CCAR), fees are calculated on a sliding scale. We also work with the Child Care Subsidies for Federal Employees, which provides financial help to qualified parents so they may afford an early learning center. The program welcomes full fee families as well.

If you are a CCAR parent, please provide and/or update the information listed below to ensure your continued participation in the tuition subsidy program:

- Address
- Income
- Number of members in the household or change in family size
- Hours of work
- Home/work telephone numbers
- New job
- Salary increases
- New home address

The above data is required by law, and upon the discovery of any false information, your child will be withdrawn. It is the parent’s responsibility to maintain updated contact information.

Tuition & Fees

Infants (3 months - 15 months)	\$315 per week
Toddlers (16 months - 24 months)	\$300 per week
Preschoolers (2 - 5 years)	\$265 per week
Annual Registration Fee	\$100

Payments are due before receiving services. Payments must be paid by Friday at 5:00 p.m. to able to receive services the following Monday.

- Monday - 7:30 a.m. to 3:00 p.m.**
- Tuesday - 9:00 a.m. to 5:00 p.m.**
- Wednesday - 9:00 a.m. to 5:00 p.m.**
- Thursday - 7:30 a.m. to 3:00 p.m.**
- Friday - 9:00 a.m. to 5:00 p.m.**

Checks, money orders, or credit/debit cards are accepted. For your convenience, there is a drop box for checks and money orders located outside the Accounts Specialist office.



There is a charge of \$35.00 for returned checks for insufficient funds. If a check is returned, all subsequent payments must be made by money orders or credit/debit card.

No tuition refund is given if we close due to an emergency.

Closings & Delays



After 6:00 a.m., parents can learn about closings or delays through www.accacdc.org, our [Facebook](#) or [Twitter](#) pages, [WTOP 103.5 FM](#), [WJLA-TV 7](#), [News Channel 8](#), or [WUSA-TV](#). Also, we have an APP.

Emergency Safety Plan

The safety of your children is our priority. In the event of an emergency with a child, we will call the parent immediately and 911. In case of an emergency involving program buildings, such as fire, we will evacuate. If a dangerous situation occurs outside of the program, like a tornado, staff will relocate the children to a shelter in place and lock the facility. We have regular fire/emergency drills to familiarize staff and children of what to do. Parents are requested to adhere to signs posted on entrance doors during fire/emergency drills.

Depending on the situation, you may not be able to enter our buildings until the emergency is over. Emergency supplies are kept at each program location, such as food, bottled water, diapers and formula, and staff will stay with the children until parents arrive. We will notify parents by phone, so make sure that we have your most recent contact information.

Guidance Policy & Physical Care of Children

Our teachers use constructive and positive techniques when guiding the behavior of children. These include redirection, anticipation, natural consequences, modeling, elimination of potential problems and teaching children to resolve conflicts on their own in an appropriate way. Our staff guides the children in developing self-control and orderly conduct in their relationships with peers and adults. All discipline measures are clear and understandable for the child, and we are consistent with our guidelines and explanations to the child before and during the time of any disciplinary action.

It is our staff's responsibility to teach children proper behavior and not to punish the child for undesirable conduct. Staff will show children positive alternatives rather than simply telling them "no." However, if a child is disruptive, will not listen or causes other peers to become distracted, our staff may sit the child out from an activity. This action is to increase the child's understanding that misconduct has consequences. Removal from the group will be used as a last resort during persistent disruptiveness or when the child needs to regain control of his or her actions/emotions. Over time, children learn they have choices over their actions and of how they interact with others. Our teachers allow children to talk about their feelings and to discuss conflicts they have with other children. We encourage the children to think things through and approach problems with a learning attitude.

If a child's disruptive behavior persists or worsens, an appointment will be made with the parents, teacher and pertinent supervisor to discuss the problem. At no time will a child be permitted to injure themselves or another child or to act violently toward a staff member. Children will not be allowed to damage toys, equipment or the facility. Staff will take into account the child's developmental stage and their ability to learn from consequences when assessing the situation. In order to improve the behavior, parents and staff will cooperate to find ways to lead the child in the right direction. Further difficulties with a child may result in a meeting between the parent(s) and the Executive Director, and he/she may recommend an outside referral. If a referral is made, the parent will have 2 weeks to seek professional assistance. If such aid is not sought during that time, or if professional help is received and no improvement in the child's behavior is observed, then alternative child care arrangements will be required.

Staff will never use physical force to punish a child. Staff may not use abusive or profane language, nor may they threaten or belittle a child. Any form of humiliation, physical punishment, emotional abuse or anything that would cause the child pain is prohibited. Our staff may not threaten to withdraw food, rest or bathroom opportunities from the child.

In certain situations it may become necessary to restrain a child, to prevent them from injuring themselves or to keep them from kicking, hitting, biting or spitting on others. The staff may then place the child on their lap and hold them as in a hug. This is to gently restrain the child. As the child calms and regains his or her composure, the staff member can talk to the child in a calm and consoling way. The intent is not to control the child, but to allow the child to express his or her feelings in a safe environment without harming themselves or others.

In compliance with the requirements of the Commonwealth of Virginia, all cases of suspected child abuse and neglect will be reported to Child Protective Services within 24 hours. These cases include allegations of child abuse made against staff members as well as suspected acts on the part of parents or others. Since the program has children from three months to age five, some of them may not be potty trained. Therefore, staff may assist children in the bathroom and with clothing changes to ensure that the proper level of cleanliness and care is maintained. Any type of inappropriate touching or other actions is strictly prohibited. Should an issue arise where abuse or inappropriate behavior is suspected, staff will report the matter to the Executive Director and/or Education Program Manager.

Attendance

We monitor attendance closely. **Absences are limited, and the number of allowed absences for parents participating in the tuition subsidy program is set by the date of enrollment determined by CCAR. For days missed beyond the permitted absences, parents must pay full fee rates.**

Parents who use Virginia tuition subsidy cards must use their state cards to report attendance, absences and holidays. Please process these transactions after children are dropped off or before they are picked up. **If parents fail to process these correctly, it may result in charges at full fee rates.**

Disruptive Adults

We may call the police in the event of disruptive, menacing, destructive or dangerous behavior on or in proximity to our early learning campus.

Withdrawal Policy

We reserve the right to withdraw any child at any time, with or without cause. Some examples of reasons may include but are not limited to:

- If, after exhausting the procedures for meeting the child's needs, he or she is not benefitting from the care provided at our program.
- If the child is a danger to other children, staff or to him- or herself (e.g. in the case of bullying).
- If the parents/guardians of a child harass any member of the staff, other parents/children.
- If the parents/guardians of a child do not follow program policies.
- If parents/guardians of a child fail to meet mandated requirements by local, state or federal regulations.
- Failure to pay.

Voluntary Withdrawal



If you intend to take your child out of the program, a Withdrawal Form must be submitted giving two weeks notice.

Parents of children who receive CCAR tuition subsidy must file the required Withdrawal Form before the third week of the month. The child's final day at the program will be the last business day of that month.

Security deposit funds will be used to pay any outstanding balance. If the security deposit is not sufficient, parents will be billed for the remaining owed amount. If parents fail to submit the required Withdrawal Form, the security deposit will be forfeited and charges will be processed at full fee rates. Please note that we will report any unpaid fees to CCAR.

Should there be any security deposit money left after charges are paid, it will be reimbursed within 30 days of the child's final day at the program. This only applies to parents who have followed the program's withdrawal process.

Parents are requested to take their child's Portfolio at withdrawal. Portfolios not retrieved within 30 days will be shredded.

Photographing & Videotaping Policies

Children's images are captured on a regular basis at our program.

- a. Images captured by our staff:
 - i. Teachers photograph the children to create bulletin boards, labels, thank-you cards for program supporters and displays for the classrooms. Teachers may also film classrooms.
 - ii. Some photographs and videos of children are used for promotional and other purposes. In addition, videos of children may be used for in-house professional development sessions.
- b. Images captured by non-program individuals:
 - i. Family members of program children occasionally take pictures of them and their friends during routine days or special occasions.
 - ii. Representatives from volunteer groups, funding organizations, governmental agencies, corporations and/or other nonprofits who partner with our program may film or take pictures of the children.

The program also uses an interior/exterior camera system, monitored periodically by Fairfax County security personnel and/or program staff, to assure the safety of children and our staff.

CHILDREN SERVICES

As an added benefit to the families served, we have a comprehensive screening and special services division that seeks to support enrolled children with any need that may delay their education or development. These services are always provided in partnership with parents, and teachers work in conjunction with the suggestions provided by our in-house specialists. When you enroll your child, you are consenting to these services and agree to do the necessary follow-up to ensure children receive the support they need to thrive.

Speech Therapy

Children who need encouragement to improve comprehension, expression skills and/or fluent speech, may receive help at our program. A speech pathologist conducts our Speech Therapy Program. Children who receive treatment during their preschool years often make remarkable improvement in vital speech skills, which eases their transition to elementary school.

Psychological Counseling

Referrals to psychological counseling are made based on the needs of individual children and families.

Occupational Therapy

Children who have difficulties with gross or fine motor skills receive consultative services from an occupational therapist. This professional works with teachers regarding sensory regulation and feeding issues. With parental permission, the therapist administers standardized testing, provides orthotics to improve balance and decrease falls and oversees auditory training for enhancement of neuromotor development.

Health Referrals

Our staff helps your child attain optimal physical, social, emotional and mental development. Staff will work with parents to make sure that qualified children receive needed medical services for free or at reduced cost. The program provides yearly vision, dental and hearing screenings. The results of the screenings are vital in early intervention for physical issues that may delay a child's development. Parents will be notified before the screenings occur and will be given the results.

Special Services Delivery

We use Child Find and an Early Childhood Assessment Team to facilitate referrals to clinics and agencies for specialized evaluation and assistance for children with special needs. Our teachers work with the assigned Early Childhood Resource Teacher from Fairfax County Public Schools to develop an Individualized Education Plan in order to address specific developmental needs that a child may require.

When a teacher becomes concerned about a child's emotional, behavioral, physical or developmental progress, he or she will request the services of our in-house specialists. The program will assess problems and intervene on the behalf of the child who exhibits difficulties.

Listed below is the progression of procedures which our employees follow to help a child with a difficulty:

1. When an issue is identified, the teacher will consult with the parent and an in-house specialist to try and solve the problem.
2. If the child has a persistent difficulty, parents will be notified and requested to sign a permission form, which allows one of our specialists to make a formal evaluation of the child and help the teacher develop strategies to address the problem. Recommendations or referrals may be made to parents.
3. If the difficulty persists after two weeks, the teacher will request a collaborative meeting with the in-house specialists and the Education Program Manager to recommend how to address the issue. Parents will be notified that the meeting will take place.
4. If the difficulty remains after three weeks, teachers and specialists will meet with parents to develop and implement an intervention strategy.
5. If the emotional, behavioral or developmental challenge has not improved, staff may determine that the program is not able to meet the special needs of the child. The Education Program Manager will try to help the parents find child care alternatives.

HEALTH INFORMATION

Examination Requirements

Virginia requires that each child have a physical examination prior to admission or within one month after admission. Forms will be provided by the program. The schedules for examination prior to admission for different age groups are listed below:

- Within two months prior to admission for children six months of age or younger.
- Within three months prior to admission for children seven months to 18 months of age.
- Within six months prior to admission for children 19 months through 24 months.
- Within 12 months prior to admission for children two years of age through five years of age.

No Admission for Sick Children

If your child will not be attending the program because of illness, please call the main office before 9:00 a.m. at 703-256-0100.

In order to safeguard the children's health and well-being, a child with any of the following conditions will not be admitted, or if the child is in the program, parents will be notified and must pick up him/her as soon as possible (no exceptions):

- A temperature of 100 degrees or above for infants from three to six months and a temperature of 101 degrees or above for children over six months. **To return the child must be fever free and without medication for 24 hours or the parent must provide a doctor's note stating that the child may resume normal activities.**
- Diarrhea, two or more episodes (watery or greenish bowel movements that look different and are much more frequent than usual), especially those which contain blood or mucus. **To return the child must be diarrhea free for 24 hours or the parent must provide a doctor's note stating that the child may resume normal activities.**
- Vomiting, two or more episodes, or one episode when accompanied by a fever, diarrhea, lethargy or irritability. **The child must stay home for 24 hours and be symptom free or the parents must provide a doctor's note stating that the child may return to the program.**
- **If a child is diagnosed with a communicable disease, parents must inform the program and provide a doctor's note stating that the child may return to school and normal activities.**
- Head Lice
 - The child may return to the program after no nits (i.e. eggs) or lice have been found on the head or hair.
 - The child has been treated with shampoo, such as Rid-X, and all his/her bedding and clothing have been be laundered in hot water.
 - Household furnishings and car seats have been treated with a product that kills lice.
- Signs of dehydration.
- Children suspected of carrying a contagious illness.
- Undiagnosed rash or skin changes.
- Abdominal pain that is intermittent or persistent.
- Difficulty in breathing, abnormal respiratory changes.
- Excess coughing or mucus that interferes with a child's ability to remain in classroom activities.
- Other conditions as may be determined by our Executive Director or the Education Program Manager.

For treatment and/or management of health concerns not contained in this policy, we will follow the procedures found in the American Public Health Association and the American Academy of Pediatrics in

Caring for Our Children National Health and Safety Performance Standards: Guidelines for Out-of-Home Care, the NAEYC Accreditation criteria and the VA DSS Standards for Licensed Child Day Centers.

If your child becomes ill or is injured while at the program, we will call you immediately. Make sure to inform us of any changes to your contact information, so we can reach you in an emergency. **You will be required to pick up your child within two hours of notification.**

Medication

Our staff will only administer medicine, per a doctor's order, if the child is cleared to attend the program. State regulations permit us to give "with parental permission" current prescription medication with the pharmacy's label and the child's name. Staff will also administer over-the-counter medications that a parent provides with a note from the child's doctor. **Parents must complete a Medication Permission Form indicating dosage amounts and the times the medicine should be administered, as well as include the pertinent doctor's note.** All medication and required documentation must be submitted in the main office. Parents must sign in the log of medication informing when the child had the last dose and must drop off/pick up medication on a daily basis.

NUTRITION INFORMATION

Our nutrition program is carefully planned in accordance with the United States Department of Agriculture's (USDA) standards. The meals are provided by the Fairfax County Public Schools.



We do not force children to eat, but we do encourage them to try a variety of foods. We offer small tastes of unfamiliar or disliked foods. We have additional food available upon request by the child. We teach the children about good nutrition. We guide them to achieve table manners in a developmentally appropriate way. Mealtime is a relaxed and happy time and teachers foster conversation. Parents can help by encouraging good manners, requiring that children sit at the table to eat and offering a variety of foods. Include your child in cooking the meal and setting the table. It serves as an excellent learning experience for children

For children needing special dietary accommodations, parents and the child's doctor must complete a Statement for Special Diet Prescription Form required by VDH, USDA and the Child and Adult Care Food Program. Based on this information, we will determine whether accommodations can be managed in-house or if parents will need to supply the food. Please allow five business days to implement special dietary recommendations after an official request is made and proper documentation is submitted. Meals offered to children at the program do not contain pork products.

The following outlines our daily meal and snack schedule:

Breakfast

- Children are served breakfast between 7:00 a.m. and 8:30 a.m.
- We offer a variety of menus which include: milk, juice, breads, cereals, fruits and pancakes.
 - **Note for parents:** Be sure your child arrives in time for breakfast. If you arrive after 8:30 a.m., make sure your child has had breakfast prior to arrival. **No outside food or drinks will be permitted.**

Lunch

- We offer a variety of menus which include: hamburgers, chicken, spaghetti and other main dishes, as well as fruit or vegetables, milk and a light dessert.
- Lunch is served at 11:30 a.m. each day, and a little earlier at the I/T building.
 - **Note for parents:** You are encouraged to have lunch with your child. Simply call us on Thursday a **week in advance**, and we will order a lunch for you. Please consider if this visit will cause trauma for your child when you leave to return to work. We love to make opportunities for you to partner with us, but we must consider the effect on your child. Copies of the monthly lunch menus are available.

Afternoon Snack

- After nap time each day, the children are served a snack between 2:30 p.m. and 3:00 p.m.
- Our snack includes milk and other foods such as fruit, cheese and crackers, or wholesome cookies.
 - **Note for parents: Do not send food to the program with your child. Your child will receive all the food he or she needs during the day.**

Meals are served to all of the children who are enrolled at the program.

Food Allergies

When children with food allergies attend the program, the following should occur:

- a. Each child with a food allergy must have a care plan prepared for the program by the child's primary care provider that includes:
 1. Written instructions regarding the food(s) to which the child is allergic and steps that need to be taken to avoid that food.
 2. A detailed treatment plan to be implemented in the event of an allergic reaction, including all the medication administration forms with the names, doses, and methods of administration of any medications that the child should receive in the event of a reaction. The plan should include specific symptoms that would indicate the need to administer one or more medications.
- b. Based on the child's care plan, the child's teaching staff will implement measures for:
 1. Preventing exposure to the specific food(s) to which the child is allergic.
 2. Recognizing the symptoms of the allergic reaction.
 3. Providing treatment for the allergic reactions.
- c. Parents and teaching staff must ensure that the staff assigned to administer medicine in case of an allergic reaction receives all the necessary training, medications (unexpired and properly stored) and medication administration forms, as well as any necessary equipment needed to manage the child's food allergy while the child is at the program.
- d. Authorized staff to administer medication should promptly and properly administer prescribed medications in the event of an allergic reaction according to the instructions in the care plan.
- e. Teaching and/or administrative staff will notify the parents immediately of any suspected allergic reactions, the ingestion of the problem food, or contact with the problem food, even if a reaction did not occur.
- f. Teaching staff will make a health check of the child on the arrival or departure of child.
- g. Teaching staff will contact their immediate supervisor, call 911 and contact the parents whenever there is an allergic reaction and/or epinephrine has been administered.
- h. The program requires parents to avoid bringing food, candy, or any other treat that may cause an allergic reaction.

INFANTS I & II

Our infant classrooms have at least three trained caregivers per room and each staff member is the primary caregiver for three to four infants. They feed, cuddle and clean your baby to ensure comfort. Our teachers play songs, read books, provide toys and encourage exercise to develop skills.

In order for your baby to receive the full benefits of our quality program, you will need to complete the following tasks:

- Fill out accurate information on the Emergency Form.
- Fill out the parent section each morning on the Daily Report Form.
- Meet with your child's primary caregiver in the morning and evening.
- Discuss eating, sleeping, play, and eliminating routines of your baby.
- Discuss your child's health, behavior, crying in the night, etc.
- Pick up and read the completed Daily Report Form in the evening.

Policy on Infant Sleep Position



Infants are at greatest risk between two and four months of age and during their first two weeks in child care. If an infant appears to be having difficulty breathing, we will wake that infant immediately and call 911. If the infant stops breathing, we will do rescue breathing or CPR.

Infants under 12 months of age are placed on their backs on a firm, tight-fitting mattress for sleeping in a crib to lower the risks of Sudden Infant Death Syndrome (SIDS). Wearable blankets are used with infants younger than 12 months old. One caregiver will be in the crib area within sight and sound of the sleeping children. Infants are checked every 15 minutes.

Infants over 12 months of age will be allowed to adopt whatever sleeping position they prefer.

- Waterbeds, sofas, soft mattresses, pillows and other soft surfaces are prohibited as infant sleeping surfaces.
- Pillows, quilts, comforters, sheepskins, stuffed toys and other products will not be used in the cribs unless a physician note specifies the need for one.
- Positioning devices that restrict movement within the child's crib will not be used unless a physician note specifies the need for one.

Infants II

As your infant starts to self-feed at a table, drink from a cup and walk, our staff will move your child (based upon available space) from the Infants I to the connected Infants II room. The two classrooms collaborate on activities, which eases the transition for the children. Children in the Infants II room will participate in more active play experiences, according to their individual abilities.

Parents and staff will work together to develop a nutritional program so your child may transition from the bottle to a cup, and eating breakfast, lunch and snack provided by the program. We maintain flexibility and work together to develop confident and competent babies.

TODDLERS AND TWOS

We have planned our Toddlers and Twos environments to accommodate the significant development that occurs during the second and third year of life of your child.

In the Toddlers class, children may be too young to use the toilet. Consequently, parents will have to supply diapers. They will still sleep on cots. The transition from the Toddlers to the Twos class will be based on our observation of a number of developmental factors as well as the availability of space in the room.

In the Twos classroom, children will sleep in transitional cots and our staff will introduce toilet training. We view toilet training as a learning process, and approach it with patience and support. We will need you to provide several extra pairs of clothing and underwear. Our staff will begin working on toilet training once the child shows signs he/she is ready.

Children are ready for toilet training when they:

- Show a preference for clean diapers. Adults can encourage this by frequent diaper changing and by praising children when they ask to be changed.
- Understand when they have eliminated and know the meaning of terms for body functions. For example, "wet," "pee," "poop," and "b.m." are words commonly used by children to describe bladder and bowel functions.
- Indicate that they need to use the potty by squatting, pacing, holding their private parts, or passing gas.
- Show that they have some ability to hold it for a short period of time by going off by themselves for privacy when filling the diaper or staying dry during naps.

Being able to transition from diapers to using a toilet is an important step in your child's development. Talk to your child's teacher so that we can develop a consistent plan together.

Toddlers and Twos eat breakfast, lunch and snack provided by the program and will drink milk, juice and water from a cup. Caregivers observe to make sure that children are provided a variety and sufficient amount of food.

Our staff encourages early literacy by speaking slowly, naming objects, singing, reading stories and talking about infant activities. Toddlers and Twos are learning to be independent when they eat, dress, wash their faces and hands, pick up toys and use the toilet. The children learn to cooperate with others and share.

Note to Parents: Your child's daily schedule will be posted inside the classroom and a copy will be made available to you upon request.

PRESCHOOL

Parents and teachers must be partners in guiding preschoolers. Although you can never expect to be perfect, you are the most influential role model that they have! The everyday interactions that you have with your child and with other people directly impact how your child behaves in the classroom. Whether your child is extroverted or shy, encourage conversation and show interest in your child. Become engaged with your child by asking him or her questions about their day. Look at the class schedule and program of study to give you clues for conversation with your child.

Listen to your children talk about their feelings or conflicts, and try to have children resolve problems on their own, under your supervision. Teach them to cooperate with and to respect others. Read as much as you can to your child. Of all statistical predictors for success of children in school, the amount of time you read to them has the greatest impact!

Your Child's Birthday

Contact your child's teacher and discuss plans for the party. **The Virginia Health Department requires that baked items must be purchased from a bakery or other store and contain a list of the ingredients. Balloons and party favors are not allowed. In addition, no lighted candles are permitted.**

Field Trips

Children, ages two and up, go on educational trips. At least two teachers/teacher assistants and/or parents/guardians supervise the trip. You will be provided with a written notice of the date, departure/return times and destination of the trip. If space is available and you are interested, please coordinate with the teacher to join the class. If a child is a safety hazard to him- or herself, or the group, we will notify the parents in advance. In these cases, the child can go on the field trip only if accompanied by a parent.

THE CREATIVE CURRICULUM

We use The Creative Curriculum (CC), which creates high-quality early learning settings that enable every child to become creative and confident critical thinkers. It is an award-winning, researched-based, forward-thinking, comprehensive, rigorously researched curriculum that honors creativity and respects the role that teachers have in making learning exciting and relevant for every child. The CC is rooted in the idea that learning takes place inside environments that are rich in interaction and underscored by strong personal relationships. Young children who experience the world as predictable and supportive develop strong emotional foundations essential for learning.

The field of early childhood education has made great strides in identifying the building blocks of later school success. The CC uses these building blocks as the foundation for its philosophy, the objectives for children's learning and guidelines for teaching and working with families. The CC helps teachers interact with children in ways that promote development and learning, foster children's social competence, support children's learning through play, create rich environments for learning, and forge strong home-school connections.

The CC is based on the following five principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social–emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher–family partnerships promote development and learning.

Teachers will evaluate your child's development using a variety of developmental screening tools and put together a plan to help him or her learn a needed skill. Forms will be sent home to complete during the school year. Twice a year, parent/teacher conferences are planned to keep you informed of your child's progress. Teachers and parents must communicate to establish goals for each child. When we work together, the children benefit the most.

Note to Parents: Your child's daily schedule will be posted inside the classroom and a copy will be made available to you upon request.

CONSENT FORM

Please complete all sections.

Date: _____ (MM/DD/YY)

SECTION 1. PARENT HANDBOOK

I have read and understand the Parent Handbook and agree to abide by the policies and procedures as stated.

Parent/Guardian Initials _____

SECTION 2. PHOTOGRAPHING - VIDEOTAPING

By enrolling at the program, I agree that photos or videos of my child may be used for security or promotional reasons, or for any other motive desired by the program.

Parent/Guardian Initials _____

SECTION 3. EDUCATIONAL FIELD TRIPS - WALKS

By enrolling at the program, I grant permission for my child/ren to take part in all field trips and walks. Further, I understand that these outside activities are obligatory and part of the curriculum.

Parent/Guardian Initials _____

SECTION 4. SCREENINGS - EVALUATIONS

By enrolling at the program, I agree that developmental screenings and evaluations will be conducted on my child. These assessments may include: speech and language, occupational therapy, social-emotional support, dental, vision and hearing.

Parent/Guardian Initials _____

Name of Child (please print)

DOB of Child (MM/DD/YY)

Name of Child (please print)

DOB of Child (MM/DD/YY)

Name of Child (please print)

DOB of Child (MM/DD/YY)

A copy of this form must be placed in the child's file



USE OF ARTWORK AGREEMENT

Please complete all sections.

CHILD'S NAME: _____ DOB: _____

I irrevocably grant to ACCA Child Development Center permission to use artwork created by my child while attending the program for the purpose of fundraising, advertisement, promotion and/or for any other reason. I waive the right to inspect or approve versions of the artwork used for publication or the written copy that may be used in connection with the artwork.

I release the program from any claims that may arise regarding the use of the artwork, including any claims of defamation, invasion of privacy, or infringement of moral rights, rights of publicity or copyright. The program is permitted, although not obligated, to include my child's name as a credit in connection with the artwork.

The program is not obligated to utilize any of the rights granted in this Agreement.

I have read and understand this agreement and I am over the age of 18. I am the parent or guardian of [CHILD'S NAME] _____, and I have the legal right to consent to and do consent to the terms and conditions of this release.

This agreement expresses the complete understanding of the parties.

Name: _____ Date: _____

Signature: _____

Address: _____

Witness Signature: _____

Witness Printed Name: _____ Date: _____

Witness' Position: _____

A copy of this form must be placed in the child's file