

Parent Handbook

► 2025-2026

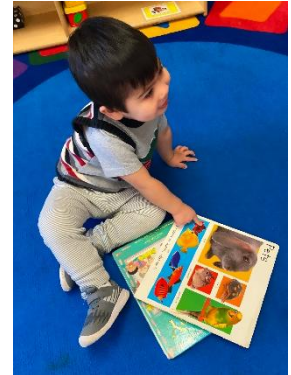


ACCA Child Development Center

PLAY - EXPLORE - LEARN - GROW

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INTRODUCTION

Welcome to the ACCA Child Development Center (ACCA CDC)!

Thank you for selecting our high-quality, nationally accredited early education program. Your trust is invaluable to us, and we are dedicated to upholding it daily. We strive to create a nurturing and enriching environment that not only provides peace of mind but also fosters a meaningful relationship between our educators, your family, and your child.

This handbook offers an overview of what to expect while your child is in our care, highlighting the key policies and practices that guide our program. We ask that you please adhere to these important policies to ensure a safe and supportive environment for all children.

We recognize that every child, parent, and educator brings unique strengths, interests, and needs, which shape our commitment to fostering each individual's full potential. Choosing our program starts a partnership and a transformative journey through your child's crucial early years. We view parents and staff as essential collaborators in providing enriching developmental experiences, fostering a warm, inclusive environment that extends the nurturing warmth of home. Our experienced team is always available to provide insights into your child's educational and developmental progress, ensuring families are valued as the foundation of a strong community.

As part of the Annandale Christian Community for Action (ACCA, Inc.)—a 501(c)(3) nonprofit established in 1967 and supported by 27 local churches—we are deeply grateful for the generosity that fuels our continued success and growth.

If you have any questions about this handbook, please do not hesitate to reach out to a member of our management team. We welcome your feedback and encourage your active participation. Together, we can provide your child with a rewarding and enriching educational experience.



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. According to our center's state license, we are authorized to care for 290 children, ranging in age from 3 months to 12 years.

PHILOSOPHY

Committed to nurturing the development of the whole child, we believe all children have an innate potential to learn. Recognizing that an engaging environment and robust family and community support are essential for young children to thrive, our goals focus on helping children become contributing members of society and lifelong learners. Our program provides research-based, stimulating, and age-appropriate early educational experiences that promote social, emotional, cognitive, and physical development. Our teachers lead by example, employ best practices, and encourage creativity, choice, and discovery in an inclusive environment that values each child's uniqueness. In essence, we endeavor for children to **PLAY, EXPLORE, LEARN, and GROW.**

ORGANIZATIONAL VISION & VALUES

Striving to be a transformative force in early childhood education, we create inclusive environments where children and educators can reach their full potential. Through strong partnerships with families and communities, we aim to foster children's cognitive and emotional growth while helping them develop the resilience and skills necessary for success. Together, we seek to shape future generations of empathetic thinkers, innovators, and leaders—one child at a time.

We endeavor to achieve excellence, believing that every individual can positively influence our program. Consequently, we foster a culture of professionalism, innovation, respect, communication, teamwork, and integrity.

PROGRAM

Our program employs The Creative Curriculum (CC) to ensure children are ready for kindergarten through engaging, nurturing, and developmentally appropriate educational experiences.

We are accredited by the National Association for the Education of Young Children (NAEYC) and licensed by the Commonwealth of Virginia. Additionally, we participate in the Virginia Preschool Initiative and Virginia Quality state programs to improve early education outcomes. To enrich our curriculum and enhance the professional development of our educators, we collaborate with the Wolf Trap Institute for Early Learning through the Arts, Reading is Fundamental, the Fairfax County Early Childhood Programs and Services, Child Care Aware of America, the Virginia Early Childhood Foundation, Zero to Three, and several universities. We also maintain strong relationships with community partners such as Fairfax County Public Schools, local health agencies, and family service providers. We refer parents to these services as needed and invite community organizations to participate in our events. These partnerships help ensure families have access to needed support and resources.

TEACHING STAFF

Our educators participate in ongoing professional development to ensure high-quality care and education. Teachers receive training in developmentally appropriate practices, trauma-informed care, and social-emotional development aligned with NAEYC standards and the Classroom Assessment Scoring System (CLASS). New teaching staff are supported through comprehensive onboarding and mentoring, engaging in reflective supervision and receiving regular feedback through observations and annual performance evaluations.

Our individualized teaching practices are rooted in ongoing observation and assessment, allowing teachers to respond thoughtfully to each child's interests, strengths, and developmental needs. By intentionally planning activities grounded in these observations, we create responsive learning experiences that foster engagement and support children to take ownership of their growth. Teachers scaffold learning by posing open-ended questions, modeling skills, and facilitating hands-on, concrete experiences—practices that encourage problem-solving, language acquisition, and active exploration.

We balance child-initiated and teacher-guided activities to nurture holistic growth across cognitive, social-emotional, physical, and creative domains. Children are empowered to make choices, express themselves, and pursue their own interests, building confidence and independence. At the same time, teachers introduce new concepts and guide group experiences that extend learning and promote inclusion. This balanced, evidence-based approach creates a supportive classroom community that honors each child's unique developmental journey.

Our teachers strive to:

- Know each child as an individual.
- Observe and record the abilities of each child.
- Ensure the safety of children and others by using personal protective equipment (PPE), consistently sanitizing classrooms and common areas, and closely monitoring the health of everyone in the program, focusing on identifying communicable diseases.
- 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 differences by having our team of special needs experts provide child-specific recommendations for parents and teachers to follow.

Our commitment extends to ethical leadership, continuous improvement, and transparent operations. We also conduct annual family satisfaction surveys and review feedback from CLASS and NAEYC, using these insights to update our practices and ensure ongoing quality.



PARENTAL INVOLVEMENT

Family involvement is vital for the overall development of young children. As their children's first educators, parents have a unique opportunity to nurture their growth and advocate for their education. We believe a strong partnership between families and teachers is essential to maximizing each child's potential. We encourage parents to engage with our teachers to build trust and ongoing collaboration. This involvement can take many forms, such as attending school events, participating in parent-teacher conferences, and supporting learning activities at home.

To further enhance this important process, we employ Brightwheel, a user-friendly mobile app designed to improve communication between families and our program. It enables teachers to efficiently manage their classrooms, monitor and track each child, share photos and videos, and communicate with families. As a parent, you may receive private, real-time updates about your child directly to your mobile device throughout the day. Additionally, the app allows you to message teachers or administrators, make payments, and check your child in and out.



Parents have indicated that Brightwheel provides invaluable peace of mind. We recognize the difficulty of being apart from your child each day. This app lets you remain connected and engaged with your child's development.

Please take a moment each day to update the teacher on any new information about your child, such as sleep or eating habits. The more we know, the better we can provide high-quality care!

Our open-door policy allows parents to visit the classroom in person. To ensure a smooth experience, please coordinate your visit with your child's teacher to avoid disrupting classroom routines. You are also welcome to participate in classroom activities, such as celebrating your child's birthday or reading a book to the class.

Parent-teacher conferences are held at least twice a year. If you need to schedule an additional meeting, you can request one. These conferences are arranged through Brightwheel and can be conducted either in person or via Zoom.

Moreover, we use both formal and informal assessment tools to monitor each child's development. Educators observe and document children's learning, utilizing assessment tools such as the Ages and Stages Questionnaire (ASQ) and Teaching Strategies GOLD to evaluate progress. The results of these assessments help us individualize learning and are shared with parents during conferences and through ongoing communication. Families are encouraged to contribute their insights to support a comprehensive understanding of their child's development.

As a nonprofit organization, we believe that collaboration between families and our program is essential in building a strong and supportive learning community. We actively encourage parents to volunteer with us, recognizing that your involvement not only strengthens our mission but also forges deeper connections within the center. Whether you are assisting with classroom activities, sharing your unique skills, or supporting special events, your participation enriches our program and enhances the experiences we can offer to all children.

By volunteering, you provide a powerful, positive example for your child—demonstrating the value of community service, teamwork, and lifelong learning. We welcome your engagement and are eager to help you find meaningful ways to contribute. For more information about volunteer opportunities, please reach out to our Executive Director or Education Program Manager. Your support truly makes a difference in the lives of our children.

NON-DISCRIMINATION

We are an equal opportunity provider and employer. We do not discriminate in our services or hiring practices based on race, color, gender, sexual identity, religion, age, physical or mental disability, veteran status, national or ethnic origin, or any other criteria protected by federal, state, or local laws. Our organization is committed to creating an environment that values and respects each person. Therefore, we actively promote diversity, equity, and inclusion in all our operations and interactions. In addition, we aim to adhere to the stipulations of the Americans with Disabilities Act (ADA). If you have any concerns about discrimination or accessibility, please report them promptly to the Executive Director.

To submit a complaint of discrimination concerning our program's U.S. Department of Agriculture (USDA) food service, please address your correspondence to the Director, Office of Civil Rights, USDA, 1400 Independence Avenue SW, Washington, DC 20250-9510. Alternatively, you may also call (800) 795-3272 or (202) 720-6382 (TTY).

FRATERNIZATION WITH OR GIFTS FOR STAFF

Parents, including those who are part of the staff, are prohibited from offering program employees gifts, money, services, or any gratuity, as well as from socializing with teachers or hiring them as babysitters. These actions can create an appearance of favoritism and lead to conflicts of interest, undermining the program's integrity. By maintaining professional interactions, all parties contribute to a fair and unbiased learning environment where decisions are based solely on merit and established policies.

ARRIVAL OR DEPARTURE



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

To help your child have a successful and comfortable day, we ask that children arrive well-rested, clean, and ready to participate in all planned activities. Please dress your child in clothing that is both appropriate for the season and suitable for active play and hands-on learning, including closed-toe shoes and layers as needed. These simple preparations help children feel confident and able to engage fully, while also supporting their health, safety, and independence. By being attentive to these guidelines, families contribute to smooth daily routines and support clear, effective communication between home and school.

If you arrive after 9:30 a.m., you may need to wait until the children return from outdoor play or complete a scheduled activity before dropping off your child. After this time, teachers are typically engaged in leading learning experiences, which makes it difficult for them to safely receive late arrivals and support a smooth transition into the classroom. Arriving late can disrupt the flow of the class and may pose safety concerns for both your child and the group already in session.

Late arrivals can impact staffing ratios and lunch and snack counts, which are finalized by 9:30 a.m. On field trip days, there may not be staff available to supervise children who are late. If you anticipate being delayed, please notify us as early as possible by calling 703-256-0100 or messaging us through Brightwheel so we can assess the situation and ensure adequate staffing. Please keep in mind that repeated late arrivals may result in your child being unable to attend that day or could affect your child's continued enrollment.

When dropping off or picking up your child, please refrain from socializing in program entrances and common areas, especially with teachers. We also request that parents refrain from using cell phones during

this time and focus solely on their children's safe transition. Parents are responsible for supervising their children during drop-off and pick-up. Children should not be left alone in cars or allowed to roam our facilities and parking lots unsupervised.

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

ARRIVAL:

- If you drive, park your car in an available parking space and turn it off. Idling vehicles are not allowed.
- Infants and toddlers will be dropped off directly at the Infant Toddler Building at 4175 Daniels Avenue. Parents must take their child to the assigned classroom, where a staff member will conduct a daily health check and receive the child. Should an infant or toddler have a sibling attending preschool, parents should drop their preschool child in their classroom and then proceed to the Infant Toddler Building to drop younger siblings.
- Parents with one child in preschool should park in an available space in the preschool parking lot and walk their child to the classroom in the Preschool Building. Please wait for a staff member to greet your child and conduct a daily health check before signing in. Remember to complete the sign-in procedures before leaving the building.
- Parents must log their children's attendance using Brightwheel, respond to the health screening questions, and show the completion of this task to the teacher receiving the child.
- When dropping off your child, please share any important information about their health, medications, or any accidents that occurred at home with the staff member who receives your child.

DEPARTURE:

- Please park your car in an available space and turn off the engine. Idling vehicles are not permitted.
- Parents must pick up infants and toddlers directly from their assigned classrooms.
- If you have children in the Infant Toddler and Preschool Buildings, please pick up your infant or toddler first, then get your older child.
- For children attending the Preschool Building, pick them up from their classroom or the main playground.
- You must sign your child out using the Brightwheel app and show the completed process to the teacher releasing your child. Conduct a health check together and raise any concerns.
- Once you receive your child, you are fully responsible for supervising them while they are in our facilities.

Parents will incur a late fee of \$5.00 per child for any pick-up between 5:35 p.m. and 6:00 p.m. An additional fee of \$2.00 per child will be charged for each minute past 6:00 p.m. These fees will be added to your tuition bill for the following week. Please note that the lateness policies apply even when we open or close early.

If you expect to pick up your child late, please notify us at 703-256-0100. If neither you nor the individuals listed on your child's emergency contact form can pick up your child, arrange for someone else to do so by sending a message through Brightwheel. Include the person's full name, phone number, and email in your message. Please ensure the person picking up your child is prepared to show a valid photo ID (e.g., driver's license) and contact the main office to add them to the list of people authorized to pick up your child. If you do not notify us, our staff will call the individuals listed on the emergency contact form to request they pick up your child. Therefore, ensure your emergency contacts are up to date.

If we cannot reach you or your emergency contacts, we are legally obligated to involve the police. Additionally, all emergency contacts must be registered and have accounts on Brightwheel.

WHAT TO BRING? - WHAT NOT TO BRING?

- Dress your child in comfortable clothing and flexible shoes. Your child should have extra clothes, including shoes, each day. If your child comes home wearing their spare clothes, please replace them for the next day.
- For safety reasons, children must wear closed-toe, supportive shoes while attending the program. Open-toed shoes, Crocs, flip-flops, and footwear with slick soles—such as heavy leather shoes—are not permitted, as they increase the risk of falls or injuries. Proper shoes are especially important for infants and toddlers learning to walk, as they support balance and mobility. Inadequate footwear may also hinder a child's ability to respond quickly during emergencies such as fire drills or shelter-in-place situations.
- Use a permanent marker to label all removable clothing with your child's name, including jackets, sweaters, mittens, and hats.
- To ensure a safe and distraction-free environment, children are not permitted to bring food, candy, toys, or money from home. Parents and guardians must ensure that children arrive without these items.
- Children are not allowed to wear jewelry while at the program. We are not responsible for any loss or damage. Jewelry can pose a safety risk in group settings and may lead to accidents.
- Parents of infants should bring disposable diapers, extra clothing, pacifiers, and milk bottles, all clearly labeled.
- Parents must avoid bringing lotions, Vaseline, talcum powder, wipes, crib sheets, or blankets. If your infant has a special blanket, it must be clearly labeled and washed weekly or whenever it becomes soiled.

PAYING FOR SERVICE

ACCA CDC is supported by donations from both public and private benefactors, which help offset the cost of care for all enrolled children. For parents eligible for the Fairfax County Child Care Assistance and Referral (CCAR) program, fees are determined on a sliding scale based on income. Additionally, we partner with Child Care Subsidies for Federal Employees to provide funding opportunities for qualifying parents. Our program also welcomes families who are able to pay full tuition.

If you are a CCAR parent, please provide or update the information below, especially if there have been any changes, 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 information referenced above is legally mandated, making it essential for parents to provide accurate and current details. Any discrepancies or falsehoods may lead to the withdrawal of your child from the program. Parents are responsible for regularly reviewing and updating this information to ensure compliance.

TUITION & FEES

SERVICE	AGE	SCHEDULE	WEEKLY RATE
INFANTS	3-15 Months	Full-Time	\$551
TODDLERS	16-24 Months	Full-Time	\$474
PRESCHOOLERS	2-5 Years	Full-Time	\$412
SCHOOLAGERS	6-12 Years	Full-Time	\$335
PT PRESCHOOLERS	3-5 Years	M-W-F (Part-Time)	\$309
PT PRESCHOOLERS	3-5 Years	T-TH (Part-Time)	\$206
WAIT LIST FEE		One-Time	\$25
REGISTRATION FEE		Yearly	\$100

Billing for services is conducted monthly, with payments due on the 1st day of each month. Please ensure that all payments are made through Brightwheel.

At the time of enrollment, parents are required to pay a security deposit equal to one week's worth of service. Additionally, please be aware that tuition refunds will not be issued for emergency closings.

CLOSINGS & DELAYS

After 6:00 a.m., parents can find information about closures or delays on Brightwheel, our website (www.accacdc.org), and the program's Facebook page.

EMERGENCY SAFETY PLAN

Ensuring the safety of your children is our highest priority. In a child-related emergency, we will promptly contact the parent, call 911, and send a text through Brightwheel. We will evacuate for emergencies related to the program's buildings, such as a fire. If a dangerous situation occurs outside the program, like a tornado, we will move the children to a secure location within the facility and lock the doors.

We conduct regular fire and emergency drills to ensure that staff and children are familiar with safety procedures and can respond effectively in actual emergencies. These drills reinforce preparedness and cooperation among everyone in our facilities. During drills, please follow the posted signs at the entrance doors, as they provide important guidance. Be aware that access to and from our buildings may be restricted depending on the nature of the emergency until the situation is resolved. Your cooperation in following these protocols is essential for maintaining a safe environment for all. Regular participation helps build confidence and ensures everyone's safety during emergencies.

Both of our buildings have emergency supplies, including food, bottled water, diapers, and formula. Staff will remain with the children until the parents arrive. We will notify parents by phone and Brightwheel, so please ensure we have your most current contact information.

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. Parents must pay full fee rates for days missed beyond the permitted absences.

Families utilizing the Virginia tuition subsidy must use their state cards to report attendance, absences, and holidays. Please ensure these transactions are processed after children are dropped off or picked up. Parents who do not complete these processes correctly may be charged at full-fee rates.

Tuition will continue to be charged for any days your child is absent while the center is open and operating. This policy ensures your child's spot remains secure. Full-fee parents, in particular, are reminded that regular billing applies even during absences. Additionally, spaces cannot be held or reserved during elective absences, such as vacations or personal days.

Our goal is to ensure fairness and predictability in billing for all enrolled families, allowing everyone to plan their finances with confidence. Consistent tuition policies provide a stable financial foundation, enabling us to allocate resources efficiently—whether for staffing, educational materials, or enriching programming. This approach helps us meet the needs of each student and uphold the standards of our educational program.



CHILDREN'S CONFIDENTIAL RECORDS

Children's files are confidential and securely stored in a locked location. These records must not be shared or discussed with other parents, children, unauthorized staff, or external parties. Only approved personnel may access or share this information for purposes directly related to the program.

Confidential information includes all written and verbal communication regarding the child and their family, such as:

- Contact information (e.g., address, phone number, email)
- Developmental disabilities and assessments
- Health and immunization records
- Emergency contacts
- Financial information
- Behavioral observations and incident reports
- Attendance records

The content of each child's health and safety file is confidential but accessible immediately upon request. It may include, but is not limited to, the following information:

- Program administrators and educators who have documented consent from a parent or legal guardian to access the records
- The child's parent(s) or legal guardian(s)
- Regulatory and licensing authorities, as required by law

Staff members receive training on confidentiality and are required to follow all policies and legal obligations regarding the protection of children's records. Any breach of this confidentiality policy will be taken seriously and addressed in accordance with program and regulatory procedures.

We encourage families to contact program administrators if they have questions about how their child's records are handled or who may access them.

DISRUPTIVE INDIVIDUALS

To maintain a safe and respectful environment for children, parents, and staff on or near our campus, we may contact police in response to disruptive, menacing, destructive, or dangerous behavior. Any individual engaging in such conduct—including verbal abuse, physical aggression, intimidation, or property damage—may be barred from the program, temporarily or permanently, at the Executive Director's discretion. In these cases, the child associated with the family may also be disenrolled. This would not be a disciplinary response to the child, but a measure taken in exceptional circumstances to safeguard the well-being of our entire community.

DISENROLLMENT

We are dedicated to inclusion, partnering with families, and fostering each child's growth and development. We do not use disenrollment as a disciplinary action and make every effort to provide individualized support while collaborating with families before any separation is considered.

However, there are cases in which continued enrollment may no longer be in the best interest of the child, and disenrollment may become necessary. Such situations may include, but are not limited to:

- After exploring all reasonable supports, the program determines it cannot meet the child's developmental or behavioral needs in a way that promotes their success and well-being.
- The child poses a risk of harm to themselves, others, or staff through repeated aggressive or unsafe behavior.

- A parent or guardian exhibits threatening, harassing, or otherwise inappropriate behavior toward staff, other families, or children.
- Persistent failure by the parent, guardian, or child to comply with program policies.
- Non-compliance with requirements set by local, state, or federal regulations.
- Knowingly omitting or falsifying information regarding the child's behavior, developmental needs, or medical history.
- Repeated non-payment of tuition or fees without timely resolution.

When disenrollment is being considered, we strive to communicate openly with families, thoroughly document all concerns, and offer referrals or guidance to support a smooth transition whenever possible. Families will be notified in writing of any disenrollment decision, with all related documentation maintained in the child's record. Our goal remains to partner with families to ensure every child receives the support necessary to thrive in a safe and nurturing environment.

VOLUNTARY WITHDRAWAL

If you plan to withdraw your child from the program, you must submit a Withdrawal Form providing at least two weeks' notice, equivalent to 10 business days, excluding weekends and holidays.

The security deposit will cover any outstanding balance. If the deposit is insufficient, you will be billed for the remaining amount. Failure to submit the Withdrawal Form will result in loss of the security deposit, and you will be charged at full fee rates. Unpaid fees will be reported to CCAR. If there is any remaining security deposit after all charges have been covered, it will be refunded within 30 days of your child's final day in the program, provided you have followed the correct withdrawal procedure.



Please ensure you take your child's portfolio when withdrawing. Portfolios not collected within 30 days will be shredded.

DISCIPLINE POLICY

We are committed to fostering a safe, supportive, and inclusive environment where all children can thrive. Our discipline policy emphasizes positive behavior and emotional growth while minimizing suspension, expulsion, seclusion, or other exclusionary measures. This policy is clearly communicated to staff and families and reinforced through training to ensure consistent application. Our goal is to support children's development using proactive, developmentally appropriate strategies to address challenging behaviors within a nurturing atmosphere.

In addition, our policy complies with applicable federal and state civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, or age. By adhering to these legal standards, we aim to create an equitable learning environment for every child in our care.

Conditions for Exclusionary Measures

Suspension, expulsion, or other exclusionary actions will only be considered under extreme and specific circumstances, such as when a child's behavior poses a serious and imminent safety risk to themselves or others and cannot be managed through reasonable modifications or supports.

Steps Before Considering Exclusion

Before any exclusionary measure is considered, the following steps will be taken:

- Comprehensive observation and documentation of the child's behavior and potential triggers.
- Collaboration with the family to understand and support the child's needs.

- Implementation of a Behavior Support Plan tailored to the individual child.
- Consultation with specialists or early intervention services, when appropriate.
- Adjustment of classroom strategies, staffing, and environmental supports to promote positive behavior.

Final Consideration of Exclusion

Exclusion will only be considered after all available interventions and supports have been exhausted, and with documented agreement among program leadership, teaching staff, and the family that temporary exclusion is in the child's best interest.

Support for Families

If exclusion becomes necessary, our program will:

- Provide referrals and assist the family in accessing specialized services.
- Support the transition to an alternative, appropriate placement.
- Maintain communication and collaboration with external professionals and agencies involved with the child.

ADDRESSING PARENTAL CONCERNS

We value open and respectful communication and strive to build strong, collaborative relationships with parents. We recognize that differences of opinion or misunderstandings may occasionally arise, and we are committed to resolving these situations in a way that supports each child's well-being while maintaining mutual respect. To facilitate this, we have established clear procedures for addressing concerns, involving progressive steps to ensure that all issues are heard, understood, and resolved constructively.

Step 1: Informal Discussion with Staff

If you have a concern or disagreement, we encourage you to first speak directly with your child's primary teacher or caregiver. Open and honest communication often leads to quick and effective resolutions.

Step 2: Meeting with Senior Managers

If the issue remains unresolved after the initial conversation or if further clarification is needed, the next step is to schedule a meeting with the Education Program Manager or Executive Director. This formal discussion allows for a deeper examination of the concerns, documentation, and the development of an agreed-upon action plan.

Step 3: Formal Written Grievance (if needed)

In the rare case that concerns are still unresolved, families may submit a written grievance to the Executive Director. A formal review will be conducted, which may include input from all involved parties and consultation with outside experts if necessary. A written response will be provided, outlining any decisions or next steps.

Throughout this process, we are dedicated to listening with empathy, maintaining confidentiality, and collaborating to find resolutions that prioritize the child's best interests. We encourage families to raise concerns early, as prompt attention often leads to the most positive outcomes.

PHOTOGRAPHY & VIDEO GUIDELINES

In our program, we capture images and videos of children for various purposes. For example, teachers may take photos to update Brightwheel, create bulletin boards, or support developmental assessments. Additionally, some pictures and videos are used for promotional activities, professional development, and related work tasks. No photos or videos are monetized.

We do not control photographs or videos taken by participants at events open to parents, community members, and the media. Such public events include, but are not limited to, school performances,

graduations, class parties, or field trips. Family members of enrolled children are also welcome to take pictures during regular school days. Furthermore, official representatives from volunteer groups, funding organizations, government agencies, corporations, and other nonprofit partners may photograph or film the children.

Our program operates a comprehensive CCTV system that monitors the interior and exterior of our facilities 24/7, capturing both audio and video. Staff actively oversee the feeds to ensure the safety of children and personnel. Real-time monitoring helps prevent incidents and provides parents with peace of mind, knowing their children are under continuous supervision. This transparency fosters trust between the program and families. Recorded footage also aids in addressing any concerns and enhances operational efficiency by optimizing staff deployment and resource management.

POSITIVE BEHAVIOR GUIDANCE

We believe that strong, positive relationships are the foundation for learning and development. Teachers intentionally build trusting relationships with each child through consistent caregiving, warm interactions, and respectful communication, fostering the child's sense of security. Educators engage with children at their level, respond sensitively to cues, and support friendships among peers. Each classroom is designed to promote a sense of belonging, safety, and connection.

In our program, teachers use constructive and positive techniques to guide children's behavior. Our goal is to foster self-regulation, social competence, and empathy while supporting children's growth and development.

The strategies we implement include:

- **Redirection:** Guiding children's attention toward more appropriate activities when conflicts or undesired behaviors arise.
- **Anticipation of challenges:** Proactively arranging the environment and schedule to minimize disruptions and behavioral issues.
- **Natural consequences:** Allowing children to experience the outcomes of their choices in a way that helps them understand the impact of their actions.
- **Modeling appropriate behavior:** Demonstrating respectful and caring interactions with peers and adults.
- **Problem-solving guidance:** Teaching children to resolve conflicts through communication, cooperation, and compromise, always considering their developmental level.

Our staff's role is to teach and guide children in developing self-control and respectful relationships with peers and adults. Guidance measures are clear, consistent, and easy to understand, promoting positive behavior while respecting each child's dignity. We recognize that behavior is a form of communication, and our staff work to understand the underlying messages children express. Since behavior is learned, staff strive to create environments where children feel safe, valued, and supported in making positive choices.

Rather than focusing on punishment, the Positive Guidance Techniques we use include:

- **Encourage positive choices:** Teachers show children alternatives to undesired behavior instead of simply saying "no."
- **Engage children in problem-solving:** We encourage them to discuss their feelings, reflect on their choices, and collaboratively resolve conflicts. This approach promotes critical thinking and empathy, which are essential for healthy social and emotional development.
- **Support emotional regulation:** If a child becomes disruptive, we offer a break from the activity to help them regain emotional control. Staff consistently support the child by explaining the purpose of the break and providing a supportive environment where the child is given space to self-regulate.

Collaboration with families is vital. We believe that parents are partners in guiding children's behavior. If disruptive behavior persists, staff will meet with parents to collaboratively discuss the best strategies to support the child's social-emotional development. This may include developing a behavior support plan that

outlines specific strategies for staff and families to follow consistently. We approach all discussions with families respectfully and solution-focused, emphasizing the child's well-being and success.

In cases where additional support is needed, a meeting with the Executive Director may be arranged to ensure a collaborative approach to addressing the child's needs. This meeting provides an opportunity to discuss the situation in detail, explore possible interventions, and develop a tailored plan that prioritizes the well-being and growth of the child. Furthermore, when appropriate, referrals for outside services such as counseling, therapy, or specialized educational resources may be recommended to provide comprehensive support beyond what can be offered internally. Our philosophy centers on offering guidance and understanding, rather than punitive measures, especially when behaviors arise from developmental challenges. We recognize that these behaviors are often expressions of underlying needs or difficulties, and by approaching them with empathy and support, we aim to foster a positive environment where children feel encouraged to grow and succeed.

In compliance with NAEYC standards, our staff will never use physical punishment, threats, humiliation, or any form of emotional abuse. Corporal punishment, withholding basic needs such as food or bathroom access, and belittling language are strictly prohibited. Staff will guide children with kindness, respect, and care, recognizing that all behavior is communication and a learning opportunity.

In rare instances where a child's behavior poses a danger to themselves or others—such as hitting, biting, or kicking—staff may gently restrain the child using comforting and supportive techniques until they calm down, always prioritizing the child's well-being. This intervention is intended solely to ensure safety, not to control or punish, and is accompanied by soothing words to help the child regain composure. Staff are trained in de-escalation methods to prevent such incidents whenever possible, and afterward, they collaborate with families to address triggers and create personalized support plans that promote the child's emotional regulation and maintain a safe, caring classroom environment.

In accordance with Virginia law, any suspected child abuse or neglect—including concerns involving staff or families—must be reported to Child Protective Services within 24 hours to ensure the safety of every child in our care. Our staff are thoroughly trained in mandated reporting procedures, enabling them to recognize signs of abuse and respond appropriately with sensitivity and professionalism. When concerns arise, staff promptly notify our Executive Director or Education Program Manager, who coordinates a timely investigation in collaboration with child welfare authorities. We are committed to maintaining a safe and nurturing environment, prioritizing transparency, confidentiality, and support for families.



CHILDREN SERVICES

We welcome and support children of all abilities. Our inclusive approach ensures each child can participate fully in classroom activities with appropriate modifications and assistance. We work closely with therapists and service providers and collaborate with families to develop individualized strategies. ACCA CDC believes that diversity strengthens our community, and all children deserve to thrive.

Our Curriculum Coordinators play a central role in fostering inclusive practices by supporting our teachers in better understanding each child's individualized needs. This includes aligning Individualized Education Plans (IEP) and Individualized Family Service Plans (IFSP) with our curriculum to ensure every child receives apt support. We follow a multi-tiered approach based on the Pyramid Model and CSEFEL (Center on the Social and Emotional Foundations for Early Learning), ensuring that children with varying needs receive appropriate interventions.

To better support families, we employ a comprehensive screening and case management approach for children with needs affecting their education or development. These services are offered in collaboration with parents, and our early intervention team works closely with teachers to implement recommended interventions. Upon enrollment, parents agree to these services and commit to following up promptly to ensure their children receive the necessary support for success.

We are committed to ADA compliance through inclusive practices that, within our possibilities, prevent discrimination based on a child's abilities or developmental needs. Our developmental screenings and individualized support strategies aim to ensure educational access by fostering a supportive learning environment through collaboration with parents and early intervention services.

We are dedicated to supporting every child's growth and development through comprehensive developmental screenings and strategic partnerships with services like Child Find and Infant and Toddler Connection, and Fairfax County Public Schools (FCPS). These collaborations enable us to identify and address developmental or educational needs early, ensuring that children receive the specialized support they need to thrive. By working closely with our partners and case management team, we facilitate referrals for specialized evaluations and services for children with special needs.

For families residing outside Fairfax County, services must be sought through the local jurisdiction. Additionally, our teachers work closely with an assigned Early Childhood Resource Teacher from FCPS to develop or implement individualized education plans (IEPs) that address each child's unique developmental needs.

When a teacher has concerns about a child's emotional, behavioral, physical, or developmental progress, we follow a structured process for timely intervention and family collaboration:

1. **Initial Consultation:** Once a concern is identified, the teacher will schedule an initial consultation with the parents to discuss the results of developmental screenings. During this meeting, we share any concerns and offer necessary referrals to services such as Child Find or Infant and Toddler Connection. Parents are responsible for initiating and following through with these services and must agree to the services if offered.
2. **Evaluation and Referrals:** If concerns persist and parents have followed through with accessing services, we will continue working with them and relevant professionals. We use information from the child's IEP or Individualized Family Service Plan to tailor our curriculum and customize the learning experience, ensuring the child's developmental needs are met.
3. **Collaborative Meeting:** If, after receiving services, there is no improvement or further concerns arise, a meeting with the parents, our case management team, and the Education Program Manager will be scheduled. During this meeting, we will reassess the situation, review the status

of any external services the child is receiving, and make recommendations for additional support if necessary.

4. **Alternative Support:** If, after completing all steps, or if the parents have failed to secure the necessary services and we cannot meet the child's needs due to limited resources, we may recommend further assessments or services. Failure to complete the process or obtain the required services may result in termination of services at our program, as we must ensure that the child's needs are adequately met for their development and well-being.

This multi-tiered approach ensures that every child receives personalized support, creating an inclusive environment where all children can thrive regardless of their needs.



HEALTH REQUIREMENTS

PHYSICALS & IMMUNIZATION

Virginia requires that each child have a physical examination before admission. In addition, parents should submit documentation that each child has received the immunizations required by the State Board of Health before the child can attend the program.

According to Virginia regulations, documentation of immunizations is not required for any children whose (I) parent submits an affidavit to the program on the form entitled Certification of Religious Exemption stating that the administration of immunizing agents conflicts with the parent's or child's religious tenets or practices, or (II) physician or local health department states on a MCH 213B or MCH 213C, or other Department of Health-approved form that one or more of the required immunizations may be detrimental to the child's health.

Parents should submit documentation of additional immunizations for children under the age of two every six months. For children between their fourth and sixth birthdays, documentation should be submitted once each year.

NO ADMISSION OF ILL CHILDREN

If your child will not attend the program because of illness, please call the main office before 9:30 a.m. at 703-256-0100 or send a message through Brightwheel. To return, the child must either be fever-free without medication for 24 hours or submit a doctor's note confirming that normal activities may be resumed, which should include the following information:

- Child's full name
- Child's date of birth
- Date seen by doctor
- Date cleared to return to school
- Statement verifying child has a non-communicable ailment

To protect the health and well-being of all children, any child with the following conditions will not be admitted. If a child already in the program is found to have one of these conditions, parents will be notified and must pick them up within two hours (no exceptions):

We are currently implementing a test-to-stay approach for any COVID-related symptom as established by the Centers for Disease Control and Prevention, including:

- Chills
- Loss of taste or smell
- Muscle aches
- Fever of 101°F or higher
- Dry cough or sore throat
- Shortness of breath
- To return, the child must be fever-free without medication for 24 hours, or the parent must provide a doctor's note confirming that normal activities may be resumed.
- Diarrhea, two or more episodes (watery or greenish bowel movements that look different and are much more frequent than usual), especially those that 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.
- Parents must inform the program if their child is diagnosed with a communicable disease, such as measles or MRSA. The child may return to the program only with a doctor's note confirming that they are no longer contagious.
- 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 their bedding and clothing have been laundered in hot water.
- Household furnishings and car seats have been treated with a product that kills lice.
- Signs of dehydration.
- Untreated children are 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 may be determined by our Executive Director or the Education Program Manager.

For treatment and 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 DOE Standards for Licensed Child Day Centers.

We will contact you immediately if your child becomes ill or is injured in the program. Please update your contact information so we can reach you in an emergency. You must pick up your child within two hours of our notification.

Our staff will administer medication only with a doctor's order and if the child is cleared to attend the program. According to Virginia regulations, we can provide current prescription medications with a pharmacy label and the child's name, given we have parental permission. Staff will also administer over-the-counter medications that a parent brings with a note from the child's doctor. Parents must complete a Medication Permission Form, which includes dosage amounts and administration times, along with the necessary doctor's note. All medication and supporting documentation must be submitted to the main office, and parents should call in advance to ensure social distancing protocols are followed during drop-off and pick-up. Additionally, parents must sign the medication log to indicate when the child last received a dose and must drop off and pick up medication daily.



NUTRITION INFORMATION

Our nutrition program follows the standards set by the U.S. Department of Agriculture (USDA). All meals are prepared in-house.

We do not force children to eat but encourage them to try various foods by offering small tastes of unfamiliar or disliked items. Additional food is available should a child request it. We also teach children about good nutrition and guide them in developing appropriate table manners. Mealtimes are designed to be relaxed and enjoyable, with teachers fostering conversation and serving as role models. Parents can support this process by encouraging good manners, ensuring children sit at the table for meals, and offering diverse foods. Involving your child in cooking and setting the table can also provide valuable learning experiences.

For children requiring special dietary accommodations, parents and the child's doctor must complete the "Statement for Special Diet Prescription Form," as required by the Virginia Department of Health (VDH), USDA, and the Child and Adult Care Food Program. Once we receive the form, we will determine whether we can accommodate the dietary change or if parents will need to provide the food. Please allow us up to five business days to review and process the special dietary request. Additionally, meals provided by our program do not include pork products.



The following outlines our daily meal and snack schedule:

BREAKFAST

- Children are served breakfast between 8:00 a.m. and 9:00 a.m.
- We offer various menus, including milk, juice, bread, cereals, fruits, and pancakes.
 - It is crucial that your child arrives on time for breakfast. If you arrive after 9:00 a.m., your child must have eaten beforehand. No outside food or drinks will be permitted under any circumstances.

LUNCH

- We offer nutritious meals and a variety of food items that reflect the diverse backgrounds of our families and meet USDA guidelines. Children receive protein, whole grains, fruits, and vegetables that are properly handled and prepared in-house.
- Lunch starts at 11:00 a.m. each day and a little earlier at the Infant Toddler Building. Please check with your child's classroom for specific lunch times.
 - If your child has a doctor's appointment and will arrive after lunch, please ensure they eat beforehand.

AFTERNOON SNACK

- After nap time each day, the children are served a snack between 2:30 p.m. and 3:00 p.m.
- We make sure we offer children a variety of healthy snacks and a serving of milk

All enrolled children receive nutritious meals and snacks every day at no extra cost to their families. For the safety and well-being of all children—and to help us prevent food allergies or other health concerns—we ask that you do not send any outside food or drinks with your child. Rest assured, everything your child needs—breakfast, lunch, snacks, and beverages—will be provided during their time with us. This policy helps us create a safe and healthy environment for everyone.

FOOD ALLERGIES

When children with food allergies or asthma 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 doctor 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 for an allergic reaction, including all the medication administration forms with the names, doses, and administration methods of any medications the child should receive. The plan should include specific symptoms indicating the need to administer one or more medications.
- b. Based on the child's care plan, the teaching staff will implement the following measures:
 1. Preventing exposure to the specific food(s) the child is allergic to.
 2. Recognizing the symptoms of allergic reactions.
 3. Providing treatment for allergic reactions.
- c. Parents and teachers must ensure that staff responsible for administering medicine in the event of an allergic reaction have the appropriate training and access to necessary medications and administration forms. Additionally, they should verify that the medications are not expired, are easily accessible, and are appropriately stored, along with any required equipment to manage the child's food allergy.
- d. Staff who have been trained and authorized to administer medications will promptly deliver the prescribed treatment during an allergic reaction, in accordance with the care plan instructions.
- e. Parents must immediately notify program staff of any suspected allergic reactions, ingestion of problem foods, or contact with problem foods, even if no immediate reaction has occurred. Additionally, inform us of any new foods that have triggered an allergic response in your child.
- f. Teaching staff will conduct a health check when the child arrives or departs from the program.
- g. Teaching staff must notify their immediate supervisor, call 911, and contact the parents whenever an allergic reaction occurs or when epinephrine is administered.
- h. The program requires parents to avoid bringing food, candy, or other treats that may cause an allergic reaction.



INFANTS I, INFANTS II, & TODDLERS

Our infant classrooms have at least three trained teachers 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 also play songs, read books, provide toys, and encourage exercise to develop skills.

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, playing, and eliminating routines of your baby.
- Discuss your child's health and behavior- diaper rashes, crying in the night, etc.
- Parents access all the information and reports offered daily through Brightwheel and communicate with teachers as needed.

INFANT SLEEP POSITION

Infants are most at risk for sudden infant death syndrome (SIDS) between two and four months of age, as well as during their first two weeks in childcare. If an infant shows signs of breathing difficulty, we will immediately wake the infant and call 911. If the infant stops breathing, we will perform rescue breathing or CPR.

Infants under 12 months of age will be placed on their backs on a firm, tight-fitting mattress for sleeping in a crib to lower the risks of SIDS unless parents provide a doctor's note specifying otherwise.

Infants over 12 months of age can adopt whatever sleeping position they prefer. Only wearable blankets are used with infants younger than 12 months old. One caregiver will remain in the crib area within sight and sound of the sleeping infants. Each infant will be checked every 15 minutes.

- Pillows, quilts, soft mattresses, comforters, sheepskins, stuffed toys, and other products will not be used in the cribs unless a physician's note specifies the need for one.
- Positioning devices that restrict movement within the child's crib will not be used unless a physician provides written authorization.

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 on available space) from the Infants I room to the connected Infants II room. These classrooms collaborate on activities, easing the children's transition. Children in the Infants II room will participate in more active play experiences according to their abilities.

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

TODDLERS & TWOS

We have planned our toddler and twos environments to accommodate the significant development during your child's second and third years of life.

In the Toddler 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 to the Twos Classroom will be based on observing several developmental factors and the availability of space in the room.

Children will sleep in transitional cots in the Twos Classroom, 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 that they are ready.

Children are ready for toilet training when they:

- Demonstrate a preference for clean diapers. Adults can encourage this by frequently changing diapers and praising children when they ask to be changed.
- Understand when they have soiled themselves 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 must use the potty by squatting, pacing, holding their private parts, or passing gas.
- Show they can hold it briefly by going by themselves for privacy when filling the diaper or staying dry during naps.

Transitioning from diapers to using a toilet is an important step in your child's development. Talk to your child's teacher to develop a consistent plan together.

Toddlers and Twos eat breakfast, lunch, and snacks provided by the program and will drink milk, juice, and water from a cup. Caregivers observe to ensure children are provided with a variety and enough food.

Our staff encourages early literacy by speaking slowly, naming objects, singing, reading stories, and discussing 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 also 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

Preschool prepares young children for the K-12 educational journey by laying a strong foundation in academic and social development. It fosters essential social skills—including cooperation, empathy, resilience, and effective communication—that are vital for navigating classroom dynamics and building relationships with peers and teachers. By creating a structured yet nurturing environment, preschool helps children adapt to the routines and expectations of formal schooling, enabling a smoother transition into kindergarten and beyond. During these formative years, children develop key skills such as early literacy, numeracy, and problem-solving, which are pivotal for future learning. Early preschool experiences enhance cognitive and emotional growth and instill a love of learning that can benefit children throughout their educational trajectory.

Parents and teachers need to work together to guide preschoolers effectively. You are the most influential role model for your child. Your daily interactions, both with your child and others, significantly affect their behavior in the classroom. Whether your child is extroverted or reserved, please encourage them to talk and show genuine interest in their experiences. Engage with your child by asking about their day and refer to the class schedule and program of study to spark conversations.

Listening carefully to your child's feelings and conflicts supports their social and emotional growth. Validating their emotions helps build self-awareness and emotional regulation. Encourage your child to express themselves and guide them toward solving problems independently, which fosters critical thinking and confidence. Teaching cooperation and respect develops empathy and positive peer relationships. Using techniques like modeling respectful communication, role-playing conflict resolution, and encouraging collaborative play promotes your child's overall development.

Reading to your child regularly is one of the most impactful ways to support their future academic success. Even before they understand letters or sentences, shared reading develops language skills, imagination, and attention span while fostering a lifelong love of stories and learning. This early exposure introduces vocabulary and concepts in a nurturing way, laying the foundation for literacy. Making reading a daily habit also strengthens your bond and encourages communication, helping build your child's confidence and motivation as they begin school.

BIRTHDAYS

To ensure a safe birthday celebration for your child in the classroom, please contact their teacher to discuss plans. All baked goods, as well as any food or drink served, must be purchased from a licensed store and include a complete list of ingredients, in accordance with Virginia Health Department regulations. We encourage parents to consider healthier alternatives to traditional sweets to promote better nutrition for all children. Please note that balloons, party favors, and lighted candles are not allowed.

FIELD TRIPS

Children who are two years old and older have the opportunity to participate in educational field trips designed to enrich their learning experiences outside the classroom. These trips are carefully supervised by a minimum of two adults, which may include teachers, teacher assistants, or parents/guardians, to ensure the safety and well-being of all children. Before each outing, you will receive a detailed written notice specifying the date, departure and return times, as well as the destination and any other important information. If you are interested in joining the trip as a chaperone and space is available, please coordinate directly with the teacher in advance.

If a child's behavior poses a safety risk to themselves or others in the group, we will inform the parents ahead of time to address the situation proactively. Safety is our top priority, and to ensure a positive experience for all participants, a child exhibiting such behavior may be required to have a parent accompany them on the field trip. This approach helps provide additional support and supervision tailored to the child's needs, while also maintaining a safe and enjoyable environment for everyone involved.



THE CREATIVE CURRICULUM

We use The Creative Curriculum (CC), which promotes high-quality early learning that helps children become innovative, resilient, and confident critical thinkers. This award-winning and research-based curriculum emphasizes creativity and values teachers' crucial role in making learning engaging, meaningful, and relevant for every child. The CC is grounded in the principle that learning flourishes in environments rich with positive interactions and strong personal relationships. Young children who experience predictable and supportive classrooms develop the emotional foundations essential for lifelong learning.

The field of early childhood education has made significant progress in identifying the essential components of sustained academic success. The CC incorporates these key factors into its philosophy, objectives for children's learning, and guidelines for teaching and working with families. This approach helps educators engage with children in ways that enhance their development and education. It emphasizes fostering social skills, supporting play-based learning, creating enriching environments, and building strong connections between home and school. Together, these elements support children's overall growth and prepare them for future educational challenges and long-term success.



The CC is based on five core principles that guide our practice and the operation of our program. These principles are:

- Positive interactions with adults are crucial for fostering successful learning.
- Social-emotional skills play a key role in academic achievement.
- Engaging in constructive, meaningful, purposeful play is essential for learning.
- The physical environment influences the type, quality, and effectiveness of learning interactions.
- Strong partnerships between teachers and families promote children's development and educational advancement.

Teachers will assess each child's development using various screening tools and create individualized plans to support their needs. Forms detailing this process will be sent home. We will also hold parent-teacher conferences twice a year to update you on your child's progress. Open communication between teachers and parents is essential for setting goals and achieving the best educational outcomes for your child. Combining our knowledge, skills, and resources creates a richer and more supportive environment. These collaborative efforts nurture their growth, spark their curiosity, and build their confidence, contributing to their overall well-being. Working together enhances our positive impact on their lives, helping them excel academically and personally.

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.

GENERAL ACKNOWLEDGEMENT FORM

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

Name of Child (please print)

Date of Birth of Child
(MM/DD/YY)

Date
(MM/DD/YY)

I have read and understood this Parent Handbook and agree to follow all program policies and procedures. I recognize that my child's participation may involve certain risks, including the possibility of physical injury. After considering these risks, I agree to waive, release, and hold the program, its agents, and employees harmless from any claims, expenses, attorney's fees, damages, or liabilities related to my child's attendance, participation, or transportation to and from the program.

SCREENINGS - EVALUATIONS

I consent to required developmental screenings and health evaluations. These may include language acquisition, social-emotional development, dental, vision, and hearing assessments.

ACCESS TO INFORMATION

I agree to the program accessing and exchanging information with Fairfax County Early Childhood Programs and Services, Fairfax County Public Schools Child Find, and other relevant government agencies regarding my child's health and development and any reports or data related to an Individualized Education Plan or Individualized Family Service Plan. If additional documentation is required, I will provide it to the program without delay.

PHOTOGRAPHING - VIDEOTAPING

I confer the program the right to use, publish, and distribute photographs, videos, or images of my enrolled child. This includes materials from the Brightwheel app, CCTV, and other related sources in online, digital, electronic, and print formats. The program may use these images for promotional purposes and other work-related activities. I also agree that the program may alter and copyright these materials as needed.

EDUCATIONAL FIELD TRIPS - WALKS

I grant permission for my child to participate in program field trips and walks, understanding that these activities are essential to the educational curriculum.

By signing below, I affirm my full commitment to follow all policies, procedures, and requirements established by the program as described above.

Name of Parent / Guardian (please print)

Signature of Parent / Guardian

USE OF ARTWORK RELEASE

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

Name of Child (please print)

Date of Birth of Child
(MM/DD/YY)

Date
(MM/DD/YY)

I grant permission to use any artwork created by my child during their participation in the program. This use may include, but is not limited to, fundraising, advertising, or advocacy. The artwork may be used with or without identifying my child and may be altered and copyrighted as needed by the program.

I waive all rights to inspect or approve any versions of the artwork or any related materials. This waiver applies to all forms of media, including online, digital, electronic, and print formats.

The program is not obligated to use the artwork and may decide at its sole discretion whether to do so.

I confirm that I have read and understood the terms of this release.

Name of Parent / Guardian (please print)

Signature of Parent / Guardian

COMMUNICABLE DISEASES RELEASE

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

Name of Child (please print)

Date of Birth of Child
(MM/DD/YY)

Date
(MM/DD/YY)

I acknowledge the health risks associated with COVID-19 and other communicable diseases and understand that my child may be exposed to these risks while participating in the program. By allowing my child to attend, I assume all risks related to participation, including the potential for COVID-19 exposure.

I have read, understood, and agree to the contents of this release. By signing, I voluntarily waive, release, indemnify, and discharge the program, along with its officers, directors, employees, and volunteers, from all liability, damages, and legal claims related to my child's participation.

I confirm that I have the authority to sign on behalf of my child and that my signature binds all

Name of Parent / Guardian (please print)

Signature of Parent / Guardian

NOTES

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

[illegible]

STAFF DIRECTORY & CONTACT INFORMATION

NAME	EXT.	E-MAIL	POSITION
Maria-Isabel Ballivian	2010	miballivian@accacdc.org	Executive Director
Kae Bieber	1130	kbieber@accacdc.org	Education Program Manager
Jenny Chambi	1100	jchambi@accacdc.org	Operations Manager
Javier Delgadillo	2031	jdelgadillo@accacdc.org	Human Resources Assistant
Brenna Diamantes	3100	bdiamantes@accacdc.org	Curriculum Coordinator
Freddy Fuentes	1112	ffuentes@accacdc.org	Information Technology Assistant
Melissa Landaverde	1160	mlandaverde@accacdc.org	Curriculum Coordinator
Carol Robinson-Huntley	1111	crhuntley@accacdc.org	Office Coordinator
Katiana Sardon	2060	ksardon@accacdc.org	Facilities Assistant
Carlos Valles	2020	cvalles@accacdc.org	Accounting Manager

PHONE:

703-256-0100

FAX:

703-914-4834

MAIN ADDRESS:

7200 Columbia Pike,
Annandale, VA 22003

Preschool Building: 7200 Columbia Pike, Annandale, VA 22003
Infant Toddler Building: 4175 Daniels Avenue, Annandale, VA 22003



ACCA Child Development Center

PLAY - EXPLORE - LEARN - GROW
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