



# **Family Handbook**

*(as at September 9, 2019)*



Dear Families,

Welcome! We are honored that your family has chosen to share your child or children with us!

Please familiarize yourself with this document and keep it handy for reference. There is a lot of important material here. You may need it at different times while your child is at All Five.

After you have read it and understand it, please sign the last page and return it to us.

Always feel free to ask any questions or talk with us about your concerns.

Sincerely,

The All Five Team

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## OUR PHILOSOPHY

All Five is committed to building an equitable society, where each family, no matter their background, has access to high-quality early childhood education for their children in a nurturing and respectful learning community. We have an intentional model of socioeconomic diversity. 50% of students come from low-income families and are supported through public funding. 50% of students come from middle-income and high-income families, who make a financial commitment on a sliding scale according to their financial resources.

Our mission is to inspire learning through play for All Five years in a nurturing and respectful learning community. These are our beliefs in action<sup>1</sup>:

*1. We provide child-centered* early childhood education as we believe that children's development unfolds naturally when given a nurturing, respectful and interesting environment. We work with *an emergent play-based curriculum* as we know that young children learn through play and in relationships with others. Our daily work is based on a *strength-based approach* as we believe that each child is unique, curious, creative and a capable learner

*2. We celebrate diversity and encourage family participation* because we appreciate that each family and child bring a unique presence to our community which supports and enriches our learning environment. We also believe that children learn best when school and family work together in a supportive environment.

*3. We work together to build a strong community* because we believe that nurturing and cohesive communities provide a foundation of knowledge, support, care and inspiration for children and families to flourish.

*4. We value teachers, we take care of each other, work collaboratively and we are committed to continuous professional learning* as we know that educating young children is complex work that requires self-reflective team, knowledge in child development and teaching practices and healthy teachers.

*5. We take care and respect of our environment* because we believe that nature provides infinite opportunities for learning and that we have a responsibility with our planet.

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<sup>1</sup>All Five Philosophy and core beliefs were developed collaboratively with children, families and staff.

# DAILY LOGISTICS

## Hours

All Five is open from 7:30 a.m. to 5:30 p.m., Monday through Friday, 50 weeks each year. This schedule is designed to support working families. Teachers are scheduled to be in the classroom for 6-8 hours each day. We use a staggered, rotating work schedule to provide an 8-1 or 6-1 ratio of teachers to children during our 10-hour days. In addition to federal holidays, the week between Christmas and New Year's Day, and one week at the end of our school year in August, we are also closed to students for 7 Fridays during the year for staff-only days. A calendar for the year will be provided.

## Drop Off and Pick Up

The Daily Schedule, attached at the end of this handbook (Appendix 1, p.i), allows for gradual arrival and departure of children to accommodate individual family schedules. We respectfully request that children arrive no later than 9:30 a.m. in order to fully participate in and successfully transition to a day at school. Occasional changes to this arrival time are, of course, expected. Please always let teachers know of any changes.

We also request that families follow a daily routine and procedure:

### Arrival:

1. Put Cell Phone in pocket or purse.
2. Sign your child in.
3. Check your box or folder for important information.
4. Create a regular, short departure ritual or routine.

### Pick-up:

When a child's family arrives at school to pick them up at the end of the day, please remember that your child may be excited to share her or his day with you. Therefore, please:

1. Put cell phone down, in pocket or purse.
2. Sign your child out.
3. Check your box and area around sign-in/out book for important information.
4. Please go to the back gate pick up your child unless directed otherwise.

All Five staff members will release a child only: to a parent or legal guardian, to a person who has written permission from the parent or to the Police and child welfare workers who have proper authorization<sup>2</sup>. Picture identification is required for any person who the staff has not seen before. The name on the ID must match the name on the Emergency Form, and the picture must match the person presenting it.

All Five staff members have the right to deny access to anyone "who presents a risk to the children."<sup>3</sup> If a an intoxicated or impaired parent comes to pick up the child, All Five staff members will call other parent or another authorized person to authorize the child's release or to pick up the child.

### Late Pick-Up

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<sup>2</sup> The authorized person must be at least 16 years old.

<sup>3</sup> Cal. Health & Safety Code § 1596.857(g)

- All Five closes promptly at 5:30pm. All families and children must have left the building by this time.
- If you know you are going to be late (e.g. unexpectedly you get stuck in traffic), please call to let the teachers know.
- Repeated late pick-ups may result in termination of services.

### Sign-In and Sign-Out Binder

It is a State Licensing requirement that each child must be signed in and out by a family member/guardian or authorized representative every day on the Sign In and Out sheets located in the classrooms. A full signature and the time are required. Failure to do so on a regular basis may result in termination of services.

### What to Bring to School

Please bring and share with teachers any updates or changes in routines at home each day you bring your child to school. Your child, even if she or he does not express it, is always watching and listening and feeling for changes in his or her home environment. A family member's being away or coming in to town to visit, a late night to bed, or a change in meal routines – these are among the many things that affect your child and so can be shared when you bring your child to school.

Please bring a bag or backpack with a full change of clothes, including underwear, shirts, pants, socks and shoes, for your child to keep in his or her cubby. Please check this bag to be sure it is always well-stocked. Our teachers and staff will put any wet or soiled clothing in a separate plastic bag to be taken home and washed. Please let your child's primary teacher know if this request poses any problems for you.

Please do not bring your child to school if he or she is sick. For quick reference, please use the "When – and *When Not* – To Send Your Child to School" sheet which will be provided to you.

Please do not bring additional food or drink of any kind in your child's backpack. Why? All Five provides breakfast, a morning snack, lunch and an afternoon snack through our contract with Chefables. They provide healthy, family-style meals to All Five. The monthly menu will be posted on the bulletin board located in the cubby areas and be uploaded to the Facebook group. Water or milk is always available for all children. So far, we have been able to accommodate all special dietary requests, allergies or restrictions. Please let us know if you have any needs.

Please do not bring children to school with images of characters who, at any time, depict violent actions.

Why?

Research shows that children of preschool age are not always able to distinguish the difference between real life and what they see on a television/video/tablet/phone or in a movie. Because they learn most by what they see, they tend to imitate or "act out" at school what they see on various forms of media. The violent characters that children are exposed to outside of school directly conflict with the social skills they need to learn, and that we are trying to teach and model at All Five.

Here is a partial list of characters that might show violent actions:

|              |           |                     |               |
|--------------|-----------|---------------------|---------------|
| Zombies      | Vampires  | Power Rangers       | Ninja Turtles |
| Transformers | Spiderman | Black Panther       | Sponge Bob    |
| Pokémon      | Yu-Gi-Oh  | Marvel Super Hero's |               |
| Frankenstein | Ben-Ten   | Power Puff Girls    |               |

We cannot monitor every piece of media that your children are exposed to, so we ask that you work with your children to limit how much violence your children see outside of school.

We respectfully suggest the websites [www.common sense media.org](http://www.common sense media.org) and [www.topbestappsforkids.com/children-apps/age-3-4-5](http://www.topbestappsforkids.com/children-apps/age-3-4-5).

Please speak with your child's primary teacher or the Executive Director if you have any questions about this request. One of our Family Cafés is devoted to a discussion of children and media. The Family Café Topic schedule will be provided to you.

Shoes are a topic of much discussion among children and teachers every day. Please choose shoes, boots and sandals for your child that are appropriate to their age, and that encourage independence in taking off and putting on their footwear. Ties and shoelaces are acceptable, but please note that it is a team effort between family and school to support children to learn how to tie shoelaces. We offer help to children to put their shoes on the "right" foot, but do not force them to do so.



## AT SCHOOL

### Curriculum

At All Five we believe that each child is unique, curious, creative, and a competent learner. Therefore, the learning process is not based on prescribed lesson plans, but on what children are motivated to learn. This is a dynamic process called "**Emergent Curriculum.**" Teachers respectfully observe children while they play and explore. Based on these observations, teachers identify children's interests, strengths, and needs and prepare developmentally appropriate learning environments. Teachers support children's learning and development by asking questions, supplying possible props if needed, and by extending on children's interests or ideas.

They support children in solving their own problems. As our curriculum emerges from the children, the more diverse the group is, the more perspectives are brought into the classroom, which contributes to enrich the curriculum and enhance children's learning.

For instance, children's interests might develop into a bug study with endless learning opportunities. Counting legs, differentiating and sorting types, representing specimens through drawing and clay, investigating habitats, even developing relationships with these tiny creatures, fosters academic readiness in math, literacy, cognition, and social development.

Throughout the majority of each day, children at All Five have time to play. Every day children encounter sand, water, paint, clay and wooden blocks. Through free play and exploration with these simple materials, their creativity and whole-child development is supported. Pretend-play, music and literacy are also essential components of All Five classroom and outdoor spaces. Our natural environment also provides infinite opportunities for learning.

The mixed-aged grouping of our program supports greater socialization, self-regulation and initiative. Younger children are just beginning their forays into the world around them, working hard to understand their place in it and how it all works. Their work is imitative, experimental, and often parallel. Three-year-olds are learning how things work – what water does, what sand does, how blocks topple over, and beginning to try social interaction. Older children are expressing their likes and dislikes more, discovering what is most satisfying to them.

Children learn best when they feel secure, so building respectful and responsive relationships is a core of our teaching practices. We respect each other, are responsive to each other, and learn from each other. Teachers at All Five strive to be models of this practice. They are keen and observant supporters of each child's drive to learn and grow. Teachers scaffold children's learning by asking open-ended questions, by modelling problem-solving skills, by supporting collaboration, or even by just describing what children are doing.

Conflicts are also part of the curriculum and part of each day at All Five. Teachers are often sensitive enough to anticipate conflict before it happens. When conflict does arise, teachers and children work through the problem-solving steps together, and come to an agreed-upon solution. Planning and reflecting become important group-time activities, in addition to lots of stories and songs. Research shows that this work is the best way for a child to develop self-regulation and a sense of who they are. Then, he or she will be ready to succeed in the most important thing that comes after preschool: LIFE!

### Behavior Guidance Policy

During the early childhood years, children are learning to understand their feelings and regulate

their own behavior. At All Five, we believe that clear, consistent and developmentally appropriate limits provide children with opportunities for learning to become responsible for themselves.

Clear limits, well-prepared learning environment and sensitive teachers provide children with the security they require to freely choose, explore the environment and learn. We maximize small-groups interactions in which children are encouraged to verbalize their feelings and intentions in order to learn how to express them appropriately, to solve conflicts positively and, to work collaboratively with others. Also, teachers and all staff members at All Five act as role models of behavior and facilitators. Facilitators work at the same physical level as the children; they ask questions, clarify information, offer suggestions, and listen to the concerns and needs of the child. In this way, we can respect children's capabilities and thus empower children to solve problem for themselves.

Some guidelines:

- When setting limits with children, we *speak calmly* at their eye level and try to use positive direction.
- We tell the child what it is they *can* do instead of what they cannot do.
- In some instances, if separation from the group for a short time is necessary to help a child gain control; this is done only by showing mutual respect.

Staff may never, under any circumstance, use any physical punishment, psychological abuse, or coercion in our work with children.

Children's mistaken behavior, however disruptive, may not cause suspension or expulsion. We do not suspend or expel children. This practice conforms to current California law as well as respect for children and their families. Under very extreme circumstances, when a child's mistaken behavior causes multiple children and/or teachers to be injured, a child's family may be asked to pick up that child early. In that case, the Head Teacher will contact the child's family, and communicate with the family to discuss the behavior. If the child is picked up early, she or he will be welcomed back the following day. If not already in place, a Guidance Plan meeting will be conducted between the Primary Teacher and the family, possibly including the Head Teacher. During this meeting the family and the teachers will work together to develop a plan to help the child gain self-control and a positive attitude toward their peers, teachers and the environment.

## Assessments for Children

We value periodical documentation and reflection of children's learning as a form of assessment. This means that teachers periodically observe and record children's play, explorations and creations through notes, videos and photos that then are shared with the team and families and analyzed. This approach provides us with "authentic" or "in-context" information about children's learning and development and allow us to tailor the teaching practices to children's stage of development, needs and interests and to improve our program. In addition, teachers conduct formative assessments of children's learning and development using the Desired Results Developmental Profile or DRDP (during Fall and Spring). We also use the Ages and Stages Questionnaires (ASQ and ASQ-SE) for overall developmental profiles. ASQs are completed by family members, with help from a teacher if needed, as part of the enrollment process.

In addition we document children's learning through portfolios. Each child participates in collecting and creating this progressive book of his or her learning. These books are taken home as part of the transition to kindergarten.

For children, we strive to be mindful of a child's family culture, experiences, and home language in our assessments. Families are invited to become familiar with assessment tools. Through daily communication and in parent-teacher conferences, families are welcomed to share their perspectives on their children's learning and collaborate with planning practices that can better support their development.

## Birthdays

Birthdays are important milestones for children. On or around each child's birthday, children and teachers will celebrate at circle time by singing a song about how many times the earth has gone around the sun during the birthday child's life so far. If you would like to honor your child by sharing his or her favorite fruit to be enjoyed during afternoon snack (3 p.m.), that would be lovely.

Party favors, balloons, candy and other sweets and little gifts are more appropriate outside school.

## Cultural Celebrations

Holidays and/or cultural celebrations are shared based on the interests of the children. They may be brought to the classroom in the context of all the activities children do. We strive to expose ourselves and the children to experiences of families and children of many different backgrounds. At the same time, we recognize that holidays may be stressful times for families and children. There are a great number of customs and expectations that can be overly stimulating. We want All Five to be a constant source of support and routine in the face of these sometimes-overwhelming changes.

## TEACHING STAFF

All Five's Teachers have Associates or Bachelor's degrees; some have Master's degrees. All teachers hold requisite permits from the California Commission on Teacher Credentialing. Staff are carefully chosen for their curiosity about children's learning, their understanding about the importance of the first five years of life, and for their training and experience with children. As an education community, we intentionally recognize that all of us are learning every day as well. Regularly scheduled staff meetings and professional development activities encourage teachers to continually increase their knowledge of developmentally appropriate practices so that they may better serve young children. You can find individual staff biographies on our website.

The staff/child ratio is never less than 1:8; usually, it is 1:6. The adult/child ratio is further decreased with family participation, high school students, and other volunteers.

All staff are fingerprinted for submission to California's Department of Justice (DOJ), who then completes a criminal background check. Prospective staff are not allowed to work with children until we have received clearance from the DOJ. All adults and young people, including volunteers, provide a negative tuberculosis (TB) test before working in the classroom.

All Five is licensed through the California Department of Social Services and we follow all their requirements. We also strive for high standards through outside assessments provided by the San Mateo County Office of Education (SMCOE) and the National Association for the Education of Young Children (NAEYC).

## FAMILIES

We hope this handbook reflects our commitment to working with families. This work begins with an application and basic information about All Five. A family orientation, including a school visit and a home visit with each child's primary teacher are completed. If needed, a child will enter the full day schedule gradually, over the course of several days or weeks, in order to create a comfortable atmosphere for everyone.

In the classroom, teachers model expected adult-child interactions, and provide guidance for families as needed. Families contribute to this relationship by participating in their child's education and communicating with teachers as teammates in the child's development. The more a family shares with the teacher(s) about their concerns, joys and challenges, their celebrations and changes going on, the better the team of teachers and families works together.

All Five values, respects and recognizes families as every child's first teacher. We celebrate the various ways families are involved in our program, both big and small. So, building relationships with families is as important as building relationships with children. Teachers collaborate in family support and work hard to engage every family at All Five. We embrace the opportunity to learn different languages and celebrate different cultures through activities and creative events. We aim for daily verbal interaction with every family. Please let us know if your family has any concerns at any time.

### Family-Classroom Communication

There are many ways in which teachers and families daily. One of the primary ways is through verbal communication. Another is through Learning Genie, a free app that connects families to daily life in the classroom. We also encourage you to visit our website at [www.allfive.org](http://www.allfive.org). In the Family Portal section, you can find newsletters, photos, articles, and other resources for parents. We also use emails, text messages – primarily through “WhatsApp.”

Communication is a two-way street. Please take responsibility by reading and, if necessary, responding to communications. Also, please let us know as soon as possible if you do not feel that you feel connected to your child's daily life here at All Five.

### Family-Teacher Conferences

Family conferences are offered in the fall and spring. The purpose of these meetings is for staff to share insights, observations and assessments with families/guardians to support a greater mutual understanding of their children's development. Families or guardians may always request additional conferences or meetings with staff whenever they feel there is a need.

### Family Cafes

Monthly meetings, called “Family Cafes” are held on select Wednesdays from 5:30 – 7:00 p.m. Café meetings are organized by topic and the schedule available in September of each year. The goal of these meetings is to provide opportunities for learning, sharing and support among families and staff. Child care is offered for all children in attendance. Dinner is included: the children usually prepare something special during school to share; we welcome families to bring favorite healthy foods to share, and we often order pizza. Families are highly encouraged to attend at least 4 Cafés per year, but many families attend monthly.

## Family Volunteering

All Families are highly encouraged to contribute or volunteer one hour per week to All Five. This can be done in several ways, including through in-classroom volunteering, doing laundry, managing projects or doing other jobs.

## Family Work Days

Families and volunteers from the community are encouraged to help us in the maintenance of indoor and outdoor spaces. We meet one Saturday every other month from **9:00 am – 1:00** pm. It is an excellent opportunity to meet families from All Five, and children enjoy helping and playing with their friends!

## HEALTH AND SAFETY

Safety is our primary concern for all children, always.

Teachers keep children safe by:

- Positioning themselves strategically to be able to see as many children as possible.
- Regularly scanning the environment around the children that are in one's immediate area.
- Using sight and sound at all times, even when engaged in an activity with children.

All Five staff receive annual training in accordance with the California Childcare Health and Safety Standards as set by the Department of Social Services and Community Care Licensing. These include, Infant/Child CPR, an approved pediatric first-aid course, and training in preventative health practices such as the control of infectious diseases, childhood injury prevention and treatment, as well as emergency preparedness and evacuation.

### Universal Precautions

Faced with concerns about the spread of serious infections, hospitals and health centers have recently begun using a successful technique that may also be appropriate for school settings. Rather than waiting to find out who is contagious, they treat everyone as a potentially infected person.

The name of this infections control method is "Universal Precautions" and it gives a set of guidelines for when you come into contact with body fluids and wastes that carry germs. It's not a lot of extra work and it really pays off. The method involves:

#### Washing hands frequently and well

- When staff arrive and leave
- After wiping/blowing noses
- Before and after diapering and toileting
- Before and after food preparation

#### Proper waste disposal

- Lining trash cans with disposable bags
- Using trash cans with lids
- Bagging soiled diapers and wipes

#### Use of gloves for extra protection

- Disposable gloves available to all staff and adults for when they must deal with blood, diapering, or other bodily fluids.

#### Use of Sanitizing Spray

- Soap and water make a good cleaning solution, but to sanitize any soiled areas such as counters, and surfaces the children touch, we use a specially formulated sanitizing spray that is safe for use around children.

### Daily Grounds Check

Every day, and sometimes more often, teachers look for hazards and contaminants, both inside and outside. If anything is found (garbage, animal droppings, etc.), we use gloves, double bag, and remove surrounding dirt. We may spray the area with vinegar or use other non-toxic, non-pesticide-based deterrents. Any hazards that require maintenance are brought to the attention of the Executive Director for repair.

## Hand-washing

Did you know that hand-washing has been linked to improved development in children? Whether or not hand-washing will make you smarter, it will definitely make you less sick. And modeling good hand-washing will go a long way to preventing illness in our community.

Steps for Effective Hand Washing:

1. Wet hands and apply soap. Foaming liquid soap is best.
2. Rub your hands together vigorously for at least 10 seconds. Scrub all surfaces including back of hands wrists between and under fingernails.
3. Turn on water, and rinse hands well under running water until all the soil and soap are gone.
4. Dry hands with a fresh paper towel.
5. Turn off the faucet with a paper towel. Discard the used paper towels into a covered trash container with a foot pedal.

## First Aid Kits

Our program has three first aid kits, one each located at the two main exits in a backpack, and the other located in the emergency supplies that hold all emergency supplies for the school. At least one backpack is taken outside every day, and another is used every time teachers and children adventure off site, including on walks to the park or library, and around the neighborhood.

## Outdoor Time

Three hours of outdoor time is recommended for all children in full day programs. We encourage all children to wear clothes that are comfortable and layered. We have extra rain boots and jackets that children can wear so they can be outside on rainy days. On sunny days, staff may apply sunscreen if requested by parents. There are many shaded areas in the outdoor space.

Children will always be allowed to go outside unless a written excuse is obtained from the child's doctor. Children will not go out if the temperature or wind chill factor falls below 20 degrees. Also taken into consideration is the humidity, ozone levels, air quality, pollen count, lightening, rain or ice. Our outdoor play area meets all of the safety standards established for play equipment for young children. A fence for the safety and protection of all children surrounds the play area.

## Water Play

Water play is nearly always available outdoors at All Five. If children become wet from water play, we use their extra clothes for changing into, or those on hand. Teachers take precautions that water play does not spread infectious disease. Children are reminded not to drink water from the water table, and children with sores on their hands are not permitted to participate in water play. Fresh water is always used and is poured in the garden at the end of the day or activity. Water play is always supervised by sight and sound.



## Biting

Periodically, outbreaks of biting occur in all early childhood education programs. When it happens, it can be very scary, very frustrating and very stressful for children, families and teachers. But, however unfortunate, biting is a natural occurrence, and not something to blame on children, families or teachers. There is no quick and easy solution.

Children bite for a variety of reasons: the simple sensory exploration of infants, panic, competition for toys, crowding, or seeking attention. Repeated biting can become a pattern of learned behavior that is often hard to stop because it achieves results: the desired toy, excitement, and attention. Some children become "stuck" for a while in a biting behavior and it is frustrating for the families of the victims that we are unable to "fix" the child quickly or terminate care.

We make every effort to stop the behavior and balance our commitment to the family of the biting child with that of other families. Families of children who are doing the biting will be informed of incidents and actions being taken by the staff to prevent further incidents.

### Procedure for Responding to Bites:

1. Comfort and TLC (Tender Loving Care).
2. Wash with soap and water.
3. Antiseptic solution and ice on bitten area.
4. Families will receive an injury report.
5. Families will be notified by phone if skin is broken.
6. We will not disclose the name of the biter.

## Toilet Learning

Children who attend our program are not required to have mastered the use of the toilet. The transition out of diapers occurs with the highest degree of success when there is clear communication between home and the child's classroom teacher. As it is appropriate, please discuss your child's readiness for toilet learning with the staff.

### Toileting Learning Procedures

1. Every two hours a teacher checks with each child to see if they have to use the toilet.
2. If the child needs to use the toilet, the teacher will assist them with pulling down their pants and underwear if needed.
3. When the child has finished using the toilet, the child wipes him or herself with toilet paper. If the child needs assistance, the adult should put on a glove and help wipe the child.
4. The child pulls up their pants and flushes the toilet.
5. The child and the adult wash their hands.
6. If an adult notices that a child has not used the toilet in a long period of time, the adult will point this out to the child and encourage them to try to use the toilet.

### Diapering

We use a stand-up diapering procedure for all preschoolers. We have a sink for hand washing, with running water between 86°F and 110°F degrees. We use anti-bacterial, liquid hand soap from a dispenser, and single-use, disposable paper towels. There is a separate container for soiled diapers with a teacher-controlled lid. Single-use, disposable latex or vinyl gloves and disposable, moistened wipes are available. Plastic bags for soiled outer clothing are used.

Procedure: Get everything ready – put your gloves on if desired, get the child's clean diaper, a plastic bag for a BM diaper, wipes out of container. Put a bag and wipes on the floor.

1. Have the child pull down their pants and shorts. Sit down on the child's level and help where needed.
2. If it is a wet diaper, have the child take off their diaper and put it in the diaper garbage bin (help if needed).
3. Sometime during the diapering process, if the child has not asked to sit on the toilet, you can ask them if they are interested in sitting on the toilet.
4. If it is a BM diaper, help the child take off their diaper and put it in a plastic bag. Wipe the child's bottom. It helps to have the child touch his or her toes, so you can wipe off all the BM without using a box of wipes to get them clean.
5. Put dirty wipes in the bag. When you are done with wiping, put the dirty gloves in the bag also. Put bag in diaper container.
6. Put a clean diaper and pants on, allowing the child to do as much as possible for themselves (you do not need gloves for this part of the process).
7. Both the child and the adult wash their hands before leaving the toileting area.
8. Disinfectant is sprayed on toilet and sink area after you are fully done.

## Assessing Children's Health

Each child's health is evaluated by a teacher when the child arrives at school. Because infections spread easily among the children, please help by sharing any potential health problems and look for the following symptoms:

- Feverish appearance: a fever of 101°F orally or 100°F axillary. Children sent home with a fever **must** stay home until they have been fever-free (without the use of medication) for at least 24 hours. If a child returns before 24 hours has elapsed, family members will not be permitted to leave the child at school.
- Symptoms and signs of possible severe illness until medical evaluation allows inclusion, may include, unusual tiredness, uncontrolled coughing or wheezing, continuous crying or anger, or difficulty breathing.
- Diarrhea – runny, watery or bloody stools. Children will be sent home on the second occurrence (unless bloody – child will be sent home on the first occurrence).
- Vomiting – more than once in the period of 24 hours. Child can return after being symptom free for 24 hours.
- Body rash with fever or any unidentified rash.
- Sore throat with fever and swollen glands.
- Eye discharge – thick mucus or pus draining from eye, or pink eye. (Viral conjunctivitis usually has a clear, watery discharge and may not require medication or exclusion.)
- Severe coughing – child gets red or blue in the face or makes high-pitched whooping sound after coughing.
- Yellow skin or eyes.
- Child is irritable, continuously crying, or requires more attention than can be provided without compromising the health and safety of other children.
- Contagious illness (mumps, measles, chicken pox, etc.). Please notify your child's primary teacher at once if child has a contagious illness.

Teachers may use discretion in accepting a child who shows sign of illness. When a question arises regarding proper health procedure to follow, the San Mateo County Public Health Nurse will be used as a final resource.

To help us stop the spread of germs at All Five, each child, participating family members, and staff members must wash their hands upon arrival. In addition, all adults and children should wash hands after blowing noses, diaper changes, before meal times, before preparing snack, and before and after administering medication.

Again, please refer to “When – and When Not – To Send Your Child to School” sheet at the end of this handbook (Appendix 2, p. ii).

## When Children Become Sick at School

Parents will be contacted to pick up their child if he or she becomes sick during the day. Families notified to come and pick up their sick child need to come to school as soon as possible. The reason for this policy is that a sick child is isolated from the group, which requires one staff person to care for the sick child, possibly leaving the remainder of the group without sufficient care. The staff must be able to reach at least one family member during the time their child is in attendance. If we are unable to contact a family member, we will contact someone from your child's emergency contact card. For this reason, we ask that you make sure that your emergency contacts are kept current. The length of time a child must remain away from school at All Five will depend on their illness. We realize that this can cause difficulties for families.

All Five maintains documentation from the Public Health Department that lists their isolation standards for certain types of illnesses. Health notices will be posted on classroom doors to inform parents of any possible contagious diseases that have been identified at All Five. The names of individual children will remain confidential.

## Medication

Staff or teachers only administer medicines (including over-the-counter) with a written note from a child's physician. The family or legal guardian is required to fill out a medication release form that allows the staff to administer medication. Teachers receive specific training on the following five practices of medication administration:

The teacher verifies that the right child receives the:

- The Correct Medication
- The Correct Dose
- At the Correct Time
- By the Correct Method
- With the Correct Documentation

The person giving the medication signs documentation of the items listed above. Teachers who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

All medications are kept in a locked container. Additional requirements are outlined on the medication release form.

## Building Evacuation and Emergency Drills

In case of fire, earthquake or other hazardous conditions, if there is structural damage to the building or if circumstances mandate, the staff will evacuate the children to a safe place. The Evacuation Route for children and adults is to the field behind the classroom. All Five follows the protocol outlined by Belle Haven School. As the situation allows, the staff will make every possible effort to contact families with instructions. Families should keep the All Five phone

numbers in an easily accessible place in the event that they are called upon to notify other members.

The following telephone numbers are used at All Five:

650-387-8268

650-394-7328

Children at All Five practice all these emergency procedures at least every six months, and at most monthly. Should a disaster or disaster drill occur during adult participation time or during arrival and drop-off time, please follow the instructions of the staff. Adults may be assisting in the evacuation of the children to the designated spot. Emergency procedures and evacuation plans are posted in the classroom.

## Emergency Procedures

### Child Injury

In the event that a child is hurt and requires emergency medical assistance from a physician, teachers and staff use the following steps to ensure the safety of the child:

- Get assistance from another teacher and notify an administrative person if needed.
- Tell someone to call 9-1-1 and notify the family.
- Remain with child, assisting with first aid, until emergency personnel arrive
- Wear protective gloves and follow universal precautions.
- When emergency personnel arrive, ask where the child will be taken and notify family member(s).
- A staff person will follow in car to be with child until family member arrives.
- Upon return, complete an "Unusual Accident Report."
- Follow up with family as needed regarding outcome.

Please note: Children's emergency contact information and permission to treat are located in each classroom's emergency backpack and in Student Sign-in binder .

When a child does not require emergency medical assistance, but the accident is one in which families should be notified (head injuries, excessive bleeding, open wound), the following steps will be taken to ensure the safety of the child:

- Get assistance, when needed, and apply first aid.
- Wear protective gloves and follow universal precautions.
- Notify the Assistant Director of the situation and treatment.
- Contact the family.
- Follow up with the family.
- Complete an accident report.

As stated above, in the event of an injury to a child at All Five, the staff will make every effort to contact the child's family. If we cannot reach a family member, staff will call the child's physician or transport the child to the nearest hospital emergency room. If necessary, an ambulance or paramedic team will be used. Until the physician, an ambulance, the paramedics, or a family member arrives, the Head Teacher, Assistant Director or Executive Director will remain with the child. The child's family is expected to assume responsibility for any resultant expenses.

All Five maintains a signed consent form with an agreement to these provisions. This release is found on the Emergency Contact Information page signed at enrollment. It is to the child's benefit that you keep this sheet up-to-date on work and home phone numbers, emergency contact's phone numbers, and other pertinent information.

### Staff/Adults Injury

In the event that a staff person or other adult is hurt and requires emergency medical assistance from a physician, the following steps should be taken:

- If needed, get assistance from another staff member.
- Call 9-1-1 and call contact person (found in personnel file).
- Someone should remain with the person, assisting with first aid until emergency personnel arrive.
- Wear protective gloves and follow universal precautions if blood exposure is possible.
- A staff person will follow in car to be with person until family or emergency contact person arrives.
- Complete an "Incident Report."
- Follow up with all persons involved as needed.

### Fire

In the event of a fire inside the building or classroom or at Belle Haven children inside the classroom will be directed outside to the rear exit, next to the children's bathroom. One teacher will lead children out the back door and proceed out the back gate to the large field on the Belle Haven Campus. One teacher will carry the emergency backpack on the way out. All teachers and staff will follow the children. The last staff member to exit will check for all children, and bring the sign-in binder and clipboard with daily attendance. Using and the attendance first, one teacher will check for each child as soon as everyone is at the field.

Children outside the classroom in the yard, on the front or back patio will also be directed to the back gate to the field on Belle Haven campus. One teacher will lead the children, and another will carry the emergency backpack and the clipboard. Office staff will bring the binder from the inside. In the event no one is in the office, a teacher may return to the classroom if it is deemed to be safe, to check for children and obtain the sign-in sheet.

### Earthquake

When shaking is felt, children inside the classroom will be directed to go under or next to tables in the classroom until the shaking stops. Teachers will crouch near or next to children, next to solid furniture, and assess whether and when children may begin to exit the building. Their judgement of when it is safe to leave the building will be based on the amount of shaking felt. If the exit process begins, and shaking resumes, children will be directed back to under furniture until shaking stops.



The procedure for exiting the building will follow the protocol for a fire above. If children are outside when shaking is felt, teachers will direct children to areas of the yard that are under or near stable items, such as a table or low fence, and away from buildings and from overhead power lines. When possible, children will begin to exit the yard to the back field and follow the protocol outlined above for a fire.

### Intruder or Lockdown

When notice of a possible threat by an intruder is received or perceived, and children are inside the classroom, the first course of action will be to lower blinds and close windows in the classroom, in the office, and on the door to the classroom. Next, all doors will be bolted shut from the inside. Children will be directed to go under the tables and crouch down below the back window. They may also be directed into the storage room with the refrigerator and/or into the bathroom. All Adults will turn off cell phones, except for one – that of the main cell phone number for the school – 650-387-8268. That number will be silenced but remain live. Children and adults will remain in place until information that the intruder is no longer a threat has been received. If children and teachers are outside when threat of a possible intruder is received or perceived, children will be immediately directed into one of the two large sheds, and/or into the gated area behind the fence between the two sheds. Children will be directed to crouch. If anyone is inside the building, blinds will be closed, and doors will be bolted. Again, cell phones will be turned off or silenced.

### Oral Health

All Five staff will never put a child down for nap with a bottle. We use cups at snack and meal-time. We provide teeth-brushing after lunch each day, as well as dental visits at school.

### Skin Care

In order to protect children from skin damage caused by the harmful ultraviolet (UV) rays of the sun, we encourage children to wear sun-hats outside when playing in the sun. It is the responsibility of families to provide hats for their children. We set up activities in the shade as much as possible and encourage families to apply sunscreen to their children before arrival at All Five. If requested, teachers also apply sunscreen to children before going outside.

### Food and Environmental Allergies

It is critical that families provide us with as much information as possible about the food or environmental allergy/allergies of their child. Staff work with families to develop an action plan for managing the allergy while at school. Families are responsible for keeping us updated on any changes or new developments and to provide the center with the proper documentation, maintaining any equipment, and training to treat any possible exposure.

## Eco-Healthy Practices

All Five emphasizes respect for the environment and the earth as part of our daily practices. We recycle and use recycled goods. We compost and use the resulting soil for our gardening activities. We try to save water by using liquid soap first, then turning on the water.

## Fragrance-Free Environment

Some children and adults have allergic or hypersensitivity reactions to fragrance chemicals that can provoke discomfort, headaches, nausea and other reactions that affect their ability to work well and learn. In respect of children's and staff comfort and health we use non-toxic and fragrance-free cleaning products and we ask families to avoid scented products when coming to school.

## No Smoking

Smoking is never permitted on the premises as per state law; this includes parents and staff.

## No-idling Environment

In respect of our environment and the lungs of our children and adults, we encourage families and staff members to turn off their cars when they are parked near the school premises.

## Pet Guidelines

All Five does not have any pets at the moment, but if we do in the future, we will exercise great care and use the following guidelines:

- No live animals allowed in food preparation areas.
- Pet enclosures will not be placed near areas where children eat, or food is served.
- Children and adults wash hands after handling or feeding animals.
- Animals are properly cared for and provided clean water, appropriate food, clean cages, and vaccinations.
- Food preparation/service facilities and supplies are not used to clean animal cages or aquariums.
- Animal food is stored separately from human food. Animal food is kept tightly closed to prevent insect infestations.
- Plans are made as needed for the care of pets during holidays and weekends.

## Visitors

All visitors to All Five need to let the Executive Director know in advance that they are coming. Visitors to see children must show photo identification and be listed on the Emergency Form be authorized by the family to see a particular child.

## Power Failure/Disruption of Water Service

In the event of power failure or disruption of water service, All Five will:

- Contact families if services do not resume within 1 hour.
- Instruct families to pick-up their children immediately.

## Suspected Child Abuse Protocol

All staff of early childhood education programs are mandated by California law (California Penal Code 11165.7) to report cases of suspected child neglect and/or abuse (physical, emotional, and/or sexual) immediately to Child Protective Services. If any teacher has concerns about a child in the classroom, she or he informs the Assistant or Executive Director, who will

place the appropriate calls, including one to the family of the child. Throughout the process, the Directors will support staff and families, and be a facilitator for all parties involved. Child Abuse law considers discipline that results in bruises and any other injuries caused by spanking to be a form of child abuse. If you need information about disciplining your children or help with other family issues, please see the Executive Director to get information, assistance and/or referrals to appropriate services. As with any sensitive or personal family issue, confidentiality must be maintained. All teachers receive Mandated Reporter training annually.



## OPERATION DETAILS

### Staff Qualifications and Orientation

Upon hire, each new employee at All Five is provided with a copy of an Employee Handbook and are given an orientation. Staff are required to review the Employee Handbook, this Family Handbook, and become familiar with all our policies and procedures. The final page of the Employee Handbook requires that the employee sign to verify that they have read the book and understand their responsibilities. All staff are required to review and understand the State Licensing Rules and how those rules apply to their position. New hires meet with a supervisor upon completion of a 60-day

The Executive Director ensures that all new staff are oriented and trained in the following areas:

- All Five Policies
- Confidentiality
- Child abuse, neglect recognition and reporting
- Job responsibilities as they relate to their job description
- Children Assessments (DRDP, ASQ and ASQ-SE)
- Emergency plan and routes
- All Five's guidance techniques
- Integration of special needs children into the program
- Practicing three levels of supervision
- All Five's daily schedule
- Hand-washing and administering first aid to an injured child
- Keeping equipment and toys sanitized, clean and in good order

### Annual Evaluations

All staff have formal evaluations annually. Family input is solicited and shared with the staff as part of these evaluations. Please take the time to fill out the evaluation surveys when you receive them. Your insights provide valuable feedback to the staff.

### Records Accessible for Families to Review

Family members have the right to review the following documents at any time:

- Licensing regulation and accreditation materials for All Five
- Their own child's developmental records

### Non-Discrimination

All Five does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, marital status, or any other characteristic protected under applicable federal state law in administration of its educational policies, admission policies, scholarship and loan programs and other school-administered programs.

### Notice of Withdrawal

Families must provide a minimum of 30 days' notice for leaving All Five. If your child is enrolled at All Five for any part of any month following notice you will be expected to pay tuition for the entire month and will remain responsible for participation hours through to the end of the month. In addition, All Five must provide 30 days' notice prior to any fee changes.

## Vacations

Because our expenses remain constant, we do not offer a tuition waiver or reduction during family vacations.

## Walking Field Trips

Children at All Five will enjoy walking trips on a regular basis around our community. For these, a ratio of 6-1 or less is maintained. The whole class or part of a class may visit a nearby park, the library or other location of interest. In all cases, the teacher takes a field trip backpack, including a first aid kit. All Five does not take children on any driving field trips at this time.

## Siblings

Under licensing guidelines for the State of California, as well as our insurance guidelines, we cannot allow children under the age of 16 who are not enrolled at All Five be present during school hours without a family member (this does not count drop-off and pick-up times).

Families who have newborn siblings can work in the classroom with their newborns until the child is 12 weeks old. If having the infant is disruptive, a teacher may suggest that a family fulfill their participation requirement at home or on the weekend.

## San Mateo County of Education (SMCOE) Subsidy Program

When a family applies under the SMCOE Subsidy Program, an eligibility ranking is assigned by the California Department of Education, Title V Child Development Division. Priority is identified by family size and gross income, and families are enrolled based on that ranking. For further information please refer to the document Title V Requirements (Appendix 3, p.iii)

# COMMUNICATION AND GRIEVANCE

## Procedure for Staff and Families to Negotiate Differences

As mentioned earlier, the success of All Five, and thus the outcomes for all children, depends upon an open, responsive, and an ongoing two-way system of communication that fosters an effective exchange. The Executive Director and Assistant Director are the primary sources of all policy information and are responsible for keeping families informed on matters relevant to anything happening at All Five.

The teachers are your daily direct communication link to matters relating to your child's care. Please keep teachers informed of any of your child's needs. In addition to direct verbal exchange, there is a space on your child's sign-in sheet for information, such as a different pick-up routine, to be noted. The teachers have both planning and evaluation time each week. During this time, they can arrange to speak with you if there are areas of concern that need additional discussion.

Families who have a concern about children or families in the program may communicate directly with a teacher or headteacher. If a family still has a concern after addressing it with them, they can communicate with the Director or Assistant Director.

If communication breaks down between a family and All Five, the following grievance procedure is in place.

A grievance is an unresolved complaint. The following procedure is used to find the remedy which is not contrary to All Five policy, by-laws, or contracts. This procedure is designed to ensure the timely and fair resolution of family grievances.

1. Families should discuss their grievances with the staff within 5 days of the event.
2. If the grievance remains unresolved within 3 days, the family shall take the complaint to the Executive Director, if she is not already informed.
3. Should the grievance remain unresolved within 3 days, the family may submit a written statement of grievance to the Board of Directors.
4. Within 7 days the Board will hear the grievance.
5. Within 7 days of the hearing, the Board renders a decision to the family. ("Days" always refer to business days.)

## Confidentiality

All Five maintains confidentiality for all matters concerning children. If a family has a concern about an individual child's behavior, that concern should be raised with the teaching staff or Executive Director, rather than with other adults. Families who feel that their confidentiality has been breached should raise the concern with the Executive Director.

In a close community, it is also possible that you may become privy to information about a particular child, family, or staff person that should be considered confidential. Confidentiality of data and respect for individual privacy are always prioritized, even if unintentional sharing of information occurs. Children's health, safety and development files are confidential, but they are immediately available upon request to:

- The child's parents or legal guardians
- Administrators, teaching staff and educational consultants who have consent from a

- parent or legal guardian
- Regulatory authorities.

The use or disclosure of information about a child and his/her family is restricted to purposes directly connected with program services for a child. The California Department of Social Services has the authority to interview children or staff and to inspect and audit child or childcare center records, without prior consent. The Department also has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect, or inappropriate placement. Appropriate identification from the Department will be obtained before the interview. In contrast, written consent is required if a family wants All Five to share information regarding their child to another agency (school district, health provider).

**This concludes All Five's Family Handbook. Thank you for your attention.**

**Please sign and return the last page of this packaged to All Five staff .**



APPENDIX 1

ALL FIVE DAILY SCHEDULE

|                   |   |
|-------------------|---|
| 7:30am - 9:00am   | Gradual entry and arrival. Healthy breakfast available, family style. Indoor and outdoor projects including block-building, painting, water-exploration, sand work, cooking, and clay manipulation. |
| 9:00am - 10:30am  | Continuation for projects and activity areas  |
| 10:30am - 10:45am | Optional healthy snack (usually served outside)   |
| 10:45am - 11:45am | Continuation of projects for the day (mostly outside)   |
| 11:45am - 12:15am | Circle times: music and movement, singing, stories and dramatic play, book-reading  |
| 12:00am - 12:45pm | Family style lunch  |
| 12:30pm - 1:00pm  | Teeth-brushing, bathroom, get ready for nap, quiet reading  |
| 1:00pm - 3:00pm   | Nap or rest and quiet time. This is handled based on individual needs of children. The time is approximate.   |
| 3:00pm - 4:30pm   | Healthy snack served as children are ready, family style, with conversation and books, with further exploration of indoor and outdoor activities as above   |
| 4:30pm - 5:30pm   | Children and teachers work together for clean-up and preparation for closing  |

APPENDIX 2:  
WHEN -AND WHEN NOT- TO SEND YOUR CHILD TO SCHOOL

Use this **checklist** to determine if your child should stay home from school or not:



**Send me to school if...**

- I have a runny nose or just a little cough, but no other symptoms.
- I haven't taken any fever reducing medicine for 24 hours and I haven't had a fever in that time.
- I haven't thrown up or had any diarrhea for 24 hours.



**Keep me at home if...**

- I have a fever higher than 99.6 *degrees* F.
- I'm throwing up or have diarrhea.
- My eyes are pink and crusty.
- I have a cough that keeps me awake.
- I have a sore throat.



**Call the doctor if...**

- I have a fever higher than 99.6 F longer than 2 days.
- I've been throwing up or have diarrhea longer than 2 days.
- I've had the sniffles for more than a week and they aren't getting better.
- I still have asthma symptoms after using my regular asthma medication (call 911 if I'm having trouble breathing after using an inhaler).

**Don't forget to send a note when your child returns to school explaining the absence!**

\*Adapted from Baltimore City Public Schools and the Chicago Public Schools

## APPENDIX 3:

# ADDITIONAL INFORMATION FROM THE STATE OF CALIFORNIA REGARDING TITLE V REQUIREMENTS

### **ELIGIBILITY & ENROLLMENT PROCESS**

#### **APPLYING FOR SUBSIDIZED SERVICES**

Each family interested in applying for subsidized services must fill out a program wait list application to begin the enrollment process. The application can be obtained from the Child Development office. Once the application is complete, parent/guardian can return the application for processing. An eligibility rank will be assigned to the family based on income and family size reported on the application. Families will be contacted based on the identified priorities and ranking from California Department of Education, Title V Child Development Division regulations to verify income and family size when a space is available.

#### **FAMILY SELECTION PROCESS:** (EC Section 8263)

At the time when a family submits an eligibility wait list form, priority will be identified and/ or a ranking number will be issued based on the parent/guardian's initial reporting of their family size and gross income. Based on the initial reporting of family size and income, the program staff will refer to the California Department of Education income eligibility ceiling chart to issue a ranking number. Families will be enrolled based on priority and/or the lowest ranking first until all spaces are filled. When 2 or more families have the same ranking number, program staff will contact the family with the lowest income within the ranking number first.

Our program maintains an eligibility wait list when spaces are filled. Families will be contacted based on the ranking number issued at the time the wait list form was submitted. If income and/or family size changed after the wait list form submission, please contact the office to update your information. Based on the change(s) reported, the program staff will update the ranking number as needed. Families will be contacted as soon as spaces become available.

#### **ELIGIBILITY CRITERIA**

The parent is responsible for providing documentation of the family's total countable income and the contractor is required to verify the information. The parent(s) shall document total countable income for all individuals counted in the family size. The contractor shall calculate income based on income information reflecting the family's current and on-going income.

Eligibility is based on documentation and verification of at least ONE of the following:

1. Family has a child who is in Child Protective Services **OR** is at risk of abuse, neglect, and/or Exploitation
2. Family is a current cash aid recipient
3. Family is Income eligible
4. Family is homeless - when the basis of eligibility stated on the application for services is homelessness, the family data file shall include documentation of homelessness. The documentation of homelessness shall include, a written referral from an emergency shelter or other legal, medical or social services agency, or a written parental declaration that the family is homeless and a statement describing the family's current living situation.

Upon establishing initial eligibility or ongoing eligibility for services, a family shall be considered to meet all eligibility and need requirements for those services for no less than 24 months, before



having their eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 24 months.

The exception to the 24-month certification is when a parent's Need criteria is "Seeking Employment". Seeking employment will be certified for no less than 12-months. A recertification will occur to determine the family's eligibility for continual services.

When a family voluntarily request a reduction to their family fee (*if applicable*) by reporting a change such as family income, days and hours of care needed, or family size, the contractor must reassess the family fee. The parent must provide documentation to support the reported change. The family fee reduction takes effect on the first of the month following the receipt and approval of the required supporting documentation. This documentation may not be used to make any other changes to the family's service agreement.

### **CHILD ELIGIBILITY**

"Eligible three-year-olds", who, regardless of their chronological age, will have their third birthday on or between September 2nd -December 2nd, of the fiscal year they are being served.

### **FAMILY SIZE: (5 CCR Section 18100)**

The size of the family, or composition of the family size, is initially determined by the number of adults and children that the applicant parent presents to the agency or who is identified on the application.

"Family" means the parents and the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

"Parent" means a biological parent, adoptive parent, stepparent, foster parent, caretaker relative, legal guardian, domestic partner of the parent as defined in Family Code section 297 or any other adult living with a child who has responsibility for the care and welfare of the child.

5 CCR Section 18078 (f) (m)

Supporting documentation for the number of children shall be at least **ONE** of the following:

- ❖ Birth certificate
- ❖ Child custody court order
- ❖ Adoption documents
- ❖ Foster care placement records
- ❖ School or medical records
- ❖ County welfare department records
- ❖ Other reliable documentation indicating the relationship of the child to the parent

### **SELF-CERTIFICATION, ABSENT PARENT OR SINGLE PARENT STATUS**

If only one parent has signed an application for enrollment in child care services, and the birth record information for the child(ren) counted in the family size indicates that there is a second parent who has not signed the application, the parent who has signed the application shall self-certify single parent status under penalty of perjury (Section I & V, Confidential Application for Child Development Services and Certification of Eligibility). The parent who has signed the application shall not be required to submit additional information documenting the presence or absence of the second parent.

### **WHAT IS COUNTABLE INCOME? (5 CCR Section 18078)**

Total countable income means all income of the individuals counted in the family size.

For Example:

- ❖ Gross wages or salaries
- ❖ Commissions
- ❖ Overtime
- ❖ Tips/bonuses
- ❖ Gambling/lottery winnings
- ❖ Public cash assistance
- ❖ Child support payment received
- ❖ Portion of student grants or scholarships not identified for educational purposes as tuition, books or supplies

Income documentation is for the month preceding certification. Current documentation will be requested.

If the basis for eligibility is employment income, documentation shall include but not limited to...

- Release authorization and payroll check Stub OR
- Release authorization and letter from employer OR
- Other record of wages issued by your employer

A release authorization allows the contractor's designated staff to contact the employer(s). the release authorization includes: **Employer's name, address, telephone number and usual business hours.**

### **Self-Employment Income**

If the basis of eligibility is self-employment, you shall provide a combination of documentation necessary to establish current income for at least the month preceding certification or recertification. The documentation shall consist of as many of the following types of documentation as necessary to determine income:

- Letter from source of income
- Copy of most recently signed and completed tax return with a statement of **current estimated income** for tax purposes
- OR**
- Other business records, such as ledgers, receipts or business logs

If documentation of income is not possible, you may provide a self-certification of income.

"Self-certification of income" means a declaration (written statement) that is signed under "Penalty of Perjury" identifying:

- Employer, date of hire, rate and frequency of pay, total amount of income received for the preceding month(s), type of work performed, and hours and days of employment;
- OR**
- The amount and frequency of sources of income for which no documentation is possible

### **FAMILY FEE**

Families receiving full day child care will be assessed whether a family fee applies based on the income and family size. The family fee is a flat monthly full-time or part-time fee based on the hours of care certified for the month. Families with a certified need of less than 130 hours per month will be assessed a part-time fee while families with a certified need of 130 or more hours per month will be assessed a full-time fee.

The agency can charge a part-time fee or the cost of care fee (calculated by multiplying the days of enrollment by the rate), whichever is less, depending on the number of hours of certified enrollment for the month. The Standard Reimbursement Rate may be used to determine actual cost of service for center-based programs. The assessment of family fee is based on a family fee schedule issued by the California Department of Education.

The family fee is paid prior to service each month. No adjustment is made for excused nor unexcused absence. The family fee is assessed based on the family's child enrolled for the longest period of child care. Family fees shall be considered delinquent after seven (7) calendar days from the date the fees were due. A Notice of Action shall be issued for delinquent family fee. Child care services shall be terminated two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two (2)-week period for NOA appeal. Upon termination of services for nonpayment of delinquent fees, the family shall be ineligible for child care and development services until all delinquent fees are paid. The program shall accept a reasonable plan from the parent(s) for payment of delinquent fees. Child care service shall continue to be provided to the child, provided the parent(s) pays current fees when due and complies with the provisions of the repayment plan.

The fee for the initial certification is due upon enrollment. For new family fees due as the result of recertification and updates to the family file, a NOA must be issued to the family showing the new fee to be imposed and contain an effective date either 14 or 19 calendar days after service of the NOA, depending upon whether the NOA was personally served or mailed to the family. The fee is due on the first of the month following the effective date of the NOA.

When the initial enrollment is not on the first day of the month, the contractor can assess a fee based on certified hours for the partial month and another fee for each subsequent month based on certified hours as documented in the application for services. For example: a family works 40 hours per week or full-time; and their initial enrollment date is May 20. For the month of May, the family will utilize less than 130 hours. In this example, the family will be assessed a part-time fee for May and a full-time fee for each subsequent month of service. If a new family fee is assessed, the fee will become effective on the first day of the month following the issue date of the NOA.

#### **CREDITS FOR FEE PAID TO OTHER PROVIDERS:**

This section shall apply to child care and development services provided by someone other than the contractor:

(a) When a contractor cannot meet all of a family's needs for child care for which eligibility and need as specified in Education Code Section 8263(a)(1) and (a)(2) have been established, the contractor shall grant a fee credit equal to the amount paid to the other provider(s) of these child care and development services.

(b) The contractor shall apply the fee credit to the family's subsequent fee billing period. The family shall not be allowed to carry over the fee credit beyond the family's subsequent fee billing period.

(c) The contractor shall obtain copies of receipts or cancelled checks for the other child care and development services from the parent. The copies of the receipts or cancelled checks shall be maintained in the contractor's fee assessment record.

#### **WHEN FAMILIES VOLUNTARILY REQUEST A REDUCTION OF FAMILY FEE**

When a family voluntarily requests a reduction to their family fee by reporting a change such as family income, days and hours of care needed, or family size, the contractor must reassess the

family fee by requesting for documentation to support the reported change. The family fee reduction takes effect on the first of the month following the receipt and approval of the required supporting documentation. This documentation may not be used to make any other changes to the family's service agreement.

A Notice of Action (NOA) must be issued immediately upon receipt and approval of the required supporting documentation so that the new family fee will become effective on the first day of the month that follows the issue date of the NOA. For example, if a NOA is issued on July 28, 2017, the effective date of the reduced fee would be August 1, 2017.

**Note:** Unlike other changes to the service agreement, the fee reduction should be implemented immediately and prior to the parent's opportunity to appeal so as to give families the immediate benefit of the reduction in fees.

Families must still be given 14 calendar days from the issue date of the NOA, if the NOA is hand-delivered to the parent, or 19 calendar days from the issue date if the NOA is mailed, to file an appeal. The reassessed fee must be collected monthly in accordance with 5 CCR, Section 18114.

**Notice to Parents regarding changes in state Law, July 2, 2017 for initial certification, continuing certification:**

When a family is initially certified or recertified on the basis of income eligibility: The family shall, within thirty (30) calendar days, report changes to ongoing income that causes their adjusted monthly income, adjusted for family size to exceed ongoing income eligibility. Once determined and certified as income eligible for services, families remain income eligible until their adjusted monthly income exceeds 85 percent of the most recent SMI, adjusted for family size. The schedule of income ceilings to establish ongoing income eligibility are included in MB 17-09 Recertification.

Program must notify parents, at the time of initial certification, and at recertification, the dollar amount that equals 85 percent of the SMI, based on their family size. Parents are required to report when their family income exceeds the 85%-dollar amount for their family size. When family income exceeds the identified 85% of SMI for the family size, the program must disenroll the family and issue a Notice of Action (NOA) citing the family has exceeded the 85 percent of the SMI adjusted for family size. Specifically, the program must inform the parent in writing of the maximum adjusted monthly income the family could earn, based on the family size most recently certified, before the family is no longer income eligible for services. To do this, the program must provide the family with a copy of the most recent Schedule of Income Ceilings (85 percent SMI) for Recertification.

| Schedule of Income Ceiling at 85% State Median Income (SMI)<br>FAMILY SIZE | FAMILY MONTHLY INCOME | FAMILY YEARLY INCOME |
|--|-----------------------|----------------------|
| 1-2  | \$ 5,067              | \$ 60,804            |
| 3  | \$ 5,467              | \$ 65,604            |
| 4  | \$ 6,383              | \$ 76,596            |
| 5  | \$ 7,404              | \$ 88,848            |
| 6  | \$ 8,426              | \$ 101,112           |
| 7  | \$ 8,617              | \$ 103,404           |
| 8  | \$ 8,809              | \$ 105,708           |
| 9  | \$ 9,000              | \$ 108,000           |

**DOCUMENTATION OF NEED FOR FULL-DAY PRESCHOOL** (56 CCR Sections 18086.1 through 18092.5)

Each adult counted in the family size must have a need for child care services. If it is determined by the enrollment specialist that there is no documented need for subsidized child care, a Notice of Action to deny or terminating services will be issued.

The following are the categories of documentable need for child care.

**1. At Risk of Abuse or Neglect** - When the basis of need is At Risk of Abuse or Neglect, a child who has been identified by a legally qualified professional in a legal, medical, social services agency, or emergency shelter as being at risk of abuse, neglect, or exploitation, and referred for child care and development services. At-risk families may receive a 24-month fee exemption when a legally qualified professional from a legal, medical, social services agency, or emergency shelter specifies in the referral that it is necessary to waive the family fee. For families with a fee exemption, income information will not be required and fees will not be assessed or collected.

If the referral from the legally qualified professional from a legal, medical, social services agency or emergency shelter does not waive the fee, income information must be obtained from the family. Fees must be assessed and collected, as applicable, based on the most recent fee schedule issued by the CDE, CDD. Fee assessment and collection will begin on the first day of enrollment unless the fee is waived.

**2. Child Protective Services (CPS)** - When the basis of need is CPS, a written referral from a legal, medical, social service agency, or emergency shelter is required. The written referral from shall include a statement that the child is at risk of abuse or neglect and that the child care services are needed to reduce or eliminate that risk. CPS shall certify that the child is receiving protective services and that child care is a necessary part of CPS plan. Note: A "legal qualified profession" means a person licensed under applicable law and regulation of State of California to perform legal, medical, health or social services for the general public. CPS families may receive a 24-month fee exemption when a legally qualified professional from a legal, medical, social services agency, or emergency shelter specifies in the referral that it is necessary to waive the family fee.

**3. Employment** - When the basis for need is employment, means of verification may include but is not limited to: Pay Stubs, Record of Wages, Proof of Self-Employment, and/or Tax Returns, as well as completed Employment Verification Form.

**4. Vocational training** leading directly to a recognized trade, para-profession, profession, or education degree - When the basis of need is training, child care services may be authorized for six years from initiation of services. Twenty-four semester units, or its equivalent after the attainment of a bachelor's degree. Parents must identify a vocational, occupational, or educational degree objective.

**5. Seeking employment** - When the basis for need is seeking employment, participant may be approved to seek employment for not less than 12 months, working days, and for no more than 32.5 hours per week.

**6. Seeking permanent housing for family stability** – When the basis of need is seeking permanent housing, participant may be approved to seek permanent housing for no more than 32.5 hours per week for consecutive working days, Monday to Friday.

**7. Incapacity** - When the basis of need is Incapacity, child care and development services shall be based on the documentation provided by the legally qualified health professional which shall include; a statement that the participant is incapacitated and incapable of providing care and supervision for the child. The documentation must identify the extent to which the participant is incapable of providing care and supervision. Child care cannot exceed 50 hours per week.

#### **FAMILY'S RIGHT TO VOLUNTARILY REPORT CHANGES**

A family may at any time voluntarily request for a reduction to their service level or a re-evaluation of their family fee. Before a contractor may make any actions, a parent shall submit a written request of the request changes which may include, the days and hours per day requested, the effective date of a proposed reduction of service or parent's income status change. The parent must acknowledge in writing that he/she understands that the parent may retain their current certified child care service level.

Upon receipt of the parent's written request, the contractor shall notify the family in writing of the parent's right to continue to bring their child pursuant to the original certified service level, and collect documentation to support the changes requested, and not later than 10 business days after receipt of applicable documentation, issue a Notice of Action for the requested change in service level. No other changes to the service agreement shall be made using the received information. (Title 5, Section 18084.2, The Family's Right to Voluntarily Report Changes.)

#### **NOTICE OF ACTION (NOA) (5 CCR Sections 18094, 18095, 18118, 18119, & 18120)**

Parent/Guardian will receive a Notice of Action (NOA) at:

- Initial certification to approve or deny services
- Recertification • Changes in service
- When your family fee payment is delinquent
- Disenrollment from the program

## Parent Appeal information

Notice of Action - Whenever the program makes changes to child care services (for example, by approving or denying services, by changing the approved hours of care, or by terminating services), the agency must notify you by giving you a document called a "Notice of Action" (NOA). The NOA will inform you of the type of action taken, the reasons for the action and the date when the action shall take effect. Parents must file a notice to appeal the action within ten (10) days from the date the NOA is given to the parent, or 14 days if mailed to the parent. Your Notice of Action provides you with specific instructions for appealing an action. Please keep a copy of your NOA. If a parent disagrees with the local hearing appeal decision, the parent may appeal for a state review of the local hearing decision. The Parent Appeal Information Pamphlet (attached) provides information regarding the two levels of appeal described above. Please see your Notice of Action for specific instructions on how to appeal.

## Approval for Services:

Families must first meet the program's specific California Department of Education (CDE) approved requirements for eligibility.

Families are certified for services for twenty-four (24) months at the time of initial enrollment.

***Please note: if the Need for service is seeking employment, the family is eligible for no-less than twelve (12) months of the twenty-four months certification***

- A Notice of Action (NOA) will be issued on the status of the enrollment

## FRAUD POLICY

The California Department of Education requires the program to take reasonable action to recover funds due to fraud. Fraud is submission of false or misleading information or documentation in order to obtain subsidized child care services. This includes but is not limited to providing false or misleading information or statements, altering documentation, or failure to report income exceeding 85% SMI, need for services, family size, or family information. If a determination is made that fraudulent activity has occurred, one or more of the following actions will take place:

- The participant's case will be terminated, and s/he may no longer be served by the program.
- The case will be referred to the appropriate agency for investigation and possible prosecution.

## DAILY SIGN IN/OUT POLICY

Daily sign in/out process is required by Community Care Licensing and is the source of documentation used to claim reimbursement from California Department of Education.

Please:

- On each day of attendance, the parent or other authorized adult must enter the **actual time** of arrival and departure on the sign-in/out sheet **and sign your full legal signature at each point.**
- For any absence on a day of enrollment you must provide the reason for the absence and your full signature.

## ABSENCE POLICY

We highly encourage consistent attendance in order for your child to maximize his/her learning; however, we understand that at times absences are inevitable. If your child will be absent from

school, you MUST contact the office to report your child's absence. Absences are either "excused" or "unexcused"

Examples of "Excused" absences:

1. Illness/quarantine of child or parent, may include child or parent medical appointments
2. Family Emergency – A family emergency is a sudden situation that makes it difficult or unsafe for you to bring your child to the program.

Examples of Family Emergencies:

- o Natural Disasters – fire
- o Transportation problems such as flat tire
- o Hazardous weather condition
- o Sibling illness
- o Hospitalization of a family member
- o Death of a family member
- o Sudden change in residency
- o Others – on a case-by-case basis

Parent must notify the office if you cannot bring your child into the program as soon as you are able to do so.

3. Court-ordered visitation – court order must be on file
4. Best Interest of the Child (BIC). Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences "in the best interest of the child" shall be limited to ten (10) days during the fiscal year (July 1 – June 30). Best Interest absences are from the standpoint of the parent, considered to be in the best interest of the child,

Best Interest Days for the child may include:

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

Parent must notify the office of planned or unexpected Best Interest Days when possible.

Example of "Unexcused" absences: Unexcused absences are days of non-attendance that are not listed above as excused absences

Examples of "unexcused" absences:

- o Child did not feel like coming to school
- o Woke up late (parent or child)
- o Play date with other family members

Each child can have up to 5 unexcused absences per year. If your child's unexcused absences exceed 5 days, parent will need to meet with program director to determine if attendance improvement and/or child's continuation in the program. Parent must notify the office if you cannot bring your child into the program as soon as you are able to do so.

## **HEALTH AND SOCIAL SERVICES**

Our program offers a health and social service component for all families. If your family has health and/or social service needs, we encourage you to discuss those needs with the program director. She will provide you with referrals to appropriate community agencies, based on your specific needs, and will follow up with you to ensure that your families' needs have been met.



## **COMMUNITY INVOLVEMENT**

The program actively engages with our local community, and encourages community involvement by:

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

## **HEALTH AND SAFETY**

### **Physical and Immunization requirements**

All children enrolling in the preschool program must have a physical exam and are required to have all immunizations as outlined by the California Department of Health. <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/Babies.aspx>

## **BEHAVIOR STANDARDS FOR CHILDREN**

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

Positive behavior support is developed through encouragement of positive behavior and use of a planned environment that provides a variety of activities. Teachers are trained to provide guidance during all activities, and to help children learn social-emotional skills, conflict resolution and problem-solving skills. Teachers review classroom expectations with children, encourages appropriate behaviors, model conflict resolution skills and stay alert to situations throughout the day.

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

In all cases when a child displays persistent, serious, challenging behavior, program staff will request a meeting with the child's parent(s) to discuss the behavior. The center staff and parent(s) will collaborate on the development of strategies to resolve the behavior.

### **Temporary Suspension of Service**

Temporary Suspension of Service may be offered to families that need their services suspended for a short period of time within their certification period. The reason for temporary suspension of service must be approved by the program administrator or designee. The temporary suspension of service will be in effect for no longer than thirty (30) days. The parent/guardian must submit a request to the office and provide a reason for the request and a date of return. When the family returns from a temporary suspension of service, the family will be offered the first available space in the program. There is no guarantee that the same classroom will be offered upon return to the program. When the family does not return on the specified date, the program has the right to terminate services.

Example of reasons for requesting temporary suspension of services:

- Leaving the country for family emergency beyond ten (10) days
- Child is spending time with non-custodial parent without a court order
- Family member has an illness that prevent parent from dropping off/picking up child
- Child is waiting for an open space in another subsidized program

**Withdrawal**

Families can notify the program at any time to withdraw; the program will prepare a NOA to terminate service at parent request. The program is required to provide 14 or 19 days for appeal process or for family to rescind drop.

**PROGRAM SELF-EVALUATION**

The program conducts an annual self-evaluation of the program to ensure that we are effectively meeting the needs of children and families, and to promote continuous quality improvement.

**ACKNOWLEDGEMENT OF RECEIPT OF FAMILY HANDBOOK  
2020-21**

By signing the following 2 pages, you indicate that you have read The All Five Family Handbook and agree to follow the procedures outlined in it.

A three-week written notice will be given before revising the current policies or adding a new policy.

Please sign both copies and detach 1 copy and return to the Office.

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*Child's Name*

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*Family Member or Legal Guardians Signature*

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*Date*



## ACKNOWLEDGEMENT OF RECEIPT OF FAMILY HANDBOOK: **2020-21**

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*Child's Name*

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*Family Member or Legal Guardians Signature*

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*Date*

**PLEASE SIGN AND RETURN THIS PAGE TO ALL FIVE**