Redwood City Child Development Program

FAMILY HANDBOOK

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INTRODUCTION

The Redwood City Child Development Program (RCCDP) is a private, non-profit child development and preschool program established in 1985 and housed in the Fair Oaks Community Center of Redwood City. We are licensed by the State of California, Department of Social Services, to provide educational services for children ages 11 months to 5 years. The facility, maintenance, and janitorial services are currently provided by the City of Redwood City.

Our center is open 245 days per year, 7:00am-5:00pm, to provide subsidized services for children whose parents are working or in training, and for parents interested in our full cost program. The program serves children from the age of 11 months to 5 years 9 months (pre-kindergarten). We provide a safe, nurturing, and stimulating environment that contributes to each child's educational development. Our commitment is to guide and encourage each child to reach their full potential which includes the involvement of families and the community.

Redwood City Child Development Program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children are served.

The program refrains from religious instruction or worship.

Redwood City Child Development is licensed by the State Department of Social Services, Community Care Licensing. We are required to comply with health and safety regulations as well as all other laws for childcare centers specified in Title 22 California Code of Regulation, Community Care Licensing Standards.

Our program funding comes from the California Department of Education, Early Education and Support Division and California Department of Social Services, Community Care Licensing Division to provide services for eligible families and parent fees. We receive funding from the California Department of Education (CDE) and California Department of Social Services (CDSS). We follow Title V guidelines for staff qualifications and adult to child ratios.

Any individual who has a complaint or concern with the Redwood City Child Development Program is to contact the Compliance Officer, Executive Director. If the complainant is dissatisfied with the compliance officer's decision, he/she may contact the Board of Directors. Appeals regarding a disagreement with an action on the Notice of Action may be resolved first at RCCDP (local level) and if still unresolved, at a state level with the California Department of Education for CSPP and California Department of Social Services for CCTR programs. For complaints, please refer to the Uniform Complaint Procedures which are posted on the bulletin board next to the office.

Parents and children are encouraged to visit the center before the child's first day of attendance. We host a family orientation afternoon prior to the start of the school year.

If you cannot make it to orientation, it is important to schedule a separate orientation so you and your child can get a feel for the program.

Infant, Toddler and Preschool Programs

RCCDP offers three programs: infant program ages 11 months to 24 months (Joeys), toddler program ages 18 months-36 months (Koalas) and a full day full year preschool program for children ages 24 months-5 years old or entry into Kindergarten.

Our infant and toddler programs are subsidized early care and education programs for children ages 11 months through two years eleven months. Subsidized CCTR program hours are based on the parent's verified need for services. Infant and toddler full cost programming runs from 8:30am-3:30pm, with an option for extended services.

Our preschool program serves two, three, and four-year-old children with full day childcare and preschool programming. Subsidized CSPP program hours are based on the parent's verified need for services. Preschool programming begins at 8:30am and ends at 12:30pm. Children entering our preschool program at 3 years of age are encouraged to be potty trained and able to take care of their own bathroom needs. Our staff is trained and able to help with continued potty training, if needed.

Full Cost Program: A separate waiting list is maintained for families that are not eligible for subsidized services. This list is maintained by program: infant, toddler and preschool, and by date of application.

PROGRAM PHILOSOPHY AND PURPOSE

The purpose of the Redwood City Child Development Program is to provide a safe, nurturing, and stimulating environment that contributes to each child's educational development. Our commitment is to guide and encourage each child to reach their full potential which includes the involvement of families and the community.

We believe that children are unique in their growth and development, with individual learning styles and family backgrounds. We recognize that children learn through active investigation and discovery of their environment. Here, children have the opportunity to freely choose from a variety of hands-on, meaningful, play-based activities. Children need opportunities to explore and learn about the environment, to exercise their natural curiosity, and to experiment with cause-and-effect relationships. Our curriculum spans from simple to more complex following the interests of the children.

Our program is staffed by trained and experienced professionals who have a clear understanding of child development. Staff members understand the cultural values, expectations and child rearing practices of the families served. We believe staff members who enjoy and care about their work are able to work more cooperatively. Our Program is committed to providing competitive salaries and fringe benefits, treating all

staff members with respect and encouragement, and providing opportunities for professional growth.

Staff members facilitate, encourage and support the children by preparing an attractive environment that provides stimulating and challenging material and activities that are culturally and developmentally appropriate for children.

Although families are the primary influence on the children's growth and development, outside activities and organizations can also have a significant influence. Therefore, cooperation between parents and staff is essential and must be nurtured and maintained in order to produce the most effective outcome for the children.

PEDAGOGICAL(TEACHING) APPROACH

Curriculum: Our curriculum focuses on ensuring that children learn effectively by providing an environment that allows all children, including those with special needs, to learn through discovery and play. The basis of our curriculum is the belief that children learn best through their interactions with real materials, children, and adults in a safe and supportive environment.

Research shows that school readiness is linked with children's social and emotional development. We promote positive self-esteem by providing a positive and nurturing learning environment that is geared to the level and interests of the children

Infant Program: Our infant program promotes the development of self-esteem, security and social competence through socialization. The primary focus of this program is to encourage the children to explore a new environment, become familiar and comfortable with new caregivers and friends, while challenging their developmental milestones. We utilize the California Desired Results Developmental Profile to help follow the development of each individual child.

Twos (Toddler) Program: In our two's program, developing empathy and promoting self-identity are our primary goals. Our two-year-olds are encouraged to recognize their feelings, and the feelings of their friends. In this class, our teachers help the children express themselves through language, often giving the children access to new vocabulary words. It is during this time that the children begin to recognize others' feelings and how their actions can affect their friends. We work with the children to help them develop empathy for their friends while learning important language to communicate their needs. It is during this program that the children begin to learn self-help and independence skills. The children will master potty training, handwashing, practice dressing themselves and becoming more independent.

Preschool Program: Through the first five years of life, there is incredible growth of language, cognitive, social-emotional, and motor development in children. Our program recognizes children's eagerness to learn and provides them with a healthy

balance of activities, both child-directed and teacher-led, active and quiet activities in both small and large group settings. We emphasize the development of self-esteem and social skills which are necessary for future success.

We have a multi-sensory approach to instruction which engages all aspects of learning through visual, auditory, tactile and kinesthetic pathways to the brain. Children at this age have not yet developed a true learning style, it is important for our instruction methods to challenge each pathway to make neural connections to allow for further cognitive development. Through repetition we will reinforce the learning message. Learning occurs when stimulating multiple senses through repetition. Our success in being able to retrieve information we have learned depends on the number of pathways we have created to find it.

Using the California State Department of Education's Preschool Learning Foundations and Curriculum Framework as a guide, appropriate measures have been integrated into building an evolving curriculum. Children are offered a variety of opportunities to practice fine motor skills through daily arts and crafts, free play, and while using small manipulative toys. As many of our families are English language learners, we focus on listening skills, speaking, reading, and writing. Reading and writing focus on enjoying stories, understanding that print conveys meaning and developing awareness and recognition of letters. We utilize the Zoo Phonics curriculum to introduce phonics and pre-literacy skills. We focus on the 5 strands of early mathematical knowledge and skills including number sense, classification and patterning, measurement, geometry, and mathematical reasoning.

Music Together®

Music Supports ALL Learning!!
Children are natural music makers! We are all born with the potential to make music, and the first six years of life are especially important for music development. So, it's important for children to have many opportunities to make music. The Music Together curriculum naturally fosters many important developmental areas, including:

- Language Development: active listening and pre-literacy skills, phonological awareness, and vocabulary development
- Socio-Emotional Development: self-regulation, self-confidence, leadership, and cooperation skills
- Cognitive Development: emerging math skills and executive function
- Physical Development: gross and fine motor skills, coordination, and spatial awareness
- Approaches to Learning: motivation to try new things, persistence, and problem solving skills

Acceptance of Diversity and Inclusivity: At the Redwood City Child Development Program, each classroom is required to include in its curriculum multicultural and multilingual activities that foster the physical, emotional, cognitive, and social development of all children. At a very young age children become aware of color,

language, gender, and physical ability, and as a result we incorporate these differences into our curriculum through songs, books, photographs, stories, games, and cultural projects. As we introduce cultural holidays, celebrations, foods, etc into our classroom,we focus on the realities of other cultures, not stereotypes.

RCCDP is committed to providing high-quality, inclusive early childhood education services that support the growth, development, and well-being of all children. Our policy ensures that children with disabilities or developmental delays are welcomed, supported, and provided equitable access to early learning opportunities in accordance with California State Preschool Program (CSPP) regulations and applicable state and federal laws.

RCCDP does not discriminate on the basis of disability. Consistent with our mission to strengthen children, families, and communities, RCCDP is committed to inclusive practices that honor each child's unique strengths, needs, and cultural background. Children with disabilities or suspected developmental delays will be supported to participate meaningfully in program activities to the greatest extent possible.

RCCDP believes that:

- All children belong and deserve access to enriching early learning environments
- Inclusion supports positive outcomes for children with and without disabilities
- Developmentally appropriate practices should be adapted to meet individual needs
- Collaboration with families and service providers is essential to child success

QualityCounts
SAN MATEO COUNTY
Early Learning Excellence

We participate in Quality Counts California, a statewide, locally implemented quality rating and improvement system (QRIS) that funds and provides guidance to local and regional agencies, and other quality partners, in their support of early learning and care providers. Quality Counts California helps to enhance the quality of early learning and care programs and informs parents and families on what different quality levels mean for the child's early learning and care setting.

RECERTIFICATION

Subsidized families shall be certified for services by the contractor (RCCDP) no later than 50 calendar days following the last day of the 24 month certification period, which starts with the day the agency's authorized representative signed the last application for services.

REQUEST FOR REDUCTION IN FAMILY FEE

When a family voluntarily requests 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.

CCTR INCOME CEILING 85%

The program will provide a current Schedule of Income Ceiling at 85% of the State Median Income (SMI) with the Parent Enrollment Packet. RCCDP will provide the parent with a copy of the income calculation worksheet used to verify income eligibility, and the maximum income threshold for their family size. The family is required to notify the program within 30 calendar days of any income that causes the family's income to go above the maximum income threshold. The program will recalculate the family's income to determine the family's continued eligibility for services.

CSPP INCOME CEILING 100%

The program will provide a current Schedule of Income Ceiling at 100% of the State Median Income (SMI) with the Parent Enrollment Packet. The program will provide the parent with a copy of the income calculation worksheet used to verify income eligibility, and the maximum income threshold for their family size. The family is required to notify the program within 30 calendar days of any income that causes the family's income to go above the maximum income threshold. The program will recalculate the family's income to determine the family's continued eligibility for services.

CONTRACT HOURS

Subsidized contract hours are the scheduled hours (dependent on your job/training schedule) that your child can be cared for. If someone else is bringing your child to the center, it is your responsibility to have the child arrive and be picked up by the scheduled contract time.

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.)

Parent Handbook Addendum 07/02/2021

ABANDONMENT OF CARE

A family's failure to communicate absences for 7 consecutive days will result in RCCDP using multiple methods of communication in order to receive reason for the absence. RCCDP will use phone numbers on file, and at least one attempt in writing either via a parent communication application or postal service to notify the family that failure to communicate may result in termination of early learning and care services. Should the family not communicate with the program within 30 consecutive calendar days, RCCDP will issue a notice of action on day 31 to disenroll the family on the basis of abandonment.

NOTICE OF ACTION (NOA):

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 childcare 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.

FRAUD POLICY

The California Department of Education requires the *Redwood City Child Development Program* to take reasonable action to recover funds due to fraud. Fraud is the submission of false or misleading information or documentation in order to obtain subsidized childcare services. This includes but is not limited to providing false or misleading information or statements, altering documentation, or failure to report income exceeding 100% 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 *Redwood City Child Development Program*
- The case will be referred to the appropriate agency for investigation and possible prosecution.

Parent Handbook Addendum 5/19/2020

NATIONAL/STATE DISASTER POLICY

In the event that a National/State Disaster or National/State Pandemic is declared, RCCDP will remain open as long as legally possible. Parents will be asked to follow the strict guidelines of the United States President, California State Governor, CDC (Center for Disease Control) San Mateo County Department of Health, the California Department of Social Services Community Care Licensing Division and the California Department of Education.

If a parent and/or child become exposed (directly or indirectly) to an illness; the child ***must*** remain home until cleared by their doctor as non-contagious and ***must*** supply a physician's note prior to returning.

During a National Disaster or National Pandemic; staff is certified to sign children in and out to avoid the spread of potential germs. Staff will note if a parent has reported an absence by phone, email or remind messenger. There will be ***NO*** limitations to excused absences, as the center will have valid documentation stating the National Emergency documenting county and state guidelines.

TUITION and FAMILY FEES:

Tuition for full cost families will be prorated for the time of closing and will be suspended during the closure. Subsidized family fees will continue to be paid monthly unless notified by the California Department of Education that fees will be suspended during closure.

SICKNESS UNRELATED TO NATIONAL DISASTER

A child presenting with other symptoms unrelated to the disaster/pandemic, current center policies on sick children will be enforced. A doctor's note is recommended for return to the program, but is not required during the time of National or State Emergency.

DISTANT LEARNING PROTOCOL

It is the intent of the Redwood City Child Development Program to do their best in providing developmentally appropriate distant learning opportunities for our students in the event of a forced closure. Distant learning will include (if possible):

- Biweekly work packets with instructed daily activities. Work packets are created by classroom staff and handed out to parents in a drive-thru fashion. Students are given all materials necessary to successfully complete all activities.
- Use of Learning Genie Education tool for videos and activities related to topics of study.
- Weekly large group classroom Zoom meetings with classroom teachers. Teachers will conduct typical classroom circle time activities via Zoom.
- Music Teachers will conduct 30 minute Zoom Music meetings 1x weekly per classroom
- Weekly 1:1 check ins with students and their primary teacher.
- Weekly communications with families to ensure needs are being met, creating outreach for additional services to be provided.
- It is the intent of RCCDP to create a private YouTube channel with videos of circle time activities, Music Together songs and other activities for our students to enjoy.

Redwood City Child Development Program
PROGRAM POLICIES:

DAILY SIGN IN/OUT POLICIES:

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

- 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 signature at each point.***
- For any absence on a day of enrollment you must provide the reason for the absence and your full signature
- Shall you forget to sign your child in, we will call you to verify the time of drop off and an authorized representative will sign your child in with your permission.

ABSENCE POLICIES

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. You can do this through our parent communication application or by calling our direct line at (650) 780-7520.

Examples of reasons for being absent:

1. Illness/quarantine of child (enrolled) or immediate family member
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:

- Natural Disasters – Fire, flood, earthquake
- Transportation problems – flat tire, dead battery
- Hazardous weather conditions
- Sibling illness
- Hospitalization of a family member
- Death of a family member
- Sudden change in residency
- Others – on a case-by-case basis

Parents must notify the office if you cannot bring your child into the program as soon as you are able to do so. ***If your child is absent five or more days due to an illness, a doctor's written excuse may be required to admit your child back into the Center.***

3. Court-ordered visitation – court order must be on file
4. Best Interest of the Child (BI). 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:

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

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

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 Family Engagement Coordinator. RCCDP 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

Redwood City Child Development 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 as well as community events
- Providing information to the local community regarding our services for children and families

EMERGENCY INFORMATION AND PROCEDURES

Emergency Cards are completed at least once per year. In addition to yourself, you must list the names and telephone numbers of two other persons who are nearby and can be reached in an emergency.

Parents are to notify the office immediately when there are changes to be made to their Emergency Cards. You must keep your Emergency Card updated with accurate information so that the office can contact you in the event of an emergency.

If there is an emergency, the staff will remain with the children until they are picked up. The program is equipped with first aid supplies and the staff is trained in First Aid and CPR. The children practice regular safety drills following the San Mateo County Big 5 Safety Protocol.

HEALTH AND SAFETY:

Illness Policy: We are required to ensure that children with obvious symptoms of illness, including but not limited to fever and vomiting, are not accepted into the program at the time of illness.

Daily Health Check: Your child's health is of great importance to us. Our staff will assess each child's health status upon arrival and periodically throughout the day. The assessment involves observing the child, speaking with parents, and talking with the child. Staff will observe for the following:

- Changes in behavior or appearance.
- Any skin rashes and itchy skin or scalp.
- Signs of fever such as flushed appearance or shivering.
- Complaints of pain or not feeling well. General lethargy.
- Vomiting, diarrhea, and drainage from eyes/ears.
- Exposure to others with communicable disease.

If any of these symptoms of illness appear during the day, you will be contacted and must make provisions for your child to be picked up within 60 minutes. If your child is not picked up within one hour, our staff may call an authorized person listed on the child's Identification and Emergency Card and a Notice of Non-Compliance may be issued.

The child may return when he/she is symptom free for 24 hours or on medication for 24 hours. However, any contagious illness including skin rashes or open sores that poses a risk of spread of disease to others requires a doctor's note/medical clearance stating that it is okay for the child to participate in the program before returning to the center.

Our staff may also call during the day if the child develops any symptom or is observed to have a physical condition preventing him/her from participating in the daily routines of the program.

When to Keep Your Child Home: If your child has an elevated temperature of 100.4 or higher, nausea, diarrhea, drowsiness, headache, earache, severe cold and cough, skin rash, inflamed eyes, lice or sores of any kind (unless the sores can be covered by a bandage), he or she must not be brought to the center until the symptoms have improved for 24 hours. If a child has any other contagious conditions, including but not limited to hand foot mouth disease, measles, chicken pox, mumps, whooping cough, and streptococcal infections a doctor's note/medical clearance will be required before your child returns to the center.

This is to protect the other children as well as to ensure that your child will be able to participate in the program. Your child will not be accepted unless he or she is able to participate in all activities, including outdoor play.

Head Lice: The child's hair must be cleaned with a shampoo specified for lice and be free of nits before the child returns to the center. Parents are advised to wash all clothing, bed linens, and towels dry them at the highest temperature to get rid of the nits. In some cases, it may be appropriate for household contacts to be treated as well.

Medication: Parents are encouraged to schedule medications during non-school hours whenever possible. Medications may be administered at the center only if it is prescribed by a doctor, in the original container, and clearly labeled with the name and phone number of the medical provider, date, child's name, and instructions for use. Written instructions from a medical provider are required for all medications including non-prescription medicines such as Tylenol, antihistamines, etc. The parent must sign a written permission form before medications can be administered.

Asthma Medication Requirement: We require that all children diagnosed with asthma (both severe and not severe) must have an asthma medication (albuterol inhaler, etc.) at the center daily. Parents may bring the asthma medication to school each day or leave it with the child's teacher. The medication must be properly labeled (as listed above).

Universal Health Precautions: RCCDP follows the four basic infection control procedures:

1. Proper hand washing.
2. Wearing of latex gloves for any incident involving blood or bodily fluids.
3. Cleaning tables and surfaces with a disinfectant.
4. Disposing of infectious materials as prescribed by OSHA.

Disease Prevention: Hand washing has been found to be the most effective way to keep healthy. Staff and children must wash their hands upon arrival at school, after toileting, wiping noses, re-entering from outdoors, and before handling food.

Illness is not caused by cold weather. Fresh air is one of the ways that cold or viral germs are diminished. Children will catch fewer colds if they have access to lots of fresh air and outdoor time. Therefore, we are not able to honor parent's requests to keep children indoors when they have a cough or runny nose. Parents must have alternative care for a sick child who cannot go outdoors.

Injuries: If your child is injured at school, an incident report will be sent via Brightwheel, and the parent may be notified via phone. In case of an accidental injury that requires medical treatment, we will make an immediate attempt to contact you, and your child must be picked up immediately. If we cannot reach you, we will call an ambulance, and a staff member will meet you at the hospital. It is our policy not to disclose the name of a child who may have hurt another child.

Mandated Child Abuse Reporting: In California, certain professionals are required by law to report known or suspected child abuse (California Penal Code 11165-11174). All RCCDP staff are mandated reporters. The intent of the law is to protect the child and to provide help for the family. The types of abuse or suspected abuse that must be

reported include physical abuse, sexual assault and exploitation, willful cruelty and unjustifiable punishment, neglect and unlawful corporal punishment or injury or mental suffering. Our staff will report any unusual marks on a child, or statements made by a child that indicate abuse or neglect. Burden of proof is not on the staff, and they cannot be held liable for reporting.

Emergency Procedures: Plans for fire, earthquake, or other emergency situations are posted near the exit of each classroom. Staff have been trained in the BIG FIVE SAFETY PROTOCOL of San Mateo County. Staff and children participate in bi-monthly emergency drills to ensure they are fully prepared in the event of an emergency. The BIG FIVE SAFETY PROTOCOL is posted on the red entrance door as well as in each classroom. Our site is equipped with emergency preparedness supplies designed to last up to 48 hours in the event of a disaster.

Mental Health Consultant: RCCDP partners with Cortney Richardson LCSW#29902 to provide mental health services to our children, families and staff. A certified Mental Health Consultant is available and on site weekly to meet with children, families and staff.

Physical and Immunization requirements: Per Community Care Licensing, prior to a child entering the program, he/she must have up-to-date immunizations. Within 30 days of enrollment, the child must have a physician's clearance form on file. Both of these requirements are mandated by the California Department of Social Services, Community Care Licensing Department.
If a child is to be exempted for medical reasons, a doctor's statement is required; the statement must include which immunization is to be exempted and the specific nature and duration of the medical condition.
All children enrolling in the program must have a physical exam. We also require proof of an annual physical for each child around their birthdate. Immunizations must be up to date and turned into the office prior to the child's first day of school.
The following health screenings are conducted annually:
- Physical Report -Vision Screening - ASQ3 -ASQ SE

PROGRAM SELF-EVALUATION

Redwood City Child Development 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.

TERMINATION OF CHILD CARE SERVICES

Your subsidized childcare services may be terminated at the Redwood City Child Development Program for the following reasons:

- Failure to maintain eligibility and/or need
- Failure to document eligibility and/or need
- Failure to pay childcare fees , and adhere to delinquent fee repayment agreement

- Verbal or physically aggressive behavior by parents towards staff or other children

DISCRIMINATION STATEMENT

No child will be denied services on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; be unlawfully denied full and equal access to the benefits of the Center; or be unlawfully subjected to discrimination by RCCDP.

RCCDP will work with individual families to determine needs and accommodations required as described by the Americans with Disabilities Act.
Reasonable accommodations may include but is not limited to the following:

1. Classrooms, playground, outside play structure, and restrooms are wheelchair accessible to children and adults.

2. Meals to accommodate the needs of individual children, including frequency of meals, texture of food served and special foods prescribed by the doctor.

3. Naps to meet required individualized schedules.

ARRIVAL AND DEPARTURE

A subsidized family's need will be determined based upon certified hours noted on the NOA. Allow a few minutes in the morning and at pickup to talk to the teacher. This will be the last time your child will see you for many hours and the first time they will see you in quite some time, please give them your undivided attention. Refrain from cell phone use during drop off and pick up times.

Make certain that a staff person acknowledges your child's arrival in the morning. The same procedure, in reverse, is followed when the child leaves the center.

If you are running late past your contracted time, please notify the office ASAP either through Brightwheel or by calling (650) 780-7520.

Parents must sign the Emergency Card giving permission to any person who will be picking up the child on a regular basis. Persons authorized to pick up a child must be at least 18 years of age. For the safety of your child, picture identification is required before he/she is released from the center. Photo identification will be required of all newly authorized individuals not recognized by staff prior to release of the child. Those parents who have custody issues must provide us with any court orders affecting parents who should not be allowed to pick up their child.

If an emergency requires a child to leave with someone other than persons listed on the Emergency Card, the parents must call or send a note to inform the center that the

person has permission to pick up the child. That person must have proper identification when arriving to take the child.

A child will not be released to anyone who appears to be under the influence of alcohol, drugs or other substance abuse.

LATE PICK-UP

Should a serious emergency arise that prevents you from picking up your child on time, it is your responsibility to make arrangements for another person to pick up your child.

Parents will be assessed a late fee for children in attendance past our closing time at 5:00pm. 20$ for the first 5 minutes and 1$ per additional minute.

If a child has not been picked up at his/her contracted time without notification and in case of emergency, staff will begin calling authorized adults on the Identification and Emergency card. If these efforts are unsuccessful and your child has not been picked up by closing time, we are required to report the incident and call the local police department and/or the Department of Family and Children's Services (formerly known as Child Protective Services) to care for your child until you can be reached. For each of these incidents, a Notice of Non-Compliance will be issued.

CLOTHING

Your child should come to school dressed in comfortable play clothing that can be independently removed. Dress your child in play clothes that will not be ruined by paint or mud. Sturdy non-slip shoes must be worn.

The program's learning experiences often involve materials such as paint, glue, mud and water, all of which can end up on clothing. As valuable learning occurs through hands-on experiences that are sometimes messy, children will get messy and wet from time to time.

Children should wear clothes that they can manage themselves (not with buckles, belts or openings in the back) and that will allow freedom of movement. Put the child’s name on all clothes.

Clothes should allow your child to go to the bathroom without assistance. Overalls with shoulder straps and bodysuits with snaps in the crotch are very difficult for most children.

Children will not be admitted in hoop or dangling earrings, large or chunky necklaces or bracelets, flip-flops, or sandals with open toes or high heels as they often cause accidents and restrict your child's play.

Children over the age of three are required to have one extra set of clothing at the center at all times, labeled with his or her name. This will ensure your child has dry clothing in case of spills or bathroom accidents.

Children under three are required to have at least three changes of clothes.

Please check your child's cubby daily for dirty clothes that need to go home for laundering. Please replace dirty clothes with a clean set of clothes the next day.
If your child wears another child's clothes home by mistake, you should call the center immediately and return the clothes the next day.

If your child wears clothes home that belong to the center please wash and return them.

Diapers and wipes will be provided by the program.

Children who are not potty trained are to arrive in the morning with dry diapers. If your child has a wet or soiled diaper you are expected to change it before leaving the center.

Label your child's clothing with a permanent marker. Markers are available in the classroom for your use. Children's articles occasionally become misplaced, clothing or other items of high monetary or sentimental value should be left at home. The center is not responsible for items that are lost. A "lost and found" box is kept in the center. Items marked with your child's name are more easily identified and returned.

NUTRITION

RCCDP operates a food program in accordance with the guidelines set by the USDA Child and Adult Day Care Food Program. Our program is reimbursed for meals served through this program and are required to maintain records regarding meal patterns, applications, menus, menu records, and meal counts.

RCCDP cares about the health and well-being of the children in our program. Our policies encourage healthy eating habits and teach the importance of both good nutrition and daily exercise. Our program provides nutritious meals at no cost to the parent, as a part of a comprehensive approach to each child's development. Family style eating is a part of our program. Children are encouraged to serve themselves and to clean up after they have finished eating. Menus for the month are posted in each classroom.

The daily meals provided by RCCDP consist of breakfast, lunch, and an afternoon snack. Breakfast is served to children arriving before 9:00 a.m. If a child arrives at 9:00 a.m. and has not eaten breakfast, the parent must remain at the table while he/she finishes their meal. Due to our classrooms daily schedule and routines, it is not possible for a teacher to sit with an individual child past 9:00 a.m. Lunch is served at 11:30 a.m.

The afternoon snack is served after nap time. RCCDP's in-house Chef prepares all meals and snacks utilizing the kitchen of the Fair Oaks Community Center.

State regulations require that all meals be eaten on the premises under staff supervision. Children may not bring food into the center, nor may they take food from the center.

Please let us know if your child has any food allergies. If your child is on a special diet, you must bring a signed statement from the doctor. Our Chef will accommodate children with food allergies by supplying appropriate alternatives on a daily basis.

A doctor's note is required if your child is unable to eat the food served by the program. At a parent's request, a child may opt out of our food program knowing that the parent must provide meals and snacks that meet nutritional requirements.

REST TIME

After lunch, all children enrolled in the full day CSPP and CCTR program will be given the opportunity to rest. The program provides sheets and blankets, which are laundered weekly or if soiled. Rest time is a much needed transition for children, as they have been very active all morning, and need an opportunity to rest in order to have energy to engage in activities in the afternoon. To help children settle down, teachers will play soft and soothing music and will rub the backs of children who enjoy it. While many children will be resistant to the idea of a nap, they will quickly adjust to the idea and the structure of a consistent routine.

FIELD TRIPS

Redwood City Child Development Program will notify parents in advance of all field trips requiring transportation and any other special arrangements necessary.

- A parent or legal guardian will sign an informed consent form for all field trips requiring transportation. (Consent for Child Care Program Activities)
- A well-stocked first aid kit along with the children's emergency contact numbers will be taken on offsite activities
- At least one staff person with current First Aid and CPR certification must accompany children on offsite activities.
- Field trips will be planned as part of the overall curriculum and/or children's interests and will provide learning opportunities through hands-on participation.
- Whenever possible the caregiver will visit the site ahead of time to determine the safety of the location, what experiences the children may gain along with age-appropriateness and to plan the route of transportation.
- Additional staffing may be needed to provide adequate supervision and will be scheduled ahead of time for these off-site activities
- Children will be counted before leaving the child care, during the field trip, and again at the time of departure for return to the child care to insure that all children are accounted for.

- At least one staff member will have a cell phone in case of emergency on all off-site activities.
- A specific caregiver will be assigned to each group of children. A staff member will always accompany children to a public restroom.
- All children are REQUIRED to wear their BLUE RCCDP t-shirt. Identifying information that gives the facility's name.
- While on walking trips the caregivers will model pedestrian safety and teach the children to only cross at the corner, when traffic signals indicate it is safe, and only after looking left, right and left again.
- Caregivers will keep younger children together on walking trips with the aid of a travel rope (a knotted rope) that the children hold onto which is stretched between 2 caregivers while they walk. Children may also hold the hand of an adult or use another means that keeps the child physically connected to an adult at all times.
- If a child has medication needs, Redwood City Child Development Program will be responsible to take and administer the medication as needed.

STAFFING

RCCDP is committed to providing high quality early education. As RCCDP is funded by the California Department of Education and California Department of Social Service, program staff members must meet Title V regulations. All teachers and assistants meet the qualifications outlined in the Child Development Permit Matrix. In addition, staff are provided many staff development opportunities in order to enhance their professional growth.

In addition to the educational and experience requirements each staff member is fingerprinted and has a criminal record check, health check and TB clearance.

PARENT VISITS AND VOLUNTEER OPPORTUNITIES

Parents are welcome to visit the center at any time during the day without notice.
We encourage parents to report any health or safety concerns and/or complaints to the Administration Team call (650-780-7520), classroom teacher and/or P.A.C. meeting.

We always welcome your ideas, comments, questions, suggestions and participation.

PARENT CONFERENCES

There will be two scheduled parent-teacher conferences each year to review your child's assessment and discuss his or her progress.

Please feel free to ask questions about the program. If you have questions in regard to a specific matter, the teacher will arrange a meeting. If the teachers have concerns that they wish to discuss with you, a meeting will be requested. All parents are encouraged to allow time for these brief conferences.

PARENT EDUCATION

Parents are urged to attend the parent education meetings held throughout the year. The meetings are planned to keep parents informed on a wide variety of topics.

PARENT INVOLVEMENT

Parent involvement is important for the child's own sense of self-esteem. When a parent is involved in the child care experience, the child feels important, cared for and proud of both the parent and the center. Parent involvement (such as helping in the classroom and accompanying us on field trips) not only provides valuable resources for the staff, but also ensures participation, comments and evaluation about how the program is working, how it is meeting the needs of parents and children, and how it can improve and expand.

PARENT ADVISORY COMMITTEE (PAC)

The committee functions as an auxiliary to our program, supporting existing parent functions and developing new parent activities. Besides giving input and suggestions into program operations, the committee organizes fundraising activities and contacts other parents concerning program events (i.e... "Phone tree" for parent meetings, field trips, and social events). The PAC meets at least four times a year. The names of the Parent Advisory Committee Representatives are listed on the parent bulletin board outside the office.

THINGS TO LEAVE AT HOME

Children are not to bring candy or other foods, toys, gum, money, purses, balloons, make up, etc. to the center. If your child has a special item to share with the other children, please make arrangements with the teacher as to the best day for sharing.

PARKING

Cars are to be parked in designated parking spaces only. Do not park along the red curb, the yellow curb or in the space marked handicapped parking. Should the parking lot be FULL, you are allowed to park next door in the Fair Oaks Community Center Parking Lot.

Remember, children must be in an appropriate child restraint until they are 8 years old or 4'9".

Children, 12 years and under should ride in the back seat. Front seat air bags can injure a child if inflated.

BEHAVIOR POLICY

When working with young children, we can expect to be met with challenging behaviors from time to time. During the first five years of life, children are beginning to learn how to manage their own emotions and the behavioral expectations of society. As parents know, this is a learning process that can take time. This is also an important process in the Social Emotional Development of children that can be positively guided using strategies based on research.

In early care and education, challenging behavior can be any behavior that interferes with children's learning, development, and success at play; is harmful to the child, other children or adults; or puts a child at high risk for later social problems or school failure. The behavior can be direct (ex. Hitting, pushing, biting, kicking) or indirect (ex. Teasing, ignoring the rules, excluding others, name calling, etc.)

Our staff know that we will encounter children with challenging behaviors, and we will work with strategies to help the children display their BIG emotions appropriately and effectively. We will actively engage in helping the children to problem solve, giving them language strategies to become effective communicators. We have a process in working with children that display challenging behaviors.

PROCESS

When a child begins to display challenging behaviors, we as teachers will respond immediately, working to understand the context of the behavior. We will continue to observe the child and ensure we begin using strategies for the child to effectively communicate their emotions and needs. When a child becomes aggressive towards another child, we will use a calm but firm tone to explain to the child the behavior is unacceptable and work to help the child solve the problem. We will enter information into a behavior log, making sure to keep a record of the behavior to watch for patterns and consistency. When our staff have exhausted our own strategies, we will work with the following process:

1. Consult with the child's parents or legal guardians and teacher to maintain the child's safe participation in the program. We will provide available resources to support parents and caregivers regarding challenging behaviors.

2. We will inform the parents or legal guardians of a child exhibiting persistent and serious challenging behaviors of the process that the CSPP/CCTR will use to assist the child in order to safely continue to participate in the program.

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

4. If the child does not have an IEP or IFSP, we will complete a universal screening including social and emotional development, refer the parent or guardian to local community resources, and implement behavior supports, *before* referring the child to the LEA to request an assessment to determine the child's eligibility for special education support and services, including a behavior intervention plan.

5. If after following and documenting the reasonable steps referred to above to foster the child's safe participation, and concerns about safe participation remain, we will consult with the child's parents or legal guardians, the child's teacher, and if applicable, the LEA providing special education services to the child.

PROCESS AND PROCEDURE
SUPPORTING CHILDREN WITH PERSISTENT | SERIOUS CHALLENGING BEHAVIORS
Ed Code 8489.1 | WIC 10491.1

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance. Beyond interfering with children's learning, these behaviors can be stressful for those working with the child.

This procedure was developed for the purpose of providing individualized, more intensive interventions to children who are exhibiting persistent and/or serious challenging behaviors.

PROCEDURE TO DOCUMENT | SUPPORT CHILDREN WITH PERSISTENT AND SERIOUS CHALLENGING BEHAVIORS

STEP 1: Gather Data, Establish Child Success Team & Engage with Parent/Guardian

- Complete Persistent | Serious Behavior Report
- Complete screening using Ages & Stages Questionnaire-Social Emotional AND access Learn the Signs. Act Early. materials/resources
- Establish Child Success Team (Example: Parent/Guardian, Teacher, Site Supervisor, Mental Health Consultant and/or IFSP/IEP Agency Representative)

STEP 2: Develop Behavior Plan
In partnership with the parent/guardian, the Child Success Team will develop a plan of action or intervention to better support the child who is exhibiting persistent and/or serious challenging behaviors.

- Determine if there are appropriate community resources available. If applicable, contact/refer.
- Provide copy of Behavior Plan AND this Process | Procedure to parent/guardian

STEP 3: Behavior Plan Check-in
Evaluate behavior plan to access progress and if applicable identify new needs of the child who is exhibiting persistent and/or serious challenging behaviors.

NOTE: If removing the child from a specific situation to calm down for a brief time is a strategy used by the program to return the child to full participation in program activities, then it must be documented in the child's behavior plan and teacher to child ratio requirements must be followed at all times.

PROCESS | PROCEDURE
CHILD SUSPENSION
Ed Code 8489.1 | WIC 10491.1

Suspension means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior. Note that moving a child to an isolated or separate room is considered "removing the child from the program." Programs may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment; however, the child must return to the classroom as soon as they have calmed down and may not be removed for longer than 30 minutes.

Except in extraordinary circumstances, a contractor shall NOT suspend a child due to a child's behavior OR encourage, persuade, or require a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends. Suspension must only be used as a last resort in extraordinary circumstances when there is a serious safety threat that cannot be reduced or eliminated without removal of the child. To the greatest extent possible, a program must endeavor to ensure the full participation of enrolled children in all program activities.

PROCEDURE TO DOCUMENT | SUPPORT SUSPENDED CHILD

STEP 1: Complete the Supporting Children with Persistent | Serious Challenging Behaviors Procedure that includes:

- Gather Data, Establish Child Success Team & Engage with Parent/Guardian
- Develop Behavior Plan
- Behavior Plan Check-in

STEP 2: If determined that suspension is deemed necessary:

- Issue Notice of Action that describes the change in service level. Effective date may be no less than 24 hours after service of the notice
- Since action to suspend or expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.

- Notice must inform parent(s) of their right to file an appeal directly to the State Department
- Child Success Team will develop a Suspension Action | Support Plan to help child return to full participation as quickly as possible while ensuring child safety.
- Determine if appropriate community resources are available. If applicable, contact/refer.
- •Provide copy of Suspension Action | Support Plan AND this Process | Procedure to parent/guardian

STEP 3: Suspension Action | Support Plan Check-in
Evaluate suspension plans to access progress and if applicable identify new needs. Determine if the child is able to return to full participation in all program activities.

PROCESS | PROCEDURE
CHILD EXPULSION
Ed Code 8489.1 | WIC 10491.1

Expulsion means the permanent dismissal of a child from a program in response to a child's behavior.
Except in extraordinary circumstances, a contractor shall NOT expel or unenroll a child because of a child's behavior OR persuade or encourage a child's parents or legal guardians to voluntarily un-enroll from the program due to a child's behavior.

If contractor has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determines that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the program may expel the child and must refer the parents/guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direct transition to a more appropriate placement. This determination to expel the child must be made in consultation with the child's parents/ guardians, teacher, and, if applicable, local agency responsible for implementing the IFSP or IEP. The contractor has up to 180 days to complete the expulsion process, as described above.

PROCEDURE FOR EXPELLING CHILD

STEP 1: Complete the Supporting Children with Persistent | Serious Challenging Behaviors AND Child Suspension Procedures that includes:
- Gather Data Screening, Establish Child Success Team & Engage with Parent/Guardian
- Develop Behavior Plan
- Suspension Action | Support Plan

STEP 2: If determined that expulsion is deemed necessary:

- Provide copy of all Behavior Plans, Suspension Action | Support Plans AND the programs Process | Procedures followed to parent/guardian
- Issue Notice of Action to disenroll the child.
- Effective date may be no less than 24 hours after service of the notice
- Since action to expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.
- Notice must inform parent(s) of their right to file an appeal directly to the State Department
- Refer the parent(s)/guardian(s) to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, AND to the greatest extent possible, support direct transition to a more appropriate placement.

CONFIDENTIALITY REGARDING AGGRESSIVE BEHAVIOR

We will discuss the children who are having difficulty managing their aggressive behavior with their parents ONLY. Conversely, if a child appears to be the target or object of chronic aggressive behavior, we will take steps to decrease opportunities for that child to be exposed to aggressive behavior and keep the parents informed of progress being made to reduce aggressive behavior. However, all parents are asked to please remember and consider that the occasional or transitional difficulties need not be overstated as serious problems. Children are very quick and even the most diligent caregiver may not be able to intercept every child behavior that results in a bite, hit, or fall.

RCCDP DISCIPLINE GUIDELINES

The Redwood City Child Development Program encourages children to communicate their needs and solve problems with one another by using words and positive behavior rather than aggressive behavior.

The Redwood City Child Development Program recognizes English as the primary language of the workplace and encourages its use. The Program also acknowledges the fact that other languages are necessary in providing the best service to our families. English is the language common to employees; therefore, it will be used in the classroom and on the playground when speaking to other employees. When employees speak to a child in his/her first language, the words will be repeated in English.

The following positive behavior guidelines are used by all staff:

1. Use positive reinforcement to encourage friendly behavior.
2. A child's age and stage of development must always be taken into consideration as the basis for expected behavior.

3. Redirect inappropriate behavior and help the child to express their emotions in a positive and constructive manner.
4. Help the child feel confident and reassured through the tone of your voice and your smile.
5. Avoid problems by being alert. Many times, a fight or accident can be prevented.
6. Go to the child or adult you want to speak with rather than yelling across the room.
7. Accept toilet accidents, lunch spills, etc. Do not scold or punish.
8. Sit on the floor or a small chair with a group of children. Talk to them about what they are making, join their "tea party", etc.
9. Food cannot be used as a reward or punishment. Shouting, insulting, or yelling at children is not allowed, nor is taking away blankets or sheets during naptime. Corporal punishment, (hitting, pulling, shaking, & etc.) is forbidden. Use of these discipline methods is grounds for dismissal.
10. If a child breaks the limits, approach him/her in a friendly manner and redirect to another activity or work together to find a solution to the problem.
11. Model appropriate behavior for the children. Sit at the table to eat rather than standing over them. Sit on chairs, not on the table. Be courteous to others. Parents are asked to reinforce the rules and appropriate behavior with the children.

The holidays listed below may change based on the scheduled needs of the program. Advance notice will be given when changes occur.

HOLIDAYS

INDEPENDENCE DAY	JULY 4
LABOR DAY	1st MONDAY IN SEPTEMBER
THANKSGIVING DAY	4th THURSDAY IN NOVEMBER
DAY AFTER THANKSGIVING	4th FRIDAY IN NOVEMBER
CHRISTMAS EVE	DECEMBER 24
CHRISTMAS DAY	DECEMBER 25
NEW YEAR'S EVE	DECEMBER 31
NEW YEAR'S DAY	JANUARY 1
MARTIN LUTHER KING DAY	3rd MONDAY IN JANUARY
PRESIDENT'S DAY	3rd MONDAY IN FEBRUARY
MEMORIAL DAY	LAST MONDAY IN MAY

PRESCHOOL DAILY SCHEDULE

7:00am-8:30am	Arrival/ Indoor Discovery- All Learning Areas	
8:30-9:30am	Breakfast Time-served until 9:00am (Wash Hands/Brush Teeth/Bathroom Time)	
9:30-10:30am	**Polar Bears:**	Circle Time (Water Break/Bathroom Time/Wash Hands) Indoor Discovery-All Learning Areas Tabletop Activities
	Brown/ Panda Bears: Outdoor Exploration	
10:30-11:30am	**Polar Bears**: Outdoor Exploration	
	Brown/Panda Bears: Circle Time	(Water Break/Bathroom Time/Wash Hands) Indoor Discovery-All Learning Areas Tabletop Activities
11:30-12:00pm	Lunch Time (Clean Up/Bathroom Time/Wash Hands)	
12:00-12:30pm	Outdoor Explorations (ALL Preschool Classrooms)	
12:30-12:50pm	Prepare for Rest Time (Water Break/Bathroom Time/Wash Hands/Change Clothes, if needed)	
12:50-3:00 pm	Rest Time	
3:00-4:00pm	Snack Time- served until 3:30pm (Put Cots Away/Bathroom Time/Wash Hands) Indoor Discovery- All Learning Areas	
4:00-5:00	Outdoor Exploration	
5:00	Center Closes	

Schedules are subject to change.

INFANT DAILY SCHEDULE

7:00am-8:15am	Arrival/ Indoor Discovery- All Learning Areas
8:15-8:45am	Breakfast Time (Wash Hands)
8:45-10:00am	Circle Time Indoor Discovery- All Learning Areas (Diaper Check/Wash Hands)
10:00-11:15am	Outdoor Exploration
11:15-11:45am	Lunch Time (Diaper Check/Wash Hands)
11:45-12:00pm	Prepare for Rest Time (Toileting/Diaper Check/Wash Hands/Change Clothes, if needed)
12:00-2:30pm	Rest Time
2:30-3:00pm	Snack Time (Diaper Check/Wash Hands)
3:00-4:00pm	Outdoor Exploration
4:00-5:00pm	Indoor Discovery- All Learning Areas (Diaper Check/Wash Hands)
5:00pm	Center Closes

Schedules are subject to change

TODDLER DAILY SCHEDULE

7:00am-8:15am	Arrival/ Indoor Discovery- All Learning Areas
8:15-8:45am	Breakfast Time (Wash Hands)
8:45-10:00am	Outdoor Exploration (Toileting/Diaper Check/Wash Hands)
10:00-11:15am	Circle Time Indoor Discovery- All Learning Areas Tabletop Activities (Toileting/Diaper Check/Wash Hands)
11:15-11:45am	Lunch Time (Toileting/Diaper Check/Wash Hands)
11:45-12:00pm	Prepare for Rest Time (Toileting/Diaper Check/Wash Hands/Change Clothes, if needed)
12:00-2:30pm	Rest Time
2:30-3:00pm	Snack Time (Toileting/Diaper Check/Wash Hands)
3:00-4:00pm	Indoor Discovery- All Learning Areas (Diaper Check/Wash Hands)
4:00-5:00pm	Outdoor Exploration
5:00pm	Center Closes

Schedules are subject to change

Parent Acknowledgement of Handbook
School Year 2025-2026

Welcome to RCCDP!

After reading this handbook and receiving any answers to your questions about this handbook, please sign and date one copy of this acknowledgement form, and return it to the office. Retain a second copy for your reference.

By signing below, you acknowledge that you have received a copy of the Family Handbook for Redwood City Child Development Program and understand that it is your responsibility to be familiar with and comply with the policies contained therein, as well as any revisions made to those policies over time.

By your signature below, you indicate that you have read, understand, and agree with the above statements.

_____ _____

Parent Signature Parent Name (Please Print)

_____

Child's Name