

**Carmel Unified School District
Carmel Child Development Center at Carmelo**

PROGRAM PURPOSE AND PHILOSOPHY

Program Purpose

1. To provide a developmentally appropriate preschool program for children aged birth to 6 years in an atmosphere which promotes active learning, exploration, and opportunities for decision making.
2. To serve the community by providing affordable, quality childcare in a safe and nurturing environment on a full-day, ten month basis, August-May.

Program Philosophy

The Carmel Child Development Center (CCDC) provides a safe and nurturing environment while offering a developmentally appropriate program designed to develop each child's critical thinking, sense of competence and positive feeling toward learning. We believe children are active learners who learn best from activities that are concrete, real and relevant to their lives. Our program is based on the premise that children learn about the world through their social interactions. Children are encouraged to be active participants in discussions and explorations with the class.

Children flourish in an atmosphere that encourages freedom within boundaries. Routines and limits provide the child with security when they are defined, understood and consistent. We believe multi-cultural and anti-bias curriculum experiences enrich the lives of all children by encouraging acceptance and appreciation of our similarities and differences. The program refrains from religious instruction and worship.

We draw upon the fundamental beliefs of the Reggio Emilia Approach to early childhood education, including a great respect for children and their competence. There is teacher mindfulness regarding: an aesthetically pleasing environment with authentic materials; meaningful conversations with children; an emergent curriculum which reflects the interests of our families and community; and documentation and visibility of children's work.

NAEYC Accreditation

Carmel Child Development Center has earned accreditation from the National Association for the Education of Young Children (NAEYC)—the nation's leading organization of early childhood professionals. For nearly 80 years, NAEYC has worked to raise the quality of programs for all children from birth through age eight.

To earn NAEYC Accreditation, Carmel Child Development Center went through an extensive Self-Study process, measuring the program and its services against the 10 NAEYC Early Childhood Program Standards and more than 400 related Accreditation Criteria. The program received NAEYC Accreditation after a site visit by NAEYC Assessors to ensure that the program meets each of the ten program standards. Accreditation is granted for a five-year period. We were first accredited in 1995. Our most recent was in 2010.

The standards reflect the latest research and best practices in early childhood education and development. NAEYC is committed to utilizing the newest studies and analysis on positive child outcomes to ensure young children continue receiving the highest-quality care and education possible.

NAEYC Accredited programs must:

- Promote positive relationships with all children and adults to encourage each child's sense of individual worth.
- Implement a Curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- Use developmentally, culturally, and linguistically appropriate and effective teaching approaches.
- Provide ongoing assessments of a child's learning and development and communicate the child's progress to the family.
- Promote the nutrition and health of children and protect children and staff from illness and injury.
- Employ and support a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support the diverse needs and interests of families.

- Establish and maintain collaborative relationships with each child's family.
- Establish relationships with and use the resources of the **community** to support achievement of program goals.
- Provide a safe and healthy **physical environment**.
- Implement strong personnel, fiscal, and program management policies so that all children, families, and staff have high-quality experiences.

Days and Hours of Operation

CCDC is open ten months during the year, following the CUSD School Calendar with four days added at the beginning of the school year. We are open from 7:00 a.m. until 6:00 p.m. daily.

Contracted Days for the Younger Wing:

If your child attends on the Younger Wing, options for enrolling are:

Five days per week;

Three days per week (Monday/Wednesday/Friday); or

Two days per week (Tuesday/Thursday).

You can opt for half days or full days. The half-day program ends promptly at 12:30 p.m.

Contracted Days on the Older Wing:

If your child is in the Older Wing, their enrollment requires a Monday-Friday half or full day schedule. There are no partial week schedules available on the Older Wing.

Fees: There is a non-refundable annual registration fee of \$100.00 per student. Students with CSPP are exempt from the registration fee. Payment and registration packet for next year are due the third Friday in April, for returning students. **A 30-day notice is required for a change of contract or withdrawal from the program. You are responsible for the appropriate tuition during the 30 days.**

CSPP: Carmel Unified School District receives state funding to provide free or reduced rate childcare to families whose income and needs meet the eligibility criteria set by the State of California. Children must be at least three years old by December 2nd of the current school year to qualify. Please call the school at 624-8047 for more information.

Tuition: Tuition is based on an annual cost depending on your schedule. Please see the rate chart. Payment is divided into ten equal amounts paid over ten months (August through May). In the case of separate households, only one parent will contract for payment of tuition and fees. Payment information will not be given to the other parent. **If your monthly payment is late three times, we reserve the right to cancel your contract.**

Tuition Due Date: All tuition is due in advance. You can sign up for courtesy email reminders. Tuition is due on the 25th of the month before service regardless of whether you receive your email or not. Checks will not be deposited before the 5th of the tuition month. If payments are not received by the 25th of the month, they are considered late, and you will be charged a \$15.00 per child late fee. If the 25th falls on a weekend or holiday, payment is due the preceding workday. If payment is not received before the 1st of the month of service, you will be charged an additional \$15.00 late fee, for a total late fee amount of \$30.00 per child. *All due dates and late fees will be strictly enforced.* Past due accounts will be billed after a late fee has been added. You will be charged an additional \$15.00 fee for any balance still payable as of the 10th of the month. *Your contract will be canceled for non-payment of fees or delinquent payments.* Delinquent accounts will be sent to a collection agency. Tuition may be requested early in some months if there are holidays that limit our time available for processing.

Additional Days: Additional days may be added during the year on a space-available basis. Rates are \$70.00 to add a full day and \$50.00 to add a half-day from July 1 through June 30 of the current year. Payment is due in advance.

Attendance: All children are encouraged to be here by 9:00 a.m. to participate in the morning program. We ask that a call is made to the office at 624-8047 before 9:00 a.m. if your child will not be attending on his/her scheduled day. Please state the specific illness or reason that your child will not be attending. There will be no adjustment in tuition for absences.

Snacks: Nutritional snacks are provided to all students in the morning and afternoon.

Late Pick-up: The half-day program departure is at 12:30 pm, please plan travel time to arrive by 12:15 to allow for unforeseeable traffic delays. This habit will also give your child time to finish what they are doing and depart on time. For half-day program a late fee of \$25.00 will be charged if your child is not signed out by 12:30 pm, even if you are on the premises. If your child is picked up after 12:45 you will be assessed a full afternoon fee. The full-day program ends at 6:00 pm. please plan travel time to arrive by 5:45 to allow for unforeseeable traffic delays. Doing this will also give your child time to finish what they are doing and depart on time.

If your child is here past 6:00 p.m., we will do the following: 1) Call your home, 2) Call your work, 3) Call emergency # listed on the child's card, 4) Call the Monterey County Sheriff's Department. If a parent is late three times, the child may be dropped from the program. Late fees are as follows: \$25.00 for pick-up between 6:01 pm to 6:14 pm; \$45.00 for pick-up between 6:15 pm to 6:29 pm; and \$65.00 for pick-up after 6:29 pm.

Refund Policy: There will be no credits, trading of days, or refunds for days your child is not in attendance. This includes days you take off for illness, family vacations, days we are closed due to the forces of nature, etc.

Returned Check: A service charge of \$25.00 will be billed for a returned check. You must pay for the returned check and fee by money order. After a second returned check, all future payments must be paid by certified check or money order. This is a CUSD policy, and no exceptions will be made.

Changing of Contract: If you request to change your contracted days a 30-day notice is required. Rates and terms are subject to change if the school calendar is changed or an error is discovered. We will give you a 30-day notice if rates are to be increased.

- No optional or supplementary services are offered.
- Department of Social Services Licensing has the right to interview children and staff and review all files at any time.
- District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.
- This program refrains from religious instruction or worship.
- We welcome the enrollment of children with exceptional needs.
- We have an open door policy and encourage parents to arrange with teachers to participate in the daily activities whenever possible.
- A variety of records are maintained on children enrolled in Child Development Center programs; developmental profiles, health information, etc. Parents are advised that either parent may request a parent conference to review her/his child's records. However, records related to the parent's eligibility and support services provided to the parent, such as sign-in sheets, record of payment, information gathered to determine eligibility for a subsidy, or social service referrals will not be released to the non-contracted parent unless requested by a valid subpoena.

Appropriate Conduct: We always strive to maintain a warm, nurturing environment in which children feel welcome, comfortable, and have the opportunity to see adults modeling appropriate behavior. Accordingly, all parents on the premises or participating in any program activities must engage in proper conduct on the premises and our program, including but not limited to, requiring parents to leave the premises in the event of inappropriate behavior.

Confidentiality of Records: A variety of records are maintained on children enrolled in Child Development Center programs; developmental profiles, health information, etc. Parents are advised that either parent may request a parent conference to review her/his child's records. However, records related to the parent's eligibility and support services provided to the parent, such as sign-in sheets, a record of payment, information gathered to determine eligibility for a subsidy, or social service referrals will not be released to the non-contracted parent unless requested by a valid subpoena. Furthermore, all confidential records may be shared with CUSD personnel only and will not be shared with outside agencies or individuals without consent from legal parents/guardians.

Statement of Confidentiality

We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. Although the content of the file is confidential, it is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records, the child's parents or legal guardian, and regulatory authorities.

Cancellation Policy

If you must withdraw your child during the school year, a 30-day written notice is required. You will be financially responsible for any tuition due during the 30 days. Occasionally disenrollment occurs when a parent's or child's needs cannot be met. We reserve the right to dis-enroll any child who presents a risk to the health or safety of other children or staff, or any child whose needs cannot be met in our program. Refusal or inability to follow our policies may also result in disenrollment.

OPERATIONAL POLICIES

Arrival and Departure

The person who delivers your child to school or picks your child up from school must come into the classroom and sign the official log, this is a licensing regulation and is for your child's safety. The person delivering your child must also make contact with a teacher before leaving. Likewise, the person picking your child up must inform a teacher of their departure in addition to signing out on the log. Persons dropping off and picking up children must use a complete signature on the log. Final departure times are 12:30 and 6:00. Please arrive at least 10 minutes before ensure a timely departure.

The official log is extremely important; please do not forget to sign your child in and out each day. This log is NOT for children to sign or write on. Check in with a teacher verbally before signing in and out your child. A teacher needs to have an accurate record of how many and which children are present at any time in case of emergency. The same teacher who greeted your child in the morning may not be present in the late afternoon. If any child is not signed out, the teacher must ask, search or somehow determine whether he/she has indeed gone home safely.

Site Visit

Site Visits include a tour of the facility, an introduction to available staff, a brief observation time in the child's classroom, a discussion about admission requirements (paperwork, financial, and program) and a review of policies and procedures.

Behavioral Standards

Listed below are some rules regarding safety and property for preschool children. Our goal at Carmelo is to help children understand how their behavior contributes to the formation of relationships with teachers and classmates, their ability to solve problems, and to experience success at school. It is the task of the teachers to teach children appropriate social behavior at school. The teachers may access support from the school district's school psychologist when necessary.

Safety

- Rules for a safe school experience include:
- Children are expected to transition through daily routines cooperatively.
- Children will be expected to rest quietly during nap time.
- Children are expected to follow the directions provided by a teacher.
Example: "Walk in the classroom," "Keep the paint at the easel."
- Children are expected to touch teachers and classmates in a gentle, respectful manner.
- On-going incidents of physical acts that inflict harm on others may result in observations by and consultation with the school district psychologist to develop a positive behavior plan.
- Children are expected to use language that is respectful to others.
- On-going use of language that is considered vulgar, hurtful, or inappropriate, may result in observations by and consultation with the school district psychologist to develop a positive behavior plan.

Property

All classroom materials and personal property are to be respected and handled with care. If a child uses materials in a destructive or inappropriate manner, he/she may lose the privilege of using the materials and be directed to choose a different activity.

Late Pickup Policy

Any child who is left at any Carmel Unified School District Child Development Program beyond 6:00 p.m. (12:30 p.m. for half-day children) will be considered LATE. The half-day program ends at 12:30 pm. For half-day program a late fee of \$25.00 will be charged if your child is not signed out by 12:30 pm, even if you are on the premises. If your child is picked up after 12:45 you will be assessed a full afternoon fee.

If your child is here past 6:00 p.m., we will follow the procedure listed below.

1. Call your home.
2. Call your work.
3. Call the individuals listed as emergency numbers on your child's card.
4. Call the Monterey County Sheriff's Department.
5. The following LATE FEES will apply to cover staff overtime costs:

6:01 – 6:14 p.m. (12:31 for half-day)	\$25.00
6:15 – 6:29 p.m.	\$45.00
After 6:30 p.m. Call the sheriff and charge	\$65.00

IF A PARENT/GUARDIAN IS LATE 3 TIMES, THE CHILD WILL BE DROPPED FROM THE PROGRAM.

Parents/Guardians must sign (electronically via Infosnap) that they have read the **Late Policy** and agreed to its terms. Parents/Guardians are responsible for informing anyone (i.e., ex-spouses, family members, babysitters, etc.) who might be picking their child up from school about the **Late Policy** and the seriousness of its consequences.

Outdoor Policy

Outdoor play is an essential part of our daily curriculum, as weather permits. It is important for parents to provide the appropriate clothing, shoes, and outerwear for the weather conditions.

Children should wear clothing that is dry and layered for warmth in cold weather. In warm weather, children often participate in water play activities outside. There are both shady and sunny areas of the playground. Children are also encouraged to get plenty of drinks to replenish body fluids. Parents are encouraged to provide sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher to apply to exposed skin. Parents apply sunscreen before children arrive at school. Teachers will reapply as needed (only with written parental permission to do so) on hot, sunny days in the afternoons.

Health Policy

In the school environment where there are many children, illnesses can be easily transmitted from child to child. While we want children to attend school as consistently as possible, it is extremely important to avoid exposing classmates and staff to infectious illnesses. For some of our students and staff with chronic medical conditions, a common illness can cause serious complications.

Teachers are required to do a brief health inspection of each child daily upon arrival. Children who show signs of illness or infection will not be admitted for the day. Parents must come immediately or make arrangements for the child to be picked up if he/she becomes ill during the day.

Please keep your child home if he/she has any of these symptoms:

- Fever of 100.0 degrees or above (without the use of fever-reducing medication).
- Nasal discharge that is profuse
- Pink eye (inflamed red eyes or any eye discharge)
- Any skin rash, unless diagnosed as non-infectious by a doctor
- Sores of any kind, unless they can be covered with a bandage
- Diarrhea or vomiting within a 24-hour period regardless of cause/frequency
- Head lice – the child may return after treatment, if completely free of lice and nits.
- The first 24 hours on an ANTIBIOTIC for any reason
- Relentless Coughing

All children must be free of these symptoms for at least 24 hours before returning to school.

If you or your child contracts a communicable disease such as *chicken pox, scabies, ringworm, strep throat, pink eye (conjunctivitis), head lice, fifth disease, etc.*, please contact Carmelo as soon as possible, so that other parents may be notified about the exposure.

When your child is at school, it is the role of the teacher to decide whether your child's illness and need for care are more significant than can be provided without compromising the health and safety of the other children.

Parents must come immediately or make arrangements for their child to be picked up within one hour after notification if he/she becomes ill, with any of the following symptoms, during the day:

- Fever of 100.0 degrees or above (without the use of fever-reducing medication).
- Nasal discharge that is profuse
- Pink eye (inflamed red eyes or any eye discharge)
- Any skin rash, unless diagnosed as non-infectious by a doctor
- Sores of any kind, unless they can be covered with a bandage
- Diarrhea or vomiting within a 24-hour period regardless of cause/frequency
- Head lice – the child may return after treatment, if completely free of lice and nits.
- The first 24 hours on an ANTIBIOTIC for any reason
- Relentless Coughing

Children who are ill may wait in the office until they can be picked up. A comfortable, supervised space will be made available for them. However, we are not licensed or equipped to treat children who are ill. Child Protective Services may be called if an ill child is left at school for a second time, for more than one hour.

Health Services

The implementation and coordination of Health Services is the responsibility of our District Health Specialist, Amy Hurst, RN who works under the supervision of the school district office in collaboration with site administrators.

At CCDC the duties of the Health Specialist include making routine visits to our campus and providing health appraisals and counseling when necessary. Should health or developmental concern arise, parents will be notified and encouraged to meet with the Health Specialist.

Nut Free Campus

There are students enrolled at Carmelo School that have a life-threatening allergic reaction to peanuts and other nuts. It is extremely important that these children do not eat nuts or anything made with nuts. This means that all classrooms at Carmelo, including the Infant Room, Co-op, TK, and Office areas will need to be restricted nut areas.

Since student safety is our highest priority, we are asking you not to send any food to school with peanuts, peanut butter or any other foods made with nuts/nut products of any kind. If your child eats any nuts or nut products just before school, please be sure your child thoroughly washes his/her hands before coming to school.

Tree nut proteins may be found in cereals, baked goods, crackers, cookies, candy, chocolates, energy bars, chili, African, Asian (especially Chinese, Indian, Indonesian, Thai, and Vietnamese), and Mexican dishes. Thank you for your cooperation in making the school environment safe for everyone.

Emergencies

You will be asked to fill out an Emergency Card as part of your Pre-Registration packet. This card is kept in a special box in the office, and the staff will use it when necessary to notify you in an emergency. Please take the time to fill out both sides of the card thoroughly. On the Emergency Card, you must list other adults we can notify in case of an emergency, as well as any other adults who are authorized to pick your child up from school. No child will be released to a person who is not authorized on the Emergency Card. If you change physicians, phone number(s) or individuals to contact in an emergency it is essential that you notify the CCDC secretary so that she can update the card. We have each family fill out a new Emergency Card at the beginning of each new school year to ensure that we have current information.

CCDC has regular fire and earthquake drills throughout the year. We have teacher representatives on the school district's Emergency Preparedness Committee, and our staff has CPR and First Aid training every two years.

Clothing

Children should wear comfortable, washable play clothes to school. They must always wear shoes and at least one outer layer. They participate in a wide variety of activities at CCDC and often get dirty and/or wet. Please make sure all clothing, including jackets and sweaters, are *well marked* with your child's name.

Each child needs an extra set of clothes at school *each day*. The temperature can change dramatically throughout the day, so shorts, a bathing suit, sweatpants and a sweatshirt can all be necessary for one day at school. With water play activities and ongoing toilet training, it is essential to make sure your child has an extra pair of underwear and pants at school also.

Toys from Home

Please do not have your child bring toys from home unless it is your child's special sharing day (of which you will be informed). Toys from home often get lost, broken or fought over.

Parent Communication

Communication between parents, teachers and other staff members is critically important to all of us at CCDC. As discussed in the "Parent Involvement" section of this handbook, we have many formal channels of communication in place; Our website on carmelunified.org, classroom documentation, children's portfolios, "What We Did Today" pages on the daily log sheets. As well as, Parent/ Teacher Conferences in the fall and spring, monthly newsletters, our Back-to-School-Night, and the periodic e-mails. Being conscientious of the environment, we have implemented the procedure of sending Parent Notifications, Newsletters, etc. via email and putting a copy on top of the sign in sheets for everyone to see. You have the option of receiving paper copies of the notices; please see the form in our Registration Packet.

Of even greater importance are the daily communication parents and teachers have as their children arrive and depart. The CCDC teachers are in partnership with parents to help promote each child's development and to consistently seek opportunities to discuss the many and various child-rearing issues as they arise. Teachers solicit support, suggestions, and feedback from parents and encourage parents to do the same with them. Teachers and families work together to help children participate successfully in the early childhood setting when professional values and practices differ from family values and practices. Parents may request a parent/teacher conference at any time, and teachers are available for phone conversations during naptime in the afternoons.

Transitions

Transitions can be stressful as well as exciting for all of us. Parents and young children experience many transitions as they enter and move through preschool and then go on to kindergarten at the elementary school. We are particularly sensitive to the needs of young children as they make these transitions.

We encourage parents to have their children visit Carmelo School before they begin. We provide an excellent NAEYC booklet entitled "So Many Goodbyes" to incoming families. Please ask your teacher for a copy. It gives many suggestions for easing the transition into preschool and childcare for parents and young children. Parents may wish to stay in the classroom for a declining amount of time each day for the first few days or even weeks.

As children move from one classroom to another the teachers will meet, oftentimes with parents, to review the child's developmental portfolio and share important information about the child. In the last few months of a school year the children meet the teacher and visit the older classrooms to which they will be going with their parents at Open House. In the spring we disperse information about the kindergarten programs in the district and when they will have their "Transition to Kindergarten" parent meetings. We pass on each child's developmental assessment to the kindergarten teachers.

Birthdays

Birthdays are joyous celebrations and are greatly anticipated by each child. The teachers enjoy classroom celebrations, so please contact your child's teacher to set up the best time for a classroom celebration. Talk to your child about what type of treat he/she would like to bring to share. Some alternatives to cake and cupcakes are muffins, frozen yogurt push-ups, go-gurts, and frozen juice bars. It's a good idea to have your child participate actively in selecting or making the birthday treat. Another alternative is to have the children decorate the treat or special napkin here at school.

Some families donate to the Carmelo Parent Organization Family Fund in honor of their child's birthday. Or you may donate a book in your child's name to the school. This is a greatly appreciated donation and adds to the birthday celebration both on the actual day and forever after. We will have a sticker with your child's name on it put on the inside cover.

If you are having a party at home, please do not put invitations in the cubbies, our student directory lists mailing addresses, emails, and phone numbers will be available in the office.

Nutrition/Lunch

We serve a mid-morning and mid-afternoon snack each day. Children and teachers eat together at the picnic tables or inside the classroom. It provides an opportunity for conversation in a relaxed atmosphere while sharing nutritious food. The food groups are all represented in the various snacks throughout the day and week. Sometimes snack involves a cooking project.

Most children bring their own lunch to school however; a hot lunch may be purchased through CUSD for \$4.00. Lunches must be ordered by 9:00am. Free or reduced-price school district lunches are available for families who qualify on the state eligibility income schedule. Applications can be obtained from the CCDC secretary. All food brought from home should be labeled with the child's name. Please use ice packs to keep any lunch items cool, as lunches are stored in the children's cubbies.

At lunch time, children and teachers eat together. This provides another occasion for teachers to engage children in conversation. Food is not shared. We stress that Mom or Dad pack the lunch they want their own child to eat. It is a good idea to keep lunch fairly small. Please avoid sweetened foods and beverages.

Starting your kids off right by packing school lunches with nutritious foods that taste good will help them to establish healthy eating habits for life. Information on USDA's guidelines and serving sizes are available upon request.

Nap/rest time

All children in the program, who attend full days, are given the opportunity to nap after lunch from about 1:00 until 3:00. Preschool children really need this rest time to help them relax and unwind from their busy morning schedule. This quiet time enables them to have a more positive afternoon and be a happier child at home with you at the end of the day. Restful music is played during naptime, and a staff member will give back rubs to the resting children. Bring a small stuffed animal, pillow and a blanket for nap.

Field Trips

CCDC takes a variety of field trips that greatly enhance our program. Many of these are walking trips. Some of the classes take nature walks through the neighboring fields and to the riverbed. Preschool classes sometimes take trips on a CUSD school bus. Safety precautions that will be used to safeguard the children on trips include having a cell phone accessible to call for help whenever necessary while on the trip, having first-aid supplies on the trip, having all children's emergency information, and having alternate transportation arrangements if there is a problem with the transportation vehicles during the trip.

Field trip dates are noted on our Website and on our monthly classroom calendar. Field trip permission/waiver forms must be signed before every field trip on a school bus. Parents are encouraged to join in any or all field trips. Extra adults are always needed, and it makes the trip especially meaningful for your own child.

Parking

Please note our 5 M.P.H. speed limit sign posted at the entrance to our parking lot. Remember to drive in slowly and pull out carefully. The parking spots along the grass closest to the front of the school are reserved for you so that you don't have to walk your children across the parking lot. Always hold your child's hand when going to and coming from your car. Please don't let him/her run ahead of you. He/she might inadvertently run in back of a car that is starting to back out. If you will be standing in or by the parking lot talking with other adults please either hold your child's hand or make sure he/she is already seated safely in the car with the doors closed. Please make sure the GATE is latched behind you. Please do not teach your child to open the gates. Only adults should open gates and doors. There is also parking available in the back of our school. This lot is accessed off of Schulte Road, turn in at Carmel Valley High School and drive through to the back of our school.

Your child's safety is our number one concern so please take extra care as you come and go at CCDC.

Classroom Hours

While Carmelo is open from 7:00am to 6:00pm, classrooms and play structures which are not being supervised by Carmelo Staff will be off-limits to students and families. We appreciate your support and commitment in ensuring our facilities are safe and secure.

Grievance Procedure

If a parent has a concern or problem of any type with the program, environment, philosophy or related issues, it is vital that it be discussed and resolved to the satisfaction of all parties.

- a. Parents should first address their concern to their child's teacher.
- b. If the concern is not resolved by the teachers or does not relate to the teachers' responsibility, the parent should voice that concern to the Child Development Director, Laura Dunn.
- c. If the concern is not resolved by the Director, the parent should contact the Program Administrator, at the District Office, 624-1546 x2010

Staff

All members of the CCDC staff are Carmel Unified School District employees.
The CCDC staff consists of:

CCDC Site Director:

Laura Dunn

CCDC Teachers:

Kerry Clausen
Erica Daniels
Holly DeStefano
Sarah Maloney
Debbie Pearson
Angie Schauer

Theresa Curatolo
Samantha Demers
Susanne Libby
Lisa Mowry
Jenelle Peterson
Molly Stafford
Gina Wolcott

CCDC Instructional Aides

Lorraine Saulovich
Janelle Sullivan

Talia Elazar

Administrative Secretary:

Stacie Crane

Bookkeeper:

Marie Dart Newell

Custodian:

Salesi Tongamana

The CCDC teachers are all trained Early Childhood Education professionals. They are experienced, creative, and caring teachers who listen to parent goals for their children and are respectful of cultural and family differences. Each group of children will be assigned a teacher who will have primary responsibility for working with that group. This allows the teachers to provide ongoing personal contact, meaningful learning activities, supervision, and immediate care as needed.

All Staff members are fingerprinted and checked for a criminal background as required by law. All teachers and support staff are legally mandated child abuse reporters. If a staff member reasonably suspects that a child is the victim of child abuse or neglect, he/she is required by law to report it.

Carmel Child Development Center Frameworks and Curriculum

The California Department of Education (CDE), Early Education and Support Division (EESD), has established the Desired Results System to improve program quality in early care and education programs across the state and align curriculum with Common Core. The Desired Results System consists of 6 Desired Results, program standards and assessment tools. The assessment tools consist of a developmental profile (DRDP) to measure children's progress towards the Desired Results, an environment rating scale (ECERS) to assess the learning environment, and a family survey to assess family's progress towards the Desired Results for Families. The CDE published and requires programs to base curriculum upon the CA Preschool Learning Foundations and CA Preschool Curriculum Framework to assure program quality. All state preschools use the Desired Results System.

National Association for the Education of Young Children (NAEYC) – the nation's leading organization of early childhood professionals. Carmel Child Development Center went through an extensive Self-Study process, measuring the program and its services against the 10 NAEYC Early Childhood Program Standards and more than 400 related Accreditation Criteria. The current accreditation marks the fifth consecutive achievement of NAEYC accreditation for Carmel Child Development Center. This term they achieved an average score for the ten standards of 99%. These marks place the Carmel Child Development Center among the top in the nation.

The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior. The WestEd Center for Child and Family Studies offers comprehensive professional development packages for infant/toddler, preschool, and early elementary educators. WestEd's Teaching Pyramid is based on evidence-based practice originally developed by the Center on the Social Emotional Foundations in Early Learning (CSEFEL), authorized by California Department of Education (CDE), and aligned with California's Early Learning and Development System.

Tools of the Mind curriculum focuses on the development of Self-Regulation skills in preschool age students. It teaches proactive, positive classroom management techniques, mathematics and science activities, literacy development, and developing and sustaining mature make believe play for preschool aged students.

Reggio Emilia philosophy as a professional learning community supports one another as we examine and reflect on the reciprocity between theory and daily practice in the classroom. We incorporate last year's staff development focus into daily practice. Our teaching is intentional and based in documentation. The philosophy is rooted in the pedagogy of listening, the umbrella under which we teach respect and recognition of children's competence. We understand that children learn from their interactions with adults, peers, and materials, thus they have the right to access opportunities to do so. We value meaningful conversations which promote critical thinking skills; open-ended questions; "wonder out loud".

Student Assessments

Teachers use the "Desired Results Developmental Profile" (DRDP) as an on-going assessment tool. This developmentally appropriate tool has been developed by the Child Development Division of the California Department of Education. Assessments support children's learning, using a variety of methods such as observations, anecdotal notes, photos, work samples, and rating scales which are collected in a portfolio. Assessments obtain information on all areas of children's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development (including self-help skills). The variety of assessment methods are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in setting familiar to the children. The first assessment is completed within 60 calendar days of enrollment and every 6 months thereafter.

Five fundamental purposes of appropriate assessment practices for young children are:

1. To provide teachers feedback on their teaching practices and to help teachers plan developmentally appropriate curriculum and environment for their students.
2. To document children's growing competencies, interests and needs.
3. To help parents understand their children's developing skills and abilities, and to guide parents in providing experiences that will most effectively supplement teachers' efforts.
4. To arrange for developmental screening and referral for diagnostic assessment when indicated.
5. To plan program improvements.

In addition to the DRDP, teachers in the 4-year-old wing assess the students in pre-literacy skill development. Three benchmark assessments are completed in September, December, and March.

Parent/Teacher conferences with written reports are offered twice a year, October and April. At that time, teachers share the portfolios with parents and the assessment process.

Anti-Bias Philosophy and Education

The fundamentals of our anti-bias philosophy and goals of our anti-bias education are:

- ❖ To foster a positive self-identity within the context of a group identity.
- ❖ To facilitate knowledgeable, empathic interactions with people who are different from oneself.
- ❖ To foster critical thinking about bias.
- ❖ To help children stand up for themselves and others in the face of bias.

An anti-bias philosophy is integral to all aspects of daily classroom life to help children develop positive attitudes about differences. Preschool teachers:

- ❖ Create physical environments that include images of all our children, children of all races, working people of all genders and ages.
- ❖ Provide books and toys of similar diversity.
- ❖ Consider gender biases and strive to eliminate them.
 - a. Teachers offer girls as much physical freedom or use of large motor equipment as they offer boys:
 - b. They allow boys freedom to express feelings.
 - c. They do not automatically help more often or do more for the girls than the boys.
 - d. They are careful not to compliment girls more on appearance and boys on achievement.
 - e. They intervene in children's conversations, such as "Girls can't play with that."
- ❖ Consider and respect individual learning styles.
- ❖ Provide activities which are developmentally appropriate for the children in their classrooms.

Holidays and Other Celebrations:

Conversations about holiday traditions or events, initiated by children are encouraged by teachers, monitored for bias, and inclusive of all children in the class. Parents are not allowed to use cubbies to distribute invitations, gifts, etc. Only CCDC staff, CPO and district approved articles may use cubbies for communications. This includes all holidays. Parent participation is always encouraged. As part of our anti-bias curriculum we invite parents to come into the classroom to share their family's holiday traditions with their child's class. It is important for children to learn about how other families celebrate. All parent presentations/activities will be planned through the classroom teacher(s) in advance. All foods brought from home for presentations or celebrations will be consumed at school during snack/lunch (not sent home on cubbies). Gifts are occasionally made by children with the intention of teaching the joy of giving and will be sent home. The child will choose the recipient.

Equal Access:

District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Discipline

Children participating in an active learning environment develop a sense of personal control (self regulation) and self-discipline. Teachers encourage children to use their words to solve disagreements. Teachers set clear limits for the children and use positive redirection. They explain logical consequences and use positive language. Teaching staff never use corporal punishment such as shaking or hitting and do not engage in psychological abuse or coercion. Neither threats or derogatory remarks, nor withholding food is ever used as a form of discipline.

If there is an on-going problem with a child's behavior the teacher will meet with the parent and the site director privately. A conference with the psychologist, teacher and parent will be arranged to develop a positive behavior support plan, if necessary.

Occasionally dis-enrollment occurs when a parent or child's needs cannot be met. We reserve the right to dis-enroll any child who presents a risk to the health or safety of other children or staff, or any child whose needs cannot be met in our program. Refusal or inability to follow our policies may also result in disenrollment.

Outside Playground Guidelines:

1. Only adults are allowed to open any and all doors and gates.
2. Children must tell a teacher when they need to leave the play area to go to their cubby, water fountain, bathroom, or to greet family members.
3. The playground is age appropriate for children that are enrolled in each wing. Young siblings must be supervised by parents, and we ask that they not go on equipment intended for the older children.
4. The tire swing is closed unless a teacher is present.
5. Younger wing children will be supervised while using the bathroom.
6. All food must be eaten while sitting down in a chair or on a bench.

Inside Behavior Guidelines:

1. Children must be supervised by an adult at all times. When a family member leaves, children must be with a teacher and never left in a classroom alone.
2. Children are expected to use gentle touches and words with people and materials.
3. When children arrive at school each day they must wash their hands.
4. All food must be eaten while sitting down in a chair or on a bench.
5. Children will walk in the classrooms.

The Younger Two-Year-Old Program (Room 3)

The Daily Schedule in Room 3

7:00	8:00	Welcome, health checks, inside exploration, mixed ages in Room 1
8:00	8:30	Children's free exploration, activity and play time
8:30	9:00	Pee-Pee Party! A diapering time
9:00	9:30	Wash hands and welcome to the snack table
9:30	10:00	Children are invited to participate in a teacher facilitated activity
10:00	10:15	Clean-up classroom
10:15	10:45	Holly's group transitions outside Erica's group transitions to circle time
10:45	11:15	Erica's group goes outside Holly's group comes in for circle time
11:15	11:30	Complete outdoor play and wash hands
11:30	12:00	Eat lunch together
12:00	12:30	Outside playtime and diaper/Potty Party
12:30		Morning program ends - ½ day children go home for the day.
12:30	1:00	Transition to rest time:
1:00	3:00	Nap time
3:00	3:30	Diaper, Potty Party, hand washing, and play
3:30	4:00	Afternoon Snack
4:00	4:30	Outside play and exploration with rooms 1 and 2
4:30	6:00	All classrooms combine on Younger Wing yard or Room 2

Older Two-Year and Young Three-Year-Old program (Room 2)

The Daily Schedule in Room 2

7:00	8:00	Welcome, health checks, inside exploration, mixed ages in Room 1
8:00	9:30	Indoor explorations, toileting/diapering
9:30	9:50	Snack, morning meeting, story time
9:50	10:15	Small Group Time
10:15	11:30	Indoor exploration: art, music, books, dramatic play, manipulatives
11:30	12:00	Lunch time
12:00	12:30	Outside exploration with room 3, toileting/diapering
12:30		Morning program ends - ½ day children go home for the day.
12:30	1:00	Transitioning to nap, toileting/diapering
1:00	3:00	Nap time
3:00	3:30	Toileting/diapering, hand washing
3:30	4:00	Afternoon Snack
4:00	6:00	All classrooms combine on Younger Wing yard or Room 2

Three-Year-Old Program (Room 1)

The Daily Schedule in Room 1

7:00	8:00	Welcome, health checks, inside exploration, mixed ages in Room 1 Breakfast Club
8:30	9:45*	Outdoor exploration
9:45	10:15	Snack Time
10:15	10:45	Small Group
10:45	11:50*	Inside work time
11:50	12:10	Small Group Story Time
12:10	12:30	Lunch
12:30		Morning program ends - ½ day children go home for the day.
12:30	1:00	Outdoor exploration for full day children
1:00	3:15	Quiet rest time
3:15	3:30	Afternoon Snack
3:30	6:00	Indoor or Outdoor Exploration All classrooms combine on Younger Wing yard or Room 2

**schedules are subject to adjustments due to weather, special events, and to meet the children's needs and interests.*

Four-Year-Old Program (Rooms 4/5)

The Daily Schedule in Room 4 & 5

7:00	7:45	Welcome, health checks, inside exploration, mixed ages in Room 1
7:45	8:30	Indoor exploration - (Room 4 & 5)
8:30	9:10	Outdoor exploration - weather permitting
9:10	9:15	Transition inside
9:15	9:50	Snack
9:50	10:30	Morning Meeting and Circle Time
10:30	11:45	Open Centers
11:45	12:00	Clean up and Closing Meeting
12:00	12:30	Lunch
12:30		Morning program ends - ½ day children go home for the day.
12:30	1:00	Outdoor exploration
1:00	3:00	Quiet rest time
3:00	3:30	Group gathering (Room 4/5)
3:30	4:00	Afternoon snack
4:00	4:30	Outdoor exploration-weather permitting
4:30	6:00	Transition to Younger Wing, departures, and outdoor exploration at Room 2 with selected centers

Older-Four-Year Olds and Five-Year-Old Program (Room 7)

The Daily Schedule in Room 7

7:00	7:45	Welcome, health checks, inside exploration, mixed ages in Room 1
7:45	8:30	Indoor exploration – (Room 4 & 5)
8:30	9:30	Outdoor play and exploration
9:30	9:40	Bathroom and hand washing
9:40	10:00	Snack
10:00	10:20	Large group, circle, calendar, journals
10:20	11:40	Inside center choices and small group activities
11:40	12:00	Clean up, hand washing and closing circle
12:05	12:30	Lunch
12:30		Morning program ends - ½ day children go home for the day.
12:30	1:00	Outdoor play, bathroom, and hand washing for full day children
1:00	3:00	Rest time
3:00	4:00	Selected centers and activities, snack in Room 5
4:00	4:30	Outdoor play
4:30	6:00	Transition to Younger Wing, departures, and outdoor exploration at Room 2 with selected centers

Parent Involvement

CCDC encourages all parents to be involved in our program in many different ways. Research and practice have proven that parent involvement provides benefits to the child, the parent and the teacher. Children are very happy when their parents take part in activities at the school. Each classroom has a parent volunteer sign-up. In addition to family celebrations shared with the class, parents can take part in the everyday classroom community by volunteering on a regularly scheduled time. The teachers welcome making a plan with you to ensure a rewarding experience for you and the children.

Communication with parents is very important to us. Teachers are available to talk with you on a daily basis regarding your child and how his/her day went at CCDC. We also have a “What We Did Today” page posted on the sign-in sheets each afternoon. This is to give you a few specifics that will help you initiate conversation with your child about something that happened at school that day.

CCDC publishes a monthly newsletter and puts lots of announcements and reminders out via Email. Parents are always welcome in the classroom. Please plan classroom visits with your child’s teacher.

Each fall there is a Back-to-School-Night for parents to visit with teachers and other parents and to hear about the children’s program here at CCDC and the Carmelo Parent Organization.

As noted in the Assessment Section, parent conferences are held in the fall and in the spring, but you may certainly request a conference with a teacher, head teacher or site director at any time you have concerns or questions.

Communication from you to us is so valuable. Please inform your child’s teacher if something out of the ordinary is happening at home such as moving, houseguests, illness of a family member, death of a pet, etc. Changes of all kinds affect the children and our awareness of those changes can allow us to help the child talk about and deal with the situation.

Teachers and parents have a joint responsibility for the healthy growth and education of children. The CCDC staff acknowledges that joint responsibility and shares in your aspirations for your children. We strive to keep open communication between your family and us so we can best serve you and your child.

Open Door Policy: Parents are welcome to visit the classrooms at any time when a Staff member is present. Various classrooms close throughout each day and are off limits to students and families when closed. CCDC staff members work in partnership with colleagues and parents, communicating regularly to ensure successful fulfillment of program and individual goals and to meet each child’s individual needs while providing consistency to all children. We value parent participation, realizing both their involvement and evaluation are essential to a quality program.

Carmel Child Development Center Preschool (2-6 years) Programs Waitlist Policy

- CUSD employees working on-site at C.C.D.C. are given priority over other CUSD employees.
- CUSD employees (regardless of position, seniority, or prior enrollment) are given priority over non-employees.
- Students referred directly by the Chief Student Services Officer for preschool placement as part of their special education services will be given priority after CUSD employees.
- The waitlist will be filled according to the date of written request to be added to the waitlist. Enrollment in the program will be filled according to the oldest date on the waitlist.
- Applying for CA state preschool program (CSPP) funding will not affect this ranking. Funding is granted first to CUSD residents who qualify under the CSPP guideline and to all others in enrollment order as the grant funds permit.

CARMELO PARENTS ORGANIZATION (CPO)

CPO is a formal parent club founded in 1995. We meet once a month to discuss fundraising, school, community building, and ways to make Carmelo the best school it can be. Parents and teachers are encouraged to attend. Meeting day and time will be determined at first meeting of the year. **We Need Your Help.** Every family can contribute to our school.

CPO Objectives are:

- Create an early, strong sense of connection between family and community
- Purchase materials and equipment for the classrooms
- Distribute discretionary emergency funds for families in need
- Offer parent education

CPO Activities are:

- Back to School Nights
- Trike-A-Thon
- Family Beach Gathering
- Fall Feast
- Teacher Appreciation Luncheon
- Parent Education Nights
- Spring Fundraiser
- Spring Family Gathering

CPO Officers and Committee Chairs:

CPO President:

Attends monthly meetings, sets the agenda and presides over the meeting. This person is the liaison between CPO and school administration, as well as representing the organization externally if the need arises. Writes a monthly column for the school newsletter

CPO Vice-President:

Communicates/assists President, coordinates major fundraising and community events—liaison between CPO and community.

CPO Secretary:

Attends monthly CPO meetings, records and distributes minutes.

CPO Treasurer:

Attends monthly CPO meetings, keeps financial records, creates and distributes financial statements, is responsible for all bank transactions.

Room Parents

Room Parents are a crucial liaison between CPO and your child's classroom. Duties include: Communicating the teacher's wish list, soliciting parent volunteers, donations, participation, and arranging Teacher Appreciation.

Trike-a-Thon This fundraiser (similar to a Walk-a-Thon) is a Carmelo tradition. The entire school participates as the children ride their bikes, trikes, or scooters in laps around the blacktop. Parents and friends sponsor their child's efforts through pledges. CPO hosts a Silent Auction of classroom projects and food items. Many volunteers are required to make this a success. The kids LOVE it!

Hospitality This committee helps organize food needs for Carmelo events such as Graduation, Teacher Appreciation, and other events.

NONDISCRIMINATION NOTICE

District programs, activities, and practices shall be free from discrimination based on race; color; ancestry; nationality; national origin; ethnic group identification; age; religion; marital, pregnancy, or parental status; physical or mental disability; sex; sexual orientation; gender; gender identity or expression; genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The district provides equal access to designated youth groups, such as the Boy Scouts, Girl Scouts and others.

The district's coordinator for nondiscrimination manages the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies, as well as policies related to sexual harassment, Special Education, 504 Plans, and the National School Lunch Program. The coordinator may be contacted at:

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