



Childcare Centers

Parent Handbook

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Table of Contents

History	2
Vision	2
Mission	2
Board of Directors	3
Philosophy	3
Teacher Qualifications	3
Essentials of the Curriculum	3
Literasci Curriculum	5
Second Step Curriculum	5
Everyday Mathematics	5
Screening & Identification	6
Meeting Children’s Needs	7
Parent Involvement	7
Admissions Policies	8
Health and Safety Policies	8
Accidents and Emergencies	9
Child Abuse Reporting	10
Pick-Up and Drop-off Procedures	10
Emergency Closing	11
Food Policies	11
Breastfeeding Policy	11
General Information	13
Special Programs	13
Financial Policies	14
School-age Policies	17



HISTORY

The Coordinated Child Development Program (CCDP) was incorporated in 1973. The initial programs were housed in the Methodist Church on Main Street, and the Fiske House on Wilcox Lane in Canandaigua. These infant, toddler, preschool and school-age programs moved into their new building, the Canandaigua Early Childhood Center (CECC) in 1996. CECC is now licensed for 112 children ranging from 6 weeks to 5 years of age and achieved accreditation from the National Association for the Education of Young Children (NAEYC) in 1999.

In 1989 “Our Children’s Place” (OCP) was opened in Clifton Springs in collaboration with Clifton Spring Hospital and Clinic. OCP is currently licensed for 136 children and is now located in the educational wing of the United Methodist Church of Clifton Springs. OCP offers childcare services to children aged 6 weeks to 11 years of age. Head Start programming and Universal Pre-K classes through the Clifton Springs School District is also available at this site.

Today CCDP has grown into a program employing over 60 staff and serving close to 300 children at these locations.

OUR CHILDREN’S PLACE uses specialized expertise and provides distinctive programs in child care and childhood development for children six weeks to twelve years of age.

VISION

The Coordinated Child Development Program, Inc. vision is for every child entrusted to our care to face the future with confidence and to reach their full potential in life.

MISSION

The mission of CCDP is: In a protective, loving and learning place, we help every child in our care feel joyful; and to be better prepared for their formative years in school and for good citizenship in the world.

CCDP Values:

1. An environment that is safe, fun, nurturing and healthy.
2. Professionals who are well-trained, skilled and caring.
3. Individualized care and learning that builds on the strengths of each child
4. Parents who are involved and engaged in all we do.

BOARD OF DIRECTORS

The CCDP Board of Directors consists of volunteers from the community and interested parents. The Board meets monthly to make decisions and formulate policies that are then carried out by the Executive Director. Parents are encouraged to serve on the Board of Directors. See the most current list at your center's parent information boards.

PHILOSOPHY

The philosophy of CCDP, Inc. is based on the belief that children learn best with nurturing and supportive teachers who encourage them to explore their environment. A well-designed learning environment filled with a rich variety of materials enables children to learn how to make decisions, solve problems and think independently. Our staff understands that each child's development goes through predictable stages; each is unique and develops at his or her own pace.

TEACHER QUALIFICATIONS

Our lead teachers must meet one of the following criteria:

- ◆ Bachelor's Degree with Elementary Teaching Certification
- ◆ Associate's Degree in a related field
- ◆ C.D.A. or other early childhood certification with 3 years experience in early childhood education
- ◆ 9 hours of coursework in early childhood education with 3 years of experience in an early childhood setting.

Teachers are required by the New York State Office of Children and Family Services (OCFS) to obtain 15 hours of in-service training each year. Our teachers are encouraged to acquire more hours through attending professional development in courses on First Aid, CPR, Medical Administration Training (MAT), meeting the needs of the special child, child abuse, Shaken Baby Syndrome, behavior management and discipline, age-appropriate activities and appropriate supervision.

ESSENTIALS OF THE CURRICULUM

At CCDP, we began Continuity of Care in 2003. Continuity of Care is a staffing system that allows the same caregiver to remain with a small group of children through the infant and toddler years. Continuity of care establishes an environment in which meaningful and lasting relationship can develop between caregivers and children and between caregivers and families. We try to continue this system as best we can, sometimes our plans do not work out perfect because of children or staff leaving; but every decision that we make, we put the children first when planning ahead.

Continuity Guidelines

- A new child aged 6 weeks through age 3 is given a designated primary caregiver upon enrollment.
- Primary caregiver does not mean exclusive, the two teachers work together caring for the children in their classrooms.
- The primary caregiver is responsible for observation, goals and assessment of their children. The teachers support each other when doing this process.
- With continuity, the children are not individually moved up to the new group, but remain with the same group and teacher to another space that grow with them as they become older with more age appropriate toys or equipment or they remain in the same room with the teacher, where the environment is modified to meet their changing development.

We have chosen our curriculums based on our vision and mission statements. We have chosen curriculums that are focused on building strong relationships, developmentally appropriate practice and creating a learning environment that encourages hands-on exploration and focuses on individualized children.

Creative Curriculum is used for our Infant and Toddler Children. Creative Curriculum promotes a high quality program.

For our Infants and Toddlers

Creative Curriculum is the core of our program. The curriculum is made up of experiences and relationships that children have in our program. The relationship between the child, caregiver and family is the focus. Teachers understand that bonding relationships are the most important component of the curriculum.

Routines and activities help the teacher to plan the day for each child while meeting their needs. A classroom environment that focuses on small groups, an environment that is arranged for play and exploration and where each child's culture is respected. Caregivers get down on the floor and engage with the children. Encouraging self help skills is an important part of our curriculum, as well.

For our Preschool Children we implement Literasci or Science Start Curriculum, Second Steps, Everyday Math, and Common Core Principles.

The Literasci (Science Start) Curriculum was initiated by the US Department of Education in conjunction with early childhood experts at the University of Rochester. This curriculum provides unit plans that directly address New York State Standards of Learning. Five notebooks, bins of hands-on materials are used as resources and stepping stones to the daily hands-on exploration of each unit.

Notebook 1- The World Around Us

Notebook 2- Light and Color

Notebook 3- The Night Sky

Notebook 4- Our Neighborhood Habitat

Notebook 5- Machines

CCDP teachers underwent a year-long training to be able to use this science based curriculum. The name was changed to Literasci in 2011, because this curriculum is designed to enhance language and literacy skills in preschool children as well as provide a strong foundation in science related concepts. This curriculum achieves this by immersing the children in a meaningful, language based environment. Activities that promote language and literacy skills include having children retell events from a story, creatively expand upon story premises, identify words as they are heard and as they occur in print, recognize similarities in sounds found in words and connecting those sounds to letters. The children are also taught book knowledge such as identifying the beginning and ending of a story, learning that print carries a message, and understanding and appreciating the use of books.

Second Step: our social emotional curriculum is taught to Preschool through School Age. Second Step is a violence prevention curriculum that is designed to promote social competence and reduce children's social emotional problems. The curriculum teaches skills central to healthy social-emotional development including: empathy, impulse control and problem solving and emotion/ anger management.

Everyday Mathematics: is a comprehensive Pre-K through grade 6 mathematics program developed by the University of Chicago School Mathematics Project and published by McGraw-Hill Education. *Mathematics* is a research-based and field-tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power.

The *Everyday Mathematics* curriculum emphasizes:

- ◆ **Use of concrete, real-life examples** that are meaningful and memorable as an introduction to key mathematical concepts.
- ◆ **Repeated exposures to mathematical concepts and skills** to develop children's ability to recall knowledge from long-term memory.
- ◆ **Frequent practice of basic computation skills** to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
- ◆ **Use of multiple methods and problem-solving strategies** to foster true proficiency and accommodate different learning styles.

Our Directors and staff attend trainings throughout the year to help us maintain a program that is

based on best practices in Early Childhood Education.

Assessing Children in Our Program

At our CCDP programs, we link the curriculum with our child assessments. Teachers use the curriculum to help them to plan for positive child outcomes. Using assessments and goals throughout the year, teachers use observations and evaluations to help them do ongoing planning throughout the year for each child and the group.

Screening and Identification

CCDP teachers screen children in the spring and fall of each school year. Children who score below average are discussed and a plan is made to support the child and the family. If it is determined that the child should be evaluated then the family is supported by CCDP staff to pursue this level of support. If special services result from the evaluation process, CCDP staff regularly collaborate with the service providers and the family to ensure that the child receives consistent programming. Screening tools are: Early Screening Inventory (for 3 year olds) and the Brigance Assessment (4-5 year olds)

For our Preschool children, we give them pre and post-tests in the following:

- ◆ **The Brigance Early Childhood Screen:** is a tool to help teachers screen, provide ongoing assessment, measure progress and provide instruction. Screening can be done quickly, usually within 10-15 minutes, allowing teachers to identify children who may need to be further evaluated or need extra teacher guidance. Key developmental areas include: language development, literacy, mathematics and science and physical development and health
- ◆ **The Early Screening Inventory- Revised (ESI-R):** is a brief developmental screening tool that is individually administered to children from 3-6 years of age. It is designed to identify children who may need special educational services in order to perform successfully in school.
- ◆ **The Second Steps Knowledge Assessment:** is a developmental screening tool that is individually administered to preschool children through school age children. The interviews are conducted individually with children and use black and white pictures to depict social situations and assess social emotional knowledge and skill. The story format is similar to the one used in the second Step lessons. The assessment evaluates the social emotional knowledge and skills of children.

Daily Schedule

A daily schedule is posted and followed in each classroom with the belief that consistency leads children to a feeling of security.

Guidance Policy

Teachers set clear expectations of behavior, model respect, and invite children to make choices. Teachers help children develop ways to express their feelings appropriately with words and through negotiation. They believe that children who have feelings of self worth are more able to develop self-control as they mature.

Staff works closely with the parents of children who are experiencing difficulties feeling comfortable in the group. Through close collaboration between staff, parents and sometimes outside specialists every attempt at developing a successful strategy for each child will be made.

Under extreme circumstances, when the safety and well being of other children may be in jeopardy, or center activities are consistently disrupted, the administration will evaluate whether the child may remain in the program.

Meeting Children's Needs

All children's developmental progress is consistently monitored and documented. If teachers have concerns about a particular child, these concerns are discussed at planning meetings. Decisions are made about which classroom techniques will be used to help the child cope, how best to communicate with the child's family and in some instances, always with parental agreement, what special supports will be made available. The goal is that each child has access to all reasonable accommodations as they move through developmental stages at their own unique pace.

Lesson Plans

Staff meets regularly to plan daily activities. Planning decisions are based on the interests and needs of the group and take into consideration individual needs of children in the group. Weekly lesson plans are posted in each classroom.

Parental Involvement

Involving parents in their child's learning is critical to success. Parents are encouraged to visit often and talk with individual staff members and administrators on an ongoing basis. Conferences are scheduled twice per year (spring & fall) and are always available upon request.

Parents are encouraged to participate in a variety of ways: by sharing ethnic heritage or specialized knowledge with children, reading stories, cooking or going on field trips.

A parent bulletin board is kept up to date as a means of communicating new information. Newsletters are published once a month and sent home via email (a paper copy is available upon request).

Newsletters are sent home regularly. Parents are invited to group meetings, special events and to participate on the Board of Directors and advisory committees.

In an effort to keep tuition costs as low as possible and to provide program enhancements, the programs organized several fundraising events each year. Parents are encouraged to participate in the organization and implementation of these activities.

ADMISSION POLICIES

CCDP admits all children on a first come, first served basis. Exceptions to this policy include employer subsidized programs and siblings of children already enrolled. There is no discrimination on the basis of sex, race, religion, national origin or special need.

An enrollment packet must be completed and a registration fee paid prior to the child's participation in the program. Information submitted on the agreement must be updated as needed.

HEALTH AND SAFETY POLICIES

Our programs follow the health regulations for childcare facilities set forth by the New York State Office of Children and Family Services and the Department of Health. Each child must have a current medical examination and proof of immunization on file with our program.

A physician's written permission is required for the staff to administer prescription or over-the-counter medication. CCDP requires that a Medication Administration Training (MAT) form be completed per the Office of Child and Family Services (OCFS) regulations. The medication must be in the original container, not be outdated and must be labeled with the child's complete name.

Parents are asked to call the center by 9:00 a.m. if their child is unable to attend. Children should not be sent to the center unless they are well enough to participate in outdoor play and other activities.

If a child becomes ill at the center, parents will be called and requested to come for the child as soon as possible.

Any child sent home due to illness must be symptom free for 24 hours before returning to the center. For fever, temperature must be normal for 12 hours without medication such as Tylenol. For specific information on particular illnesses and related policies please refer to the CCDP Health Policy & Guidelines located on our website (paper copy available upon request).

Field Trip and Transportation Policies

- Parent consent must be obtained for all field trips.
- Parents must be notified of who will provide transportation
- First aid kits, and cell phones are always taken on field trips
- Teachers who are MAT trained attend field trips to administer any medication necessary while away
- Teachers need to do a review of bus and field trip expectations with the children before they go on a field trip
- Teachers need to review walking field trip safety as needed

- Teachers must do a head count before they leave the center, leave the field trip location and upon return
- Teachers must inspect the bus once everyone vacates to be sure no one is left on the bus or any materials are left behind
- Children must enter the bus from curbside
- We do expect the children to wear a seat belt when they are going on a field trip
- The use of safety seats for children under age 4 is site specific.

Accidents and Emergencies

Parents will be notified of minor injuries via a written accident report and sometimes a phone call. All accident reports are read and signed by the parent and are reviewed by the director.

At least one staff member certified in infant and child first aid and CPR is on duty at all times.

If an emergency requires transportation to a medical facility, a staff member will remain with the child until a parent arrives.

Center Wide Emergency

In the event of an emergency, parents are contacted immediately. CCDP has specific procedures to respond to a variety of emergency situations. This plan is available at each site and can be reviewed by parents upon request.

Child Abuse Reporting

Under the Social Services Law of New York State all child care center employees are mandated reporters of child abuse or maltreatment. Childcare workers are required to report by law, whenever they have reasonable cause to suspect that a child has been abused or maltreated.

The Office of Child and Family Service contact Information:

Office: Rochester Regional Office

Phone: (585)238-8531

The centers make available the OCFS Regulations to families at a central location in each building. Each center has a binder at either the sign in location or available with the front desk.

If you would like to make a **complaint**, please call 800-732-5207 to speak with someone at the State Office of **Children** and Family Services (**OCFS**). You may also call **OCFS** to check the compliance history of a specific **child care** program.

Extermination (Monthly); Canandaigua only

Exterminator visits monthly, after center hours, as part of our pest control management procedures. Spraying of pesticides occurs after hours of operation. A statement of application will be posted at the center sign in area notifying families that the application of the pesticide (name of the pesticide will be stated) will take place in 48 hours. A binder of all pesticide applications is housed in the main office and can be made available upon request.

Pick-up and Drop-off Procedures

Parents are responsible for signing children in and out of the center on the daily attendance sheets. For the child's safety, we require that the parent or another authorized adult escort the child to the classroom and speak to a teacher in the classroom. Parents should drop children off no later than 10:00 a.m. Prompt arrival allows children full participation in the morning educational program. Adults picking up a child must speak directly to the responsible staff member before leaving the center each day.

At the time of enrollment, parents must provide the center with the names and telephone numbers of the adults authorized to pick up the child from child care and the names and telephone numbers of people to contact in case of emergency.

It is the parent's responsibility to notify the program of any changes in authorization or changes in telephone numbers. If someone other than an authorized adult (over 16 years of age) is to pick up a child, the program must be notified, in writing, prior to the child being picked up. Staff members may require any person who arrives to pick up a child to show photo identification. We will release a child only to authorized adults.

If a child is not picked up within 30 minutes of closing time and a parent or guardian has not communicated to the center and is unavailable, individuals on the emergency list will be contacted. If no one can be reached to pick up the child, the police will be called.

Parking

There is ample parking at all of our sites. Parents are instructed where to park when picking up children at the time of enrollment.

The center in Canandaigua has a special use permit agreement with the City of Canandaigua which allows our employees to use Willy's Place as an entrance to the parking lot located on the south side of the building. Under the provisions of this agreement **only** employees of CECC and CCDP are allowed to use this parking lot. Parents are allowed to use the **north parking lot** at the end of Wilcox Lane. Parents will be required to sign a Parking Agreement when enrolling children at this center. This will be strictly enforced.

Emergency Closings.

In the event that the center does not open due to an emergency (weather, flood, loss of heat or water) parents will not be charged. 13 WHAM News and 1180 WHAM will broadcast such emergency closings on radio and television. Parents will be called to pick up their children if the center is forced to close early.

Food Policies

Our programs provide breakfast, lunch and an afternoon snack. All food is nutritionally balanced and prepared in accordance with Child and Adult Care Food Program (CACFP) and the Department of Health Regulations. Menus are posted on the parent bulletin board. CCDP partnerships with local farmers to provide fresh produce to the children's meals.

Meals are served family-style to create additional opportunities for the children's social and language development. As children are ready, they are encouraged to serve themselves.

Children are encouraged to take small servings of foods they don't think they like, but they are never forced to eat.

Personal food items brought from home are discouraged. However, after discussion with a classroom teacher food may be sent in to share with the entire class, especially for birthdays and holidays.

If a child has any food allergies or dietary restrictions, the center must be informed by a physician's written statement, including the symptoms resulting from the allergy and remedies to be taken.

All of our centers are peanut free. Please do not bring baked goods or snacks into the centers that contains or has been cooked with peanut products.

Breastfeeding Policy

CCDP, Inc. and its programs support and encourage the breastfeeding mother's decision to continue to breastfeed her child. In keeping with this philosophy this policy is designed to assist both parents, and childcare providers in protecting the health of breastfed infants. This policy meets the requirements of the Child & Adult Care Food Program (CACFP) in accordance with the New York State Health Department.

Mother/Parent Responsibilities

- Breast milk must be labeled with child's name & date
- Breast milk must be in an unbreakable container

CCDP Responsibilities

- Provide training for staff in the areas of the benefits of breastfeeding, practices, basic breastfeeding and referral information when needed to help support breastfeeding mothers
- Provide training for staff in regards to handling, storing and feeding breast milk

Site/Program Responsibilities

- Provide a welcoming atmosphere that encourages mothers continue breastfeeding
- Provide a designated space for mothers to breastfeed their infant. (Please inquire at each site where their designated space is located)
- Assist in developing a feeding plan with mothers/parents.
- Provide resources, when needed, to help mothers/parents.

CCDP Infant Staff Responsibilities

- Make sure infant's full name and date is on the breast milk when it arrives
- Make sure it is in an unbreakable container & not accept breakable containers
- Record the arrival date on the container
- Breast milk will be refrigerated up to 48 hours and then discarded, if frozen & thawed it will be refrigerated for only 24 hours.
- Store breast milk, in a designated space, within the refrigerator or freezer that is located in the classroom.
- Rotate containers, so the earliest date is used first

- Frozen breast milk will be thawed in the refrigerator, under running water or in a pan of water not to exceed 102 degrees Fahrenheit.
- Breast milk will not be microwaved
- Breast milk will not be refrozen
- Staff will use proper hand washing techniques before handling breast milk
- Contents of any bottle not fully consumed in one hour will be discarded, leftover breast milk from a bottle cannot be used later. Unused breast milk will be refrigerated and returned to parents at the end of the day if a parent requests it ahead of time.
- Staff will pay attention to hunger signs and adhere to "cue feeding", since crying is a late sign of hunger
- Bottle will never be propped, infants are held at all times during feeding
- At the mother's/parent's preference staff will avoid feeding a breastfed infant just before pickup time, since this is an ideal time for the mother to nurse and it will assist the mother in maintaining a healthy milk supply. This should be discussed with staff at time of infant's enrollment.

GENERAL INFORMATION

A complete change of clothing, including socks and underwear is required for each child. It may be left in the child's cubby. All personal items should be marked with the child's name or initials.

Except in the most inclement weather, state regulations require that children go outside each day.

Each child must be dressed appropriately. For safety, shoes with rubber soles and without open toes are required. Children should not bring toys from home except for a specific sharing day or with prior discussion with a classroom teacher.

Parents need to furnish each child with a small blanket for naptime. The blanket needs to be taken home and washed each week. A soft toy may be stored in the child's cubby for naptime.

Each parent has a mailbox where messages, receipts, newsletters and other information will be placed. This mailbox should be checked daily. Daily information sheets are available for those parents who wish to fill them out in the morning. Staff will complete the sheets and place them in the family's mailbox. This is an excellent way to communicate with teachers. Notes to staff are also welcome any time.

A permission form must be signed by parents before staff can apply sunscreen and other topical ointments. On hot summer days, hats need to be provided to be used for walks, and wagon or stroller rides.

Children are very sensitive, especially to problems at home. Staff appreciates being kept informed of any problems or concerns so that they can provide special attention to a child during difficult times. Confidentiality will be observed.

SPECIAL PROGRAMS

CCDP sites offer intergenerational programs such as the Foster Grandparent Program as enrichment. The children and elders enjoy cooking, music, games and crafts together.

CCDP centers have working relationships with local libraries, hospitals and senior living centers. ARC clients visit some sites on a regular basis. Helping hands for children are also provided by Employment in Training and Summer Youth Employment Programs. Students from Finger Lakes Community College, other area colleges, and the BOCES Child Care Program, also periodically work with our programs.

Before and after school-age programs are available during the school year and also for school year vacations, holidays, and half days. Please visit our web site or pick-up one of our informational brochures for more information. The summer programs begin the Monday after school closes and end the Friday before Labor Day. Activities include field trips, picnics, arts and

crafts, games, sports and socialization.

Children who are not enrolled in the school district where our sites are located are welcome to enroll for our holiday and summer programs

FINANCIAL POLICIES

Tuition rates are based on numbers of days care is needed for each week and the age of the child.

CCDP's tuition rate is set annually in September. The CCDP Board of Trustees and Leadership Team is sensitive to how annual increases impacts our families' day to day finances. Each year the Board and Leadership Team researches the community tuition fees in comparison to other local child care rates. At this time, CCDP continues to be more affordable than other child care centers in our area. Due to increasing annual costs our organization is faced with and the continual wage increases needed for our staff, annual increases are necessary.

A non-refundable registration fee must be paid upon enrollment and yearly thereafter. Tuition is to be paid on or before Friday for care provided the following week.

Payment for one week's tuition must be received by the center prior to the child's starting date.

Parents who have not paid for care by Friday of the week care has already been given will be charged a \$10.00 late fee. If the overdue balance is not paid in full by the following Friday (2 weeks after the due date) or a payment plan has not been agreed upon, the child(ren) will no longer be able to attend the center effective that following Monday. In the event the account balance remains unpaid, CCDP reserves the right to turn the account over to a collection agency.

Parents are responsible for paying the full tuition each week the child is enrolled even if the child is absent. Parents will be charged for the holidays when the program is closed (New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving and the day after, Christmas) if a

holiday falls on the child's day of regular attendance. This policy applies to both part-time and full-time families. Parents are not charged when the program closes for staff training. These dates, usually twice a year, are scheduled well in advance.

There will be a late charge of \$20 for each 15 minutes a child is picked up after closing time. There will be an extra charge of \$25 for all returned checks. All payments must be made by check, money order, or credit card (\$5 charge).

Parents are required to inform CCDP, in writing, two weeks in advance of their child's last day at the center. Parents are billed for the two (2) week period following receipt of this notice even if the child does not attend our program.

For school age families- When there are days off from school, there will be signups on the classroom doors. You must sign up either needing care or not. If you sign your child up yes and they do not attend, you will be charged for the days you indicated yes. We use the sign up sheets to staff for the number of children present.

Half Days and Days Off from School

Sign ups will be posted outside your child's (ren) classroom door 2 weeks prior to a half day or full day/week off from school. Parents must sign their child up, yes or no. If you sign up yes, you will be billed accordingly. If, for any reason, your child does not show up on a scheduled "yes" day, families will still be charged. If you sign up no, you will not be charged.

Half Day Rates: If your child attends the morning program and they are also signed up for the half day, families will be charged the daily AM rate, plus the half day rate.

School Age Flat Rate

The flat rate option allows you to pay just one weekly rate for the entire school year and receive your *registered care* (ex- Weekly AMs only) plus any care you would need on half days, superintendent days or vacation days we are open.

Detail options: (review carefully)

- The flat rate will be determined annually. This flat rate option begins on the 1st day of school.
- Flat Rate only applies to school year and does not apply to Summer Camp
- Flat Rate must be paid for the entire school year.
- Flat Rate *does not* allow you to change your regular schedule to get care as needed (ex- pulling children out during Band camp)
- Flat rate must be paid every week for the entire school year. (including weeks you may not be using childcare, ex. April break).

- Please sign up for care with your Directors and SA Coordinators for days off so they can plan accordingly.

Please understand that whether or not you sign up for care, your account will be charged the flat rate fee.

Parents are required to inform CCDP, in writing, two weeks in advance of their child's last day at the center. Parents are billed for the two (2) week period following receipt of this notice even if the child does not attend our program.

Variable Schedules

Our centers will support families who have varying work schedules to the best of their ability. Depending upon the number of days childcare is needed, CCDP reserves the right to apply the daily or weekly rate.

Holding Fees

CCDP respects a family's decision to remove their child temporarily and will support the family to the best of our ability through any necessary transition. It is imperative, however, that CCDP support every family in a manner that is fiscally responsible for the agency. The following policy reflects CCDP's efforts to accomplish this.

Parents who wish to hold or reserve a spot for their child can do so by placing their child on a waiting list. CCDP will reserve a spot for up to three (3) months. If there are children on a waiting list for the classroom, a holding fee will be charged. For each classroom, spaces will be held on a first come, first served basis and are limited to two (2) families at a time.

Circumstances under which a family can request for a spot to be held are:

- Family is removing the child from the program temporarily
- Family is expecting a baby and is looking for care once the baby is 6 weeks of age
- Family is expecting a baby and will be removing the older sibling during the maternity leave
- Family is reducing the child's number of days temporarily and wishes to reserve a five (5) day/week spot*

Family would be expected to pay 50% of the tuition cost of the remaining days/week (i.e.- Family reduces the child's days to two (2) days/week temporarily and wants to reserve the child's five (5) day/week spot.

The family would be expected to pay full tuition for two (2) days/week and 50% tuition for three (3) days/week.

Holding Fee Schedule:

- 50% of the cost of care for weeks one (1) through eight (8) weeks
- 75% of the cost of care for weeks nine (9) through twelve (12)

Holding Fee Calculation:

The CCDP Finance Office will use the child's original (if leaving) or predicted (if coming) schedule to determine a weekly tuition charge. This amount will then be used to calculate the percent owed given the total number of weeks the spot is to be held.

CCDP tuition rates are reviewed regularly. Parents will be given at least two (2) months notice of any changes in tuition rates. To facilitate this process, parents must submit proof of current income. CCDP cannot guarantee two (2) months notice if this documentation is not submitted by the parent in a timely fashion.

Families who are eligible for Department of Social Services (DSS) funding must apply there first.

- ◆ Families whose children attend a minimum of four days will pay the weekly rate. A limited number of part-time openings may be available. Part-time families (children attending less than four days/week) must pay the daily rate for a minimum of two days per week. Parents who have a varied schedule (workdays change weekly) must pay a minimum of four days per week at the daily rate.
- ◆ Parents wishing to go from full-time to part-time status need to give the center two weeks notice.
- ◆ Families may not exchange one day for another. Families who are enrolled part-time may request additional days in writing. If enrollment allows, this will be approved and the daily rate will be charged.
- ◆ Within a one-year period, families paying the weekly rate may request two weeks of vacation tuition. 25% will be deducted from the tuition charges while the child(ren) is away from the center. Families must have a child(ren) enrolled for at least six (6) months before becoming eligible for this discount.

School Age Program Policies**Field Trip and Transportation (preschool included)**

- Parent consent must be obtained for all field trips.
- Parents must be notified of who will provide transportation
- First aid kits, and cell phones are always taken on field trips
- Teachers who are MAT trained attend field trips to administer any medication necessary while away
- Teachers need to do a review of bus and field trip expectations with the children before they go on a field trip
- Teachers need to review walking field trip safety as needed
- Teachers must do a head count before they leave the center, leave the field trip location and upon return
- Teachers must inspect the bus once everyone vacates to be sure no one is left on the bus or any materials are left behind
- Children must enter the bus from curbside
- We do expect the children to wear a seat belt when they are going on a field trip
- The use of safety seats for children under age 4 is site specific.

CCDP is not responsible for the behaviors that occur on the transportation of the children being bused to and from school. Our teachers will help calm children down when they are in the center if needed. We encourage the children to speak with their parents about any conflicts that occur on the bus. We urge parents to talk to their children regarding bus safety and your expectations for their behavior when they are on the school bus.

Parents need to realize that incidents on the school bus while traveling to and from our programs are under the sole jurisdiction of the school district.