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BLOSSOMING FRIENDS PRESCHOOL

**Your child will grow quickly while they are in preschool. In this room your child will refine motor skills, learn to socialize with others, continue to develop language skills, and pick up their first academic knowledge in the form of ABC’s, numbers, colors, and shapes. We look forward to sharing this exciting year with you and your child. If you ever have any questions regarding our classroom, or your child’s development, please feel free to ask and we will answer to the best of our knowledge.**

*Our Mission*

At Blossoming Friends preschool, we take a mix of Waldorf and Montessori philosophies incorporating the vision of the whole child independence and spreading peace. . Enriching our classroom with activities that are age-appropriate and play-based, to support children to explore and discover using their head, heart, and hands while learning about kindness, respect, and peace. I have all the confidence that you and your family will gain so much from being at Blossoming Friends Preschool.

​**Waldorf** Education begins with the premise that childhood is made up of three distinct stages of roughly seven years each.

​Each stage shapes the way children feel about and approach the world—intellectually, emotionally, physically, and spiritually—which, in turn, shapes the way they learn.

​

Young children from birth to age seven live primarily through their senses and learn best through imitation. We nurture each child’s flowering, providing a gentle, yet sensory-rich environment and play-based activities that encourage the young child to investigate the natural world, explore social relationships, and expand imaginative capacities. These activities support the foundations for intellectual, emotional, and physical development.

**The focus of this education is the whole child “the head, heart, and hands”.**

​**Montessori** is a method of education that is based on self-directed activity, hands-on learning, and collaborative play. In our classroom, the children make creative choices in their learning, while the environment offers age-appropriate activities to guide the process. Children work in groups and individually to discover and explore the knowledge of the world and to develop their maximum potential.

​​**“Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future… Let us treat them with all the kindness which we would wish to help to develop in them.” - Maria Montessori**

**Our Classroom Community**

In our classroom we are all thrilled to welcome you into our preschool family! We work together to make sure we provide the best learning environment for all children. Every teacher and child is different and unique. We each bring our own special qualities to the classroom, creating a safe, tolerant, and diverse community. Together we learn, explore, discover, and dream!

Children help us “create” the rules in the beginning of the year, and we continue to add them as the year progresses. Inside each classroom community we have rules to keep us safe and help our community run well. We emphasize that this is OUR classroom, and we need to work together to make it a special place.

We want your child to enjoy every day at school to the fullest and join-in on our daily adventures! Our team of teachers are here to help guide your little ones as they grow into respected adults, as we prepare them for when they enter the world independently. We always welcome ideas, projects, activities, circle times, and anything else your child may be interested in, or working on, at home. Please feel free to come to us with ideas as joining your child’s home life and school life brings enrichment to our classroom!

Here at Blossoming Friends Preschool, we follow the child's lead and guide them through their own learning and experiences as we facilitate learning naturally through play, our schedule is subject to change.

**Our Program Community**

**Playschool**

Toddlers are becoming more social, verbal, and interested in exploring space with other children. Toddlers get a sense of security from a predictable routine and consistent daily schedule which includes outside play, inside activities, nap time, circle times, and mealtimes. We provide nurturing and attention to meet the emotional needs of the young toddlers in our care and begin to add structure to help prepare them as they near the preschool age. We provide a nurturing environment with responsive care and support, and develop activities that stimulate curiosity, social interaction, motor development, independence, and development of language and attention span. The children begin to develop their attention spans, listening skills, and ability to follow instructions and work with others.

**“Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence.”  
― Maria Montessori**

**Preschool**

Our preschool curriculum is loosely based on Montessori philosophy, Waldorf philosophy and “teachable moments”.

Montessori is a philosophy and method of education which emphasizes the potential of the child by utilizing specially trained teachers and teaching methods. Montessori allows children to experience the excitement of learning by their own choice. Children have the freedom to select individual activities which correspond to their own periods of interest and readiness to progress at their own pace. With this freedom of choice children develop independence which forms the basis of self-discipline. As children progress and complete self-correcting activities, they develop confidence in their own abilities. The Montessori program presents endless opportunities for cooperative, social interactions among children of different ages. This social engenders feelings of friendship, respect for the rights of others, and self-confidence.

Waldorf Education begins with the premise that childhood is made up of three distinct stages of roughly seven years each.

​Each stage shapes the way children feel about and approach the world—intellectually, emotionally, physically, and spiritually—which, in turn, shapes the way they learn.

​Young children from birth to age seven live primarily through their senses and learn best through imitation. We nurture each child’s flowering, providing gentle, yet a sensory-rich environment and play-based activities that encourage the young child to investigate the natural world, explore social relationships, and expand imaginative capacities. These activities support the foundations for intellectual, emotional, and physical development.

 The focus of this education is the whole child “the head, heart, and hands”.

“Teachable Moments” are moments in which teachers use unplanned events from throughout the day as opportunities for children to extend their knowledge. Teachers observe the needs and interests of the children, as individuals and as a group, and expand their curriculum to create activities and learning opportunities based upon their observations. Teachable moments commonly occur during children’s conversations, while eating meals, participating in group activities, and during free play time when conflict, challenges, discoveries, and questions arise.

**Pre-Kindergarten**

The pre-kindergarten program is integrated into the mixed age preschool classroom and is designed for children who are heading to kindergarten in the following year. Pre-K activities and curriculum are created based upon the needs and development of the individual children who are participating and vary slightly from year to year. One special opportunity for our pre-kindergarteners is “pre-k time”, when the Head Teachers collaborate and set aside special time and activities for the pre-K children as a small group. These activities focus on academics and skills to enhance kindergarten readiness.

**Diversity/inclusion**

It is our duty as adults to provide children with a foundation on these topics. Through books, family traditions and celebrations, songs about these topics, conversations, answering questions and getting the families involved in giving their children experiences within the community that reflects inclusion, and acceptance of all.

**Tentative themes throughout the year**

We are always following the interests of the children, and by enriching our environment we lead them through different explorations to support their curiosity or wonder. Due to this the schedule may change, but you will see this reflected through your child’s brightwheel profile as we document pictures and developmental moments that we observe!

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| --- | --- |
| **August** | New school year, All about me, EMOTIONS AND FEELINGS  S,M,A,T  1  blue  circle |
| **September** | Transportation, Fall,  C,R,I  2  red  rectangle |
| **October** | Halloween, five senses, safety,  P,B,F  3  orange  triangle |
| **November** | Healthy choices, food, and nutrition, leaves  O,G,H,  4  brown  rectangle, star |
| **December** | Holidays around the world, Winter, traditions  J,U,L  5  green  pentagon |
| **January** | Dinosaurs, Martin Luther King Jr, respect, fairness and being kind  D,W,  6  white  hexagon |
| **February** | Valentines, Presidents, community helpers, black  E,N  7  pink  heptagon |
| **March** | Baby animals, Spring, Farm animals  K,Q  8  Purple  octagon |
| **April** | Gardening, bugs, our planet Earth,  V,X  9  yellow  nonagon, oval |
| **May** | Farm animals, botany  Y,Z  10  Grey, black  decagon, ellipse |
| **June** | Space, summer |
| **July** | Ocean, |

**The Preschool/Pre k Curriculum**

I have been a big Advocate of the California Preschool Foundations for as long as I have been a child educator. I used this tool in my former Preschool  classroom, I am very familiar with the standards and I have also been building my own focused curriculum based on these specific standards. I also use this tool for assessments already, and it is what you have seen in parent conferences. Brightwheel also supports this foundation with observations as well!

The year before kindergarten is important for your little one, and just as I did in my previous community, it is based to mirror what you are teaching to the expectations that the district will have for your little soon to be kindergartner.

**Here is a glimpse of each of the volumes and standards.**

<https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

 focuses on skills and knowledge gained through social-emotional development, language and literacy, English language development, and mathematics

<https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

focuses on skills and knowledge gained through visual and performing arts, physical development, and health

<https://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

focuses on skills and knowledge gained through history/social science and science

<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf>

The California State Frameworks provide guidance for implementing content standards adopted by the State Board of Education. Click the link below to access the TK Development Framework.

This is just the framework of what our Tk friends will be learning, experiencing, and exploring in our enriched environment, as we always follow the interests and needs of the children. Your child will have so much fun, enjoying learning and be prepared for kindergarten along the way!

On top of this approach to our curriculum we will also have our Montessori approach molded into the curriculum as well.

The Montessori method was created intentionally with prepared environments to meet the children’s developmental needs holistically. The absorbent mind can effortlessly and subconsciously gather and absorb information and is very sensitive to their surroundings. (between the ages of 0-6)

Giving children an environment that is created just for them empowers their independence, discovery and ultimately building their self-confidence and resilience. Prepared environments give children the flame of imagination, it can spark the love of learning, it gives them freedom within limits, its ultimately “gentle parenting” where we put the child center. We are here to guide them through their environment and their day.

Children at this age (3-6)

….are curious, they want to know the “what” the “why” and the “how”.

…pick things up effortlessly, the absorbent mind is now conscious at this stage and aware of what they are taking in and eager to expand on what they already know.

…takes things literally, this reality-based understanding is an important foundation of their growing imagination.

…loves to communicate and express themselves, they have increased vocabulary and an informal introduction to grammar.

…is busy matching, sorting, grading, and classifying impressions in the world around them through their senses. They are sensorial learners, they explore hands on, eyes open, big breaths, and explore qualities of the materials around them. (rough smooth etc.)

… will repeat a task again and again, when they are working to master something they will do it over and over again.

…loves to be involved in daily life, they like to learn how to take care of themselves and their surroundings, they also learn about their cultures and family values through these moments as well.

…are capable of more than we expect, when they have an environment set up for them to be successful, the freedom to choose within the limits, they have someone there they can ask for help, the time to practice to master a skill, children can take on immense tasks.

…mostly loves in the present moment, while they are starting to better understand time, they understand more about “today’ and “tomorrow” they remind us to stay in the moment, they are focused in the present, and what they are doing NOW.

Preparing the environment and guiding the children through it, and their day, will set them up for success today tomorrow and in the future.

**The Toddler Curriculum**

Our toddler curriculum is based on the Montessori approach “Child centered, scientifically based, holistic way of engaging children.” Peaceful and purposeful Social emotional and neurological developments happen between the ages of 1-3. The Montessori method was created intentionally with prepared environments to meet the children’s developmental needs holistically. The absorbent mind can effortlessly and subconsciously gather and absorb information and are very sensitive to their surroundings. (between the ages of 0-6)

The 4 specific domains that are focused on during these years are Motor skill (fine and gross) daily or practical life, sensory stimulation, and language.

Giving children an environment that is created just for them empowers their independence, discovery and ultimately building their self-confidence and resilience. Prepared environments give children the flame of imagination, it can spark the love of learning, it gives them freedom within limits, its ultimately “gentle parenting” where we put the child center. We are here to guide them through their environment and their day.

Child-led learning is when the child is the leader of their knowledge, it sparks their curiosity and quests for knowledge. The adult is not their teacher but is the preparer of the environment that will teach the child.

The children will experiment using their own hands and senses to discover their interests.

The children will accomplish self-worth and self-confidence, all as they build independence skills.

The children will experiment with the world around them, trying new things, taking chances, and making sense of the world.

The children will be active participants in their discoveries.

MOTOR SKILLS-

Sensitive period of movement.

Essential for building cognitive connections and bodies.

Small and large muscle groups

ART-

Builds self-confidence and self-expression

Fine motor skills.

DAILY AND PRACTICAL LIFE-

Children love to help

Builds independence and feeds the want to contribute to the world

Builds self-resilience and self-confidence.

SENSORY STIMULATION-

The world is a sensorial experience, and toddlers love to explore it.

Strengthening sensory skills supports the importance for future math and reading skills.

LANGUAGE-

LANGUAGE is described as all the ways humans communicate

It supports the need to feel confident in ownership over their words and their bodies

It builds vocabulary and phonetic awareness

Develops social emotional awareness

Our toddlers follow along with Preschool rhythm during certain parts of the day, but we have a designated teacher focusing on a specific rhythm for infants and toddlers to meet all the individual and age-appropriate needs and expectations.

**Blossoming Friends Preschool Daily Rhythm**

**Drop offs and breakfast**

**Free play/Free choice**

**\*\*\***

**Circle Time**

**Job time**

**Small group**

**\*\*\***

**Morning snack**

**Outside play, free play (physical development)**

**\*\*\***

**Lunch time**

**Storytime, soothing music, Yoga, meditation**

**\*\*\***

**Naptime, quiet rest time**

**Snack**

**creative minds, quiet play**

**\*\*\***

**small groups, story time**

**Outside play/free choice (physical development)**

**\*\*\***

**Goodbye songs/pack up**

**Free choice/ Clean up**

|  |
| --- |
| Children need routine, but also need to learn to go with the flow of things with a healthy balance. With a daily rhythm, it allows us to follow the children’s lead, but also with a sense of structure.  Having built in “pausing points” (\*\*\*) helps us re-center and continue with our day. |

**Blossoming Friends infant and Toddler Daily Rhythm**

**Feedings**

**Diaper change/check**

**Gross motor development (tummy time, muscle exercises, music and movement)**

**Storytime, puppet shows, fingerplays, baby signs.**

**Age-appropriate play**

**nap**

**\*\*\***

**We always follow the child’s individual needs and cues, this is just a tentative outline of what the daily rhythm looks like. The most important support at this stage of development is talking, reading, fine and gross motor skills and the secure base and trust that we provide for our little friends to gain here at Blossoming Friends.**

**Birthdays!**

We have a lovely ritual to celebrate this special moment with your child here at Blossoming Friends. Please let me know a week in advance which day you would like your child to celebrate his (her) birthday.

It seems that in our rushed and hurried world we spend less and less time on moments of celebration. It is an important part of the human spirit to share joyful moments with one another.

**PLEASE SEND IN AT LEAST ONE DAY AHEAD OF TIME:**

**The Birthday Ceremony sheet:** Please complete the reverse side with information appropriate to your child. Please keep passages brief!

**Photos:** Please send in one photo for each year of your child’s life.

**OUR CELEBRATION:**

This occasion begins by gathering the children together. We honor the Birthday Child by telling a story of how she (he) was born, lived as an infant, learned to sit up, crawl, eat with a spoon, etc. As we tell the story of the child's life, the child carries a small globe, representing the earth as she (he) walks slowly around a candle (pretend) and represents the sun. (One time around for each year the child has been on the earth). The children love the ceremony, the singing of the song, and the sharing of themselves with their friends.

We will record and take tons of pictures to share with you on brightwheel!

# Technology…. educational purpose uses

Here at Blossoming Friends, we believe that technology continues to be the way of the future and it is important to have a healthy and beneficial relationship with it, starting as a child, to benefit from the development and advances that technology makes every day.

Technology inside the classroom enhances student interaction and engagement, offers new learning techniques, encourages collaboration, and it encourages differentiation in how students learn. Although we limit screen time at Blossoming Friends it is not obsolete, we use it for dancing and yoga at times, we learn songs about the alphabet numbers, shapes and colors with visuals that enhance the learning experience. When we are talking about certain topics, sometimes we may have a short video on how to elaborate the lesson in a different way. (all moments are less than 15 min per day) On Fridays, we do have Movie Day in the afternoon, where we will choose a Disney or Netflix movie and snuggle up on the couch to enjoy together.

Tablets and educational games are a new addition to Blossoming Friends, as we enhance lessons, teach patience, taking turns, and setting limits as each child will only have a limited time of tablet educational game time. This encourages children to learn and gain a healthy balance and relationship with technology inside and outside of the classroom.

# Hours and drop-offs & pick up

Our program is open from 8am-4pm Monday through Friday.

Drop off and pick up times can be difficult for both the children and their parents. We are there to help make these transitions as easy as possible. However, we need to work together as a team to make that successful. Communication is important -- We can come up with a routine that works for everyone. Patience is always the key. **Each day please bring your child *between 8:00-8:30am***

Our program closes at 4pm every afternoon. Please allow enough time to pick up your child on time or communicate to let me know that you are running late for the day. **Please pick up between 3:30pm and 4:00pm.**

If you need a magic hour, contact me. (1 hour = $20 this can be accumulative)

**example:** Pick up at 4:15 each day would be about $25 a week.

Children love patterns and routine. Establishing a predictable drop-off/ pick up routine will help ease your child’s transition. Allow yourself time for the routine, keeping a consistent routine will help make the transitions a positive part of the day. This starts from day ONE, with the first day jitters, YOU GOT THIS! We are a team, just stay positive and consistent, and brief. We are here to help, and brightwheel is always available for check ins!

OVER-TIME POLICY

Overtime rates are considered any amount of time that care occurs prior to the scheduled drop-off time or after the scheduled pick-up time (mentioned in the contract). The provider agrees to provide overtime care at a rate of $20 per hour. Without advance notice by the parent and with the provider’s approval, the overtime rate will be $30 per hour. It will be added to next month’s tuition. Consider our Magic hours, if this will help support your family.

**Magic hours:**

Please talk to me if you need an early or late pickup added to your schedule. You may be able to drop off **earlier than 8am and pick up later than 4pm. For a grand total of ONE hour a day.** (The fee is $20 a day) Please connect with me ASAP to assure that staffing is covered.

Examples:

Drop off at 7am and pick up at 4pm. (For $20 a day)

Drop off at 8am and pick up at 5pm (For $20 a day)

Drop off at 7:45am and pick up at 4:45pm (For $20 a day)

EMERGENCY PROCEDURES

In case of fire, earthquake, child injury, or lockdown, I have been trained and prepared to handle the situation according to the policies sent forth in our procedures manual. Fire and earthquake drills are carried out monthly so that children are familiar with sounds, locations, and directions in case of emergency. All evacuation routes are posted in classrooms. I am Red Cross Certified in CPR, AED, and First Aid. Please refer to my “Emergency Disaster Plan”. In the event of a medical emergency involving a child, I will make decisions using my best judgment. Immediate first aid will be administered. If the child can be transported to the hospital by a parent, the parent will be notified first. If the emergency is serious and requires additional services, I will call 911. Fees for medical care are the responsibility of the parents. The safety of your kids are my priority. Please make sure your list of emergency contacts is current throughout the year

## Beanstalk Program And mealtimes

Nutritional and well-balanced meals will be provided (Breakfast, lunch and one afternoon snack) each day and is included in the tuition. The snack/meal menu will be shared weekly.

If children have dietary restrictions (allergies, cultural practices, etc.), we accommodate to the **best of our ability.** Please talk with me for specific details.

If a child is hungry after a meal- we offer healthy choices all day long, such as a fruit, a veggie, a whole

grain etc, focusing on helping and hindering healthy eating habits.

Drinking water made available- we have a water machine, and water bottles that the families will provide, and children will have access to throughout the day.

## Food

If your child has any allergies, or strict food preferences we do ask for you to provide some snacks and one backup meal each day that a meal that does not fit your child’s needs is provided, to make sure your child is getting the nutritional food that they can have.

Please do not bring candy to school, and sweets only on special occasions. Thank you.

A meal schedule will ne posted on bright wheel at the beginning of each week.

**Managing Behaviors and Problem Solving**

We help children to develop positive social interactions and behaviors by utilizing techniques such as positive reinforcement, redirection, clear communication, and setting limits.

We encourage and model empathy. We begin to do this with the toddlers by showing them how to be gentle. By being consistently kind and caring with the children, teachers model their expectations and help the children learn these skills. We help children develop the skills to play independently, negotiate social situations, and resolve conflicts. If we find that children have a challenge developing these skills, we will work as a team with families and try to come up with a plan, so that the children can successfully participate in the program.

We have clear and consistent rules and guidelines here at Blossoming Friends. We state our rules simply so that children will understand expectations and limits within the group care environment. Expectations of each child are based upon the child’s individual abilities. Whenever possible, children will be told what to do in a positive and friendly way or given a choice between activities.

Example- child crying uncontrollably- We would approach child, and support child by giving them

tools to calm down, breathing in and out, finding a quiet place, blowing out the candle, smelling the

flower, asking of they need a hug, bringing them to our calm corner for space and time to recollect

themselves, and ready to join the group again.

**ACCIDENTS**

We work diligently to prevent accidents in the class. However, despite our best efforts, accidents may happen. We all have Red Cross Certified in CPR, AED, and First Aid. There will always be someone present who has proper training.

We notify parents by phone for serious emergencies. We notify parents by bright wheel on the day of the incident, for more minor incidents. If a friend was involved in the injury, the parent of the offending child will also be notified with an incident report logged in brightwheel. Please check your child’s brighthweel daily.

**Destruction of Property or materials**

If any materials or property is damaged or destroyed due to a child’s physical behavior the parents will be in charge of replacing the property/material. A report of the incident will be recorded in brightwheel as well as pictures of the property and material. We will then follow up with an email reporting the circumstances and incident as well as including an invoice in the amount of the replacement of the property/material.

**BITING POLICY**

Although it is not uncommon for very young children to bite, it is a behavior that is taken very seriously, and is strongly discouraged. Whenever a child is bitten, the teacher’s first task is to comfort and reassure the bitten child. Next, the wound will be washed with antibacterial soap. If the bite has broken the skin, first aid will be administered. Both sets of parents will be advised of the incident at dismissal, or sooner if the bite was severe. When a child under the age of 2 bites, it is generally due to lack of language skills, out of curiosity, teething, ownership, or even affection. In the instance of these youngest children, I will try to determine which type of biting scenario has taken place. I will closely monitor the situation, hoping to intercept the next bite to correct the situation.

When children are older than 24 months, biting is less common. Language is developing and friends learn to use words and make better choices. It becomes easier to redirect the playmates involved. When an older child bites, my policy is that the child who bites will quickly be placed on a break as I comfort the child who has been bitten, and attends to cleaning the bite. Then, I will return to the child and speak with the child about what has happened. The child is reminded that teeth are for eating, not for biting. (We even have a book we will read,)

Both sets of parents will be told of the incident. The child who continuously bites will need a plan to stop the behavior. If biting continues to be a problem, I will meet to determine the next step, including possible time at home to work on redirection and to break biting habit. This is based on the individual situation.

**Physical Behavior Policy**

Although it is not uncommon for very young children to show physical behavior in moments of frustration, play or learning, it is a behavior that is taken very seriously, and is strongly discouraged when it is a consistent behavior that we are seeing. Whenever a child is hurt by another child, the teacher’s first task is to comfort and reassure the injured child.

When a child under the age of 2 is physical, it is generally due to lack of language skills, out of curiosity, ownership, or even affection. In the instance of these youngest children, we will try to determine which type of scenario has taken place. We will closely monitor the situation, hoping to intercept the next physical behavior and try to correct the behavior, sometimes with the help and support of parents at home.

When children are older than 24 months, consistent physical behaviors are less common. Language is developing and friends learn to use words and make better choices. (With guidance of course from the teachers when needed). It becomes easier to redirect the playmates involved. A teacher will have a child take a break, until calm and will talk about the incident, and why it may have happened. There is usually always a feeling/purpose behind a behavior, and it is our job as teachers/adults to help and support a child back to what caused the physical behavior to surface in the first place. We encourage empathy and try to think together of a more peaceful solution for the next time this social interaction may arise with the child(ren). Both sets of parents will be told of the incident.

The child who continuously harms others will need a plan to stop the behavior. If harming others continues to be a problem, we will discuss with parents to determine the next step, including but not limited to the possibility that the child will be terminated for safety reasons in the program.

SLEEPING REGULATIONS

Community Care Licensing, Child Care Program requires all the family daycares as well as daycare facilities to follow the following regulations about infants’ sleeping time:

Sleep Surface

○ Mattresses must be firm with a fitted sheet that is appropriate to the mattress size that fits tightly on the mattress and overlaps the underside of the mattress so it cannot be dislodged.

○ Mattresses shall be made specifically for the size crib or play yard in which they are placed.

○ No loose articles and soft objects in the crib or play yard.

○ Bumper pads are not allowed.

○ No objects can be hanging above or attached to the side of the crib

Pacifiers

Pacifiers are allowed in crib/play yards if the following provisions are in place:

○ An infant cannot be forced to take a pacifier when put down to sleep.

○ Nothing can be attached to the pacifiers.

○ The pacifier must be specific to the infant it is being given to.

Back to Sleep

○ The licensee must place infants aged 12 months or younger on their backs for sleeping.

○ The requirements set forth in the above may not apply if there is a medical exception included in the infant’s individual infant sleeping plan.

○ Medical exemptions must be signed by a licensed physician or their designee. ○ Infants must have an Individual Infant Sleeping Plan (please see the next section) completed and signed by an authorized representative. The plan should indicate that the infant is able to roll from their back to their tummy as well as from their tummy to their back. However, they must be placed on their backs when first laid down to sleep; In the event the infant changes position they may remain in the position that suits them if the plan is completed appropriately.

○ If the infant is able to roll back and forth for the first time in care the provider may then fill out the appropriate section of the individual infant sleeping plan, notify the authorized representative and have them sign the form when they pick up the child

Individual Infant Sleeping Plan

An Individual Sleeping Plan is required to be completed by the parents (or authorized representative) for each infant that is 12 months of age or younger. The plan will include the following:

● Usual sleeping times

● Equipment the infant sleeps in

● Length of time that is usual for them to sleep

● Pacifier use

● Infant’s ability to roll over and back on their own

● Medical exemption documentation

Sleeping

○ Infants must not be swaddled while in care

○ Infants head must not be covered while sleeping

○ If an infant falls asleep before being placed in a crib or play yard, the licensee must move the infant to a crib or play yard as soon as possible

**Potty TRAINING**

Please talk to us when you want to start potty training.

It is important that teachers and families all agree to the same toilet training plan.

Our general framework for toilet training:

● Discuss with me their readiness signs.

● Plan to spend a minimum of two solid days at home (great for a long weekend or break) and devote yourself to potty training.

● We will help and support in the toilet training process.

●, I recommend that your child be accident free in pull-ups for TWO WEEKS before wearing underwear every day.

it is extremely unsanitary to have a child eliminate on our carpets, toys, playgrounds, and furniture, etc.

● We will use a sticker reward system for the potty-training successes!

**Illness Policies and Procedures**

We are unable to accommodate sick children. Children need to stay home when they are too uncomfortable for regular activities or when they are contagious to others. We ask that you keep your children home while ill, seeking medical attention as appropriate. Please use the following guidelines to determine if your child is too sick for care:

Child is unable to participate in the group due to need for attention, discomfort, or tiredness A fever of 100 degrees F or higher

Vomiting

Diarrhea: loose, watery, bad smelling stools ( if there is more than 3 here, the child must be picked up)

Eye infection involving discharge. The child may return to school when redness and/or discharge are no longer present, unless the cause is determined to be non-contagious

Rash, unless the cause is determined to be non-contagious

Intestinal, skin and hair parasites

Vaccine preventable diseases

Persistent hacking or congested cough, very red blistery sore throat

Difficulty breathing

If your child becomes ill while at school we will provide a comfortable and supervised space for the child to rest in, such as the classroom’s library corner or the rest/nap room, while we call the phone numbers provided on your child’s Emergency Card to contact you. Sick children can rest in these quiet spaces, away from other children, for a short time, until he/she is picked up.

You must pick up your child immediately and comply with all regulations regarding illnesses. In order to prevent the spread of germs, your child should be symptom free for 24 hours without preventative medication before returning to daycare. If your child is sent home due to illness, he/she may NOT return to daycare the next day without a doctor’s excuse stating they are not contagious. During flu and strep season, most doctors recommend they are fever free for 48 hours before returning to childcare.

● Please call, text, or email me to report the illness; particularly if it is a communicable condition or disease.

● When an illness suspected to be a contagious disease or condition, I must have a doctor’s note granting re-entry.

● Any child that is on antibiotics must be on the medication for at least 24 hours before returning.

● When you are called to pick up a sick child, you must do so within 90 minutes of being contacted or find other arrangements. (Someone on the emergency form)

● Your child must be symptom free for 24-hours before returning to daycare.

● If a child is too sick to play, he/she is too sick to come to the daycare.

● There is no reduction in tuition or fees for illness or absences. Please remember other children may have immune systems that cannot tolerate additional sicknesses. You must be diligent in controlling the spread of communicable diseases and conditions

We request parents to notify the school when their child has a serious illness, including, but not limited to the following: Bacterial Meningitis, Chicken Pox, Conjunctivitis, Diarrhea, Diseases (Shingle, Campylobacter, Salmonella, Giardia), Diphtheria, Hepatitis A, Measles, Mumps, Pertussis, Pneumonia, Rubella and Strep infection.

We keep ourselves and families informed of illnesses in our community by consulting with the Center for Disease Control guidelines for childcare centers, and by receiving alerts from the Sacramento County Health Department.

We follow the CDC guidelines when it comes to illness, infection and disease.

**https://www.cdc.gov/**

Medication Administration Policy

Medications must arrive in their original container and be labeled with the child’s name and the date. We cannot administer medication that has expired or is not in its original packaging.

All medications must be accompanied by a Medication Release Form, which has been signed by a parent and the child’s doctor. This form must include the child’s full name, the dates during which the medication is to be administered, dosage instructions (frequency/amount/method), and any other instructions. This form is required for all medication, including vitamins, over the counter medications (such as Tylenol, allergy medication, cold medicine, etc.), and herbal remedies (teething gels, ointments, teas, etc. The parent is responsible for picking up and disposing of medications that are no longer needed.

Whenever possible, we encourage families to administer medication at home. However, sometimes there is a need for a child to receive medication during the school day. This is a courtesy on the part of the staff, and we will do our best to accommodate these requests. Teachers can decline to administer medication if they are uncomfortable. We cannot guarantee compliance on the part of the child and cannot coerce or force a child to take a medication (eye drops, inhaler, oral medication, etc.).

**Enrolling a Child**

###### File Requirements

To enroll your child at Blossoming Friends Preschool we require that the following forms are completed and returned on or before the child’s first day of attendance: Enrollment Agreement, Emergency Card, Preadmission Health History, Personal Rights, Parent’s Rights, and Physician’s Report with a copy of your child’s immunization record. Parents need to update the Emergency Contact Form whenever they change contact information, move, acquire a new phone number, or make changes to the emergency contacts authorized for pick-up/drop-off.

###### Enrollment Policies and Procedures Fees, Deposits, Tuition

A nonrefundable registration fee of $50 and enrollment fee of $50 is due at the time of initial application for enrollment to cover administrative cost. Submitting an application does not guarantee a reservation in the program. The application and fee entitles a family to remain on the waiting list for up to one year.

Payment of one month’s tuition in full and a signed enrollment agreement are due in order to secure a child’s place in the program. This payment shall be held as a security deposit and applied to the tuition due for the last thirty (30) days of enrollment this is ONLY applicable with a written 30 day notice and does not include a refund if your child is terminated from enrollment for any reason.

Payment of an additional month’s tuition, or portion thereof if enrollment begins on other than the first day of the month, is due on the first day of attendance. Thereafter, tuition payments are due on the first day of each month.

In case of a short-term emergency, if the program cannot operate in its designated building, tuition *is not* refunded.

**Tuition**

**Application fee:** $50

**Registration Fee:** $50

**Deposit:** Equal to last month’s tuition

6 months- 12 months:

**Playschool program**

Full time: (17 hours or more a week): $1650

Part time: (16 hours or less a week): $1350

**1 year – 5-year-olds:**

Playschool/Preschool (individual needs)

Preschool/ Tk program (individual needs)

Full time (17 hours or more a week): $1550

Part time (16 hours or less a week): $1100

**Hours of operation:**

Monday – Friday -8am- 4pm

Magic hours: 7am-8am and 4pm-5pm

**Termination**

A child’s enrollment may be canceled 30 days before his/her scheduled start date, as indicated on the enrollment agreement. You will then fill out a 30-day notice of termination of Care form to officially start the unenrollment Process, As per the enrollment agreement your deposit will be used for the last 30 days of care.

* Payment of one month’s tuition in full and a signed enrollment agreement are due to secure a child’s place in the program. This payment shall be held as a security deposit and applied to the tuition due for the last thirty (30) days of enrollment.

If a child is terminated from the program under any circumstance the deposit is non- refundable.

A child already in attendance may withdraw from the program at any time. Tuition is due for thirty days after written notice, whether the child attends during that period. The security deposit is applied first to any money owed. Any balance is applied to the last thirty days of enrollment.

Example 1- Notice on First of Month

(assumes account is current and no past due payments are owed to the program)

April 1- Written notice to withdraw given to Program Operator.

Tuition due for 30 days (4/1-4/30).

Security deposit applied to period 4/1-4/30.

Accounts nets to zero balance; no refund due.

Child may attend through 4/30

Example 2 - Notice after First of Month

(assumes account is current and no past due payments are owed to the program)

April 1 - Regular monthly tuition due and paid for period 4/1-4/30.

April 20 - Written notice to withdraw given to Program operator.

Tuition due for 30 days (4/21-5/20).

Period 4/21-4/30 covered by regular monthly tuition.

Security deposit applied to period 5/1-5/20.

Balance of security deposit (10 days, 5/21-5/30) refunded.

Child may attend through 5/20.

We may ask for the withdrawal of a child from the program at any time with thirty (30) days written notice to the parent if it is determined that continued enrollment is incompatible with program objectives. In cases involving noncompliance with program requirements, behavior which may cause harm to the staff, children, or their families, and/or delinquent accounts of more than thirty (30) days, we may terminate enrollment immediately. If your child is terminated from the program your security deposit will not be refunded.

**Absences/Closures/Vacations**

Families are informed as soon as possible if I will be absent for any forsaken reason. (Unless for emergencies of course.) We will give you full notice of any closures not on our calendar, unless there is a safety or environmental concern and it is out of our hands to inform in a prompt notice, Full tuition as stated in enrollment agreement is due each month independent of the actual number of days of operation and/or attendance.

**Holidays and vacations**

|  |  |
| --- | --- |
| Labor day | September 2nd |
| Staff development day | November 1st |
| Veterans Day | November 11th |
| Thanksgiving Break | November 28th,29th |
| Winter Break | December 23rd-January 3rd |
| New Year’s Day | January 1st |
| Martin Luther King Jr | January 20th |
| President’s day- (Lincoln’s Day) | February 10th |
| Staff development day | March 4th |
| Spring break | March 31st- April 4th |
| Memorial Day | May 26th |
| Juneteenth | June 19th |
| Independence Day | July 4th |
| Summer Break | July 7th-July 11th |

There will be 2 staff development days each year, this is a day where teacher’s do yearly trainings, schedule CPR trainings, prep for the classroom, and attend webinars, classes etc. to bring Blossoming Friend’s quality teachers resulting in a quality care program.

Communication and Brightwheel

We believe that one of the necessary components to success for us as a preschool program is positive on-going communication with parents. We welcome you to share any information, questions, or concerns you may have. We foster communication in several ways.

-Brightwheel is a great way for you to see what is happening inside our classroom. We use it as an extension of our communication, to allow you to be a part of your child’s day.

* <https://youtu.be/Bv1nbOliSrk>
* Text message, email, or a scheduled phone call.
* Children’s assessments will be documented throughout the year and a copy will be given to parents.

Community Resources

We are in connection with help me grow Sacramento, helping children and families get the resources from the community. https://www.helpmegrowsac.org/screenings

Miss Amber is dedicated to building a community here at Blossoming friends, so using social media, the internet and local friends, we are always learning new ways to stay connected. Please help me build our community and connection to resources, if you have anything to add, connect with me!

I also work closely with Child action, to make sure that I am sharing any connections with you!

https://wp.childaction.org/

Naeyc is another resource I use to confirm our quality care program is meeting the criterion.

https://www.naeyc.org/accreditation/early-learning/tools

Child care licensing is another resource I use, keeping up on PINS, attending webinars and understanding the rules and specifics for our in home child care program.

You can find licensing pins here: https://www.cdss.ca.gov/inforesources/community-care-licensing/policy/provider-information-notices/child-care

It is important to me to stay connected with the community and to make sure the community is connected with families as well.

What to bring:

Here is a list of things your child will need:

Water bottle:

We provide clean water for the children and ask you to

provide your child with their own water bottle labeled with their name to fill up throughout their day here. Please replace every 6 months, I will send home to remind.

One nap mat for your child

I love to recommend this one from amazon! <https://a.co/d/dAn2FPG> but any nap mat will do! Please bring home every other week to be washed, and return on Monday.

If your child is still in a pack and play, we will have an individualized plan. (please see safe sleep portion of handbook)

Toys from home:

Toys from home are welcomed but at the teacher’s discretion, if the child is all done “sharing” or take turns (hard concept to except at this age) and it is causing social conflicts, we will have the child put in cubby, and we can always try again later.

However, comfort items are special and meant just for the child who brings it. =) (comfort items, are the same thing that is brought each day for a child to feel secure, comforted, and safe.)

Family photo:

Please bring in a family photo. It helps children feel a

part of the community to see their families represented in the classroom and is often a

helpful tool in easy any anxiety experienced during transitions.

Extra clothes:

Please include shirts, shorts or pants depending on the weather, underwear, shoes and socks. Extra clothes go in your child’s cubby box and are used in case of spills, accidents, or changes in the weather. **We can get wet or messy here at Blossoming Friends, it is part of our learning process, but we want to make sure the children remain comfortable in their clothes.** Let us know if there is a special event on the way home from school and we will change them into “clean” clothes if needed before pickup!

**We love to get messy!** (In summer, feel free to keep a swimsuit in your child’s cubby and in the fall/winter we recommend rain boot.) We will try and update you when new clothes are needed, (If we send home soiled pants, please return with clean pants, asap.)

Diapers/ pullups (if needed):

Diapers will be kept in their cubbies and diaper wipes are provided

by the school.

Please provide your own diaper cream, aquafor

Sunscreen:

Please apply sunscreen to your child every morning before school. During

the summer months, we will reapply it at school in the afternoon before we go outside.

This sunscreen is provided by the school.

We are looking forward to a wonderful year as we watch our little one’s blossom and grow!

Feel free to contact me at:

Amber – [blossomingfriendsabc@gmail.com](mailto:blossomingfriendsabc@gmail.com)

Or via text 916-296-8468

Blossomingfriends.com

SIGNATURE

The signatures below indicate agreement with every detail of this handbook.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Name Parent’s Signature and Date