

Parent Guidebook



Sai's Sprouts
A SAFE • ENGAGING • OPEN MINDSET SCHOOL

768 East Cotati Avenue

Cotati, CA 94931

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www.saissprouts.com

License # 493009714

Sai's Sprouts is a privately owned PreSchool program for children ages 2-5 years of age. We provide a safe, engaging environment for children to explore and engage in their community. Our creative Academic Mindfulness Curriculum supports the growth and development of the Whole Child. Our goal is to instilling a lifelong love of Learning and to help them develop a strong toolset for navigating the adventure of an active life. We nurture and facilitate; curiosity, problem-solving, interaction, scientific exploration, community, mindfulness and the joy and power of self mastery.

OUR PHILOSOPHY

Our curriculum includes literacy, music, movement and other activities to teach and instill concepts related to kindness, compassion and self-care. Among other lessons, students will learn and practice ways to recognize and work with difficult emotions. The foundation of the curriculum is mindfulness practice with an emphasis on kindness practices. Mindfulness is "paying attention" on purpose, in the present moment without judging one's experience.

Academically we use the guidelines set by the National Association for Education of Young Children* (NAEYC, naeyc.org). As well as the CA Dept. of Education's curriculum framework, The California Preschool Learning Foundations and *California Preschool Curriculum Frameworks*. *We promote the use of Developmentally Appropriate Practices, which can be applied through a variety of teaching tools (Montessori, Reggio Emilia, Play-based, Cooperative and Spiritual-focused).*

OUR PHILOSOPHY

Developmentally appropriate practice (DAP) is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development. DAP involves teachers meeting young children where they are, both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.

Three Core Values 1. Knowing about child development and learning. All of our staff are trained in Early Childhood Development and participate in ongoing education and trainings.

2. Knowing what is individually appropriate for each student. We use ongoing observation and assessment for each Child/Family to ensure we are meeting their needs and development.

3. Knowing what is culturally important. We strive to really know and understand each child's family culture, beliefs and expectations. This helps us develop meaningful, relevant, and respectful learning experiences for each child and the classroom as a whole.

*The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

HOURS

PreK: Monday-Friday 8:30-5:00 pm

Extended Care: 7:30-8:30 am, 5:00-6:00 pm

MONTHLY TUITION

PreK Program: FT: 4-5 Days \$1150

PT: 3 Days/Wk - \$900

***Extended Care:** \$100 (AM)

\$100 (Pm)

\$150 for both sessions

Registration Fee - \$75

Tuition is prepaid* and is due whether child is here or not (Based on the contracted days). Tuition is due monthly by the 5th.

Late Pick-Up Fee: Parents will be charged \$1.00 per minute past their contracted pick up time. A call is always appreciated too (late fee will still apply)

Returned Checks: There will be a \$25.00 charge for all Checks returned NSF, plus any additional charges incurred to school and/or the bank. Parents who have two or more nsf Checks will be required to pay by cash or money order.

DisEnrollment and Changes in Services Parents and School have the right to disenroll the child(ren) at any time for any reason, with a two-week notice. The school may choose to waive the right if there is risk to any parties involved. Any changes made in Child(ren) Service Agreement requires a 30 notice.

HOLIDAYS New Year's Day, Martin Luther King Jr Day, Presidents Day, Spring Break, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Break, Christmas break

ENRICHMENT PROGRAM

All Enrichment classes are taught by Professionally Certified Teachers/Masters and is included in the Tuition. If optional classes are ever offered for a fee, parents will be given a 30 day notice.

- Yoga
- Spanish
- Music
- Cooking
- Art

DAILY SCHEDULE

7:30a - Extended Care

Station Activities, Art, Yoga 8:30 - PreK Program

- *Center Work (STEM, Art, Practical Life, Literacy)*
- *Group Work (gardening, dance, cooking...)*

9:30 - Snack

10:00 - Group Gathering

10:30 - Outside Time

12:00p- Lunch

12:30 -2:30 - Nap

3:00 - Snack

3:30 - PreK Program

- *Center Work*
- *Group Projects*
- *Enrichment Classes*

5:00 - Extended Care Program

- *Group Games*
- *Art Projects*
- *Outside Time*

6:00 - Closed

FOOD

Food plays an important part of your child's day and health. We provide healthy well balanced snacks. You need to provide lunch for your child, we ask that you don't pack sugary and unhealthy food items.

We will be gardening with the children and talking a lot about whole nutritious foods. We ask that you keep this in mind when preparing your child(ren)'s meals.

Allergies - If we have any children with serious food allergies, we will let the school community know how this affects what will be allowed to be brought.

Sample Menu

M - apples(1/2cup), cheese(1oz) and whole grain crackers(2oz)

T - bananas(1/2cup), whole wheat bread(1slice) and seed butter

W - snow peas(1/2 cup) w/ dip and rice cakes (1-2each)

Th - carrots(1/2cup), chips(2oz) and bean dip(1oz)

F - pears(1/2cup), biscuits(2oz) and fruit spread(1oz)

Snack Times: 9:00 am & 3:00 pm

Lunch: 12:00 pm

DISCIPLINE

Young children are just beginning to learn how to handle their own intense emotions and to understand behave according to the behavioral/cultural expectations of their families. Working through these big feelings and urges is a big job and takes time and patience. It also takes excellent communication between the family and school.

In an early child education setting, we define challenging behavior as any behavior that:

- interferes with children's learning, development and success at play
- is harmful to the child, other children or adults
- puts a child at high risk for later social problems or school failure

This can be either direct (e.g. hitting, pushing, biting, kicking) or indirect (e.g. teasing, ignoring rules or instructions, excluding others, name-calling, destroying objects, having temper tantrums).

As Teachers, we see working with children's challenging behavior as an integral part of our job. The word *discipline* has, as its root meaning, "instruction" or "training." This meaning, rather than punishment, is the foundation for our approach to guiding children's behavior. We know that young children will often display their emotions or try to achieve their goals in unproductive or unhealthy ways. We use a variety approaches, according to the age, temperament and situation:

- **Modeling positive behavior.** We show that we can accept, control and express feelings in direct and non-aggressive ways; we let children know that we are not afraid of their intense emotions and will not punish, threaten or withdraw from them.
- **We design the physical environment to minimize conflict.** We provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play, and strive to maintain an appropriately calm level of stimulation.

- **Maintain age-appropriate expectations for children's behavior.** We attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. We give children large blocks of uninterrupted time during which to make their own activity choices.

- **Establishing simple rules, or expectations, for the classroom community.** Older preschool children participate in this process early in the school year. When issues arise, adults and children can reference the "Be safe, Be kind, Be respectful" guidelines as reminders about what kinds of behavior facilitate life in a group setting.

- **Closely observing and supervising All children's activities and social interactions.** With our high ratios of adults to children and our emphasis on attentive observation, we can often intervene to guide children before situations escalate.

- **Helping children verbalize their feelings, frustrations and concerns.** The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. Even non-verbal children will hear their caregivers describing actions, problems, solutions and logical consequences. The adult role is to be a helper in positive problem solving. We want children to value cooperation and teamwork. We help them to learn peaceful, productive approaches to interacting with peers.

- **Children whose behavior endangers others will be supervised away from other children.** This is not the same as the practice of using a "time out" (the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem verbally with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure. Often a child will be invited, to walk the Mandala to calm down or do Breath work (yoga breathing techniques taught in class).

- **Discipline, i.e., guidance, will always be positive, productive and immediate when behavior is inappropriate.** *No child will be humiliated, shamed, frightened, or subjected to physical punishment or verbal or physical abuse by any staff member, student, or volunteer working in Our program. Corporal punishment is never allowed. All staff members are professionals and understands and follows our disciplinary approach as well as the standards on guidance and management in our California State Licensing Regulations. We work intensively with our student caregivers so that they also understand and employ this guidance approach.*

- When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with a child's family to find solutions, up to and including referral for outside services or exclusion from the Our program.

FIELD TRIPS

Field trips are an important part of the learning experience. Students are given the opportunity to gain knowledge from our greater community, while connecting it back school and family life. Field trips are age appropriate and linked to the curriculum as much as possible. Field Trip Participation, Costs and Payment Options: Parents who do not wish for their child to attend a particular trip should discuss their reasons with the Director. Any child not participating in a field trip must find alternate care during the field trip hours, since the teacher will be on the field trip. Because of the ages and higher ratio needed for supervision, we will need additional volunteers. If you would like to participate in the field trip please indicate on the form and contact the Director. Permission Forms: Due dates for permission slips are to be strictly enforced, and a child will not be permitted to attend the outing without a signed form. Parent/guardians are required to provide an appropriate car seat, according to California State law.

ADMISSION POLICIES

ENROLLMENT The following forms need to be complete and *turned in before your child(ren) may start:*

- Admission Agreement
- Consent for Medical Treatment
- Personal Rights form
- Notification of Parents Rights form
- Child's Pre-Admission Health History
- Identification and Emergency Information form
- Contract
- Physicians Report
- Proof of Immunization - current

Enrolled families are expected to have their child attend on **every day the program is in session** (illness excepted), to facilitate the learning of our child development practicum students. This program is designed as a year round Pre-K program for children aged 2-5 years old, after which children are expected to move on to Kinder program.

Sign In/out Procedure Each child is required to be signed in/out daily by an authorized adult on file. We will be utilizing an electronic system on tablets in each classroom. Each authorized adult will be given their own sign in code, it is important to use the one given to you (required by Licensing).

Inclusion All children are uniquely special. We strive to provide equal opportunities and a welcome for all, recognizing that certain groups and individuals in our society are discriminated against. No two children manifest exactly the same needs. All children irrespective of special educational need, disability, mental health or medical need, race, culture, class, creed, gender or social status have the right to express their needs and have them met.

Inclusion is meant in the widest sense. It incorporates children as well as the rights of parents/caretakers, students and all staff. It includes individuals with special educational needs and / or a disability, as well as those from minority ethnic groups, travelers, and any other diverse cultural groups.

It also includes those with English as an additional language. Those with specific medical needs, suffering from low self-esteem, or experiencing mental health difficulties are also included.

Assessment "As part of the enrollment process, we ask the each child be accessed by the family (see paperwork) and by the Director and Head Teacher. We want the best fit for your child(ren), where their needs are met and mastery and development challenged. The classrooms are set up according to the developmental needs of that group. Teachers will also conduct ongoing assessments on each child and will conduct parent/teacher meetings yearly or as needed.

Medical

- Please include all health concerns and allergies on the Health History form.
- Medications are only allowed with doctor's note and completed *Medication Authorization form*. All medications are locked up and only used as directed.
- In case of a minor accident (bump, bruises, scrapes) we will administer basic first aid and notify you with an incident report form.
- In case of a major medical emergency, we will contact you immediately. If deemed necessary we will contact emergency personnel and a staff member will accompany them until you are able to pick them up.
- Emergency Preparedness Plan - We conduct regular emergency drills for the staff and students. In case of emergency, we will wait at the school until an authorized person can pick up.

Community Care Licensing We are licensed by the state of California. Parents have the right to contact the agency if fault is found in the operation of the facility or treatment of their child.

101 Golf Course Dr, Rohnert Park, Ca 94928 (707) 588-5026 Licensing has inspection authority to interview clients (includes children & staff) and to inspect the client and facility records without prior consent.