

Child Family Community Family Handbook 2022



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Overview

Mission Statement

The Mission of Child Family Community is to respect and honor the whole child. Our environments inspire curiosity while supporting each child's cognitive, social and emotional growth. We support children as citizens of the world, encouraging each to follow their imagination into deep discovery resulting in a lifelong love of learning. We work with families and our community to build a healthy foundation for the future.

Philosophy

At Child Family Community we recognize that early childhood builds the foundation for a lifetime love of learning. From birth to age five, a child's life is full of experiences so precious, they will form a strong foundation to grow from. Children learn at an incredible rate, and it is our job to create a stimulating environment, which supports, encourages and challenges children's education.

We see every experience is an opportunity to learn how to be confident, competent humans. Children must be provided the opportunity to learn naturally and to explore uninhibited. The incorporation of the arts, music, sciences, mathematics, multilingual education, and cooking provides our children with an empowered relationship with the world around them.

By creating a curriculum, which encourages children to explore, take risks, collaborate and feel confident in their decisions, we are guiding children towards making meaning through their own discoveries. We are not here to feed children information, but to create a space where they can find it. Through inquiry and investigation, children will discover the incredibly rich and diverse world around them. It is through these opportunities that children are able to build on their foundation and learn by the joy of the experiences themselves.

We incorporate valuable lessons into our every experience, creating an opportunity to acquire mathematical, logical, communication, artistic, musical and social skills. We respect that children need a predictable routine, but also respect that everything, including that routine, must be designed to be flexible, according to the individual needs of each child and the overall well-being of the group.

As our most precious gifts, our children must be loved, nurtured and challenged in a way that builds a strong self- image, and engenders self-esteem through accomplishment and self-recognition. Our teachers establish deep, meaningful relationships with the children: helping them to feel safe, secure and confident. Together, child and teacher, become co-creators; working side by side to make meaning of the world around them. With this mutual respect and desire to learn, education is taken to new heights.

We endeavor to encourage both the child's and parent's desire to learn, for the sake of learning, thus elevating our standards for education itself. A deeply instilled knowledge of the value of life, and highly developed social and leadership skills are invaluable. At Child Family Community, our desire is for your child to develop and maintain a strong sense of self, a respect for life, and a passion for learning. By incorporating a strong sense of family as well as the child-teacher relationship in both at home and during their time at school, together we can create a foundation which will ensure our children are prepared to thrive as confident, intelligent, socially aware leaders of society.

Your child is an important individual in our program. We recognize that parents are the first and most powerful teacher in their child's lives. With your help, we will embark on an adventure where challenges, experiences and joyous accomplishments will last a lifetime!

Guiding Principles

Social Constructivism

The Reggio Approach sees the child as protagonist: an active constructor of his or her own knowledge. The teacher is likewise seen as a protagonist who engages in the same processes, with colleagues, making individual and collective interpretations. Social constructivism is shown in the teachers' respect for the children's need to generate their own questions and revisit their choices. The Reggio Approach makes the connection between children as co-constructors of knowledge and the importance of reciprocal communication and as a key element of learning. Education is based on communication within teacher-teacher, child-child, teacher-child, parent-child, parent-teacher and parent-parent relationships. This creates a very rich learning environment for all those involved. In the Reggio Approach the teacher is a researcher and the school is seen as a place of research: a place of participation and shared construction of value and meaning.

The Image of the Child

All children have an innate system of preparedness, potential and curiosity. Children maintain natural ability and interest in constructing learning: engaging in social interaction and negotiating meaning in environmental elements.

The Role of the Teacher

The role of the teacher begins with co-constructing the learning process. In Reggio Theory, teachers consider themselves researchers and partners in learning, and enjoy discovering with the children. Teachers endeavor to be resources for children by observing and listening to children closely. In this way instruction is designed by taking child-direction: teachers use the children's organic interests as a platform to plan and implement their interactions with children, materials and curricula. Teachers use inquiry and self-correcting stratagem; instructors ask questions to provoke children's ideas, hypotheses, and theories, ultimately stimulating higher thinking and providing occasions for discovery learning.

Relationships

Learning is based on relationships between, teachers, parents and children in their environment. Together, children, teachers and parents co-construct knowledge in the context of the school.

Environment

The environment is warm and welcoming and fosters children's ability to make choices, problem solve, master skills and develop relationships. The environment is used as a third teacher and makes visible children's learning processes.

Parent Involvement

Parents are considered to be an essential component of the program, families act as the advisory councils for their children's school, and support classroom activities, celebrations and school events. They are a competent and active part of the school community: children, teachers and other adults.

Collaboration

Based on mutual respect; collaboration among teachers, children and parents is a key element. Children, teachers and parents cooperate with each other to create joyful experiences that encourage the development of knowledge, self-esteem and a deep commitment to the community. Working together at every level enhances and enriches the opportunities for learning and discovery.

Documentation

Observing children in action and documenting learning is an important component used as inspiration for projects, as well as both furthering learning and communicating achievement. Documentation provides opportunities for the teachers, children, and parents to revisit their ideas, activities and projects, and to reflect

on their experiences.

Projects

Short and long-term projects are in-depth studies of concepts, ideas, and interests, which arise within the group. Project ideas originate as the children and teachers construct knowledge together. Projects can last a few days to several Months.

Curriculum

Our curriculum is inspired by the Reggio Emilia approach to early childhood education. We use the term “inspired” because we see this Italian approach as a fascinating guide, rather than a curriculum blueprint. We feel that our values of education, childhood, and community are deeply reflected in the Reggio Emilia approach and endeavor to use those values as a basis for our ever-evolving program. As staff, we are continuously learning with the children, with parents, and with other early childhood educators to gain a deeper understanding of education.

We offer an emergent curriculum that allows for flexibility, spontaneity, and in-depth exploration. It is most often child-directed and teacher-guided. This means that teachers offer provocations to stimulate the learning process, allowing children to investigate their own interests and theories. Sometimes these explorations turn into long-term projects, where children experience the research process: questioning, hypothesizing, testing and documenting. On occasion children learn from experts: parents, community members and/or texts, and explore ideas through symbolic languages. Through these child-initiated experiences, children learn a variety of concepts and skills that will stay with them throughout their lives. Not only do they develop skills in literacy, art, science, and math, but they also develop the ability to communicate, to collaborate, and to think critically. We believe that children have the right to an educational program that values and nurtures these skills.

Concepts

Although we base our yearly program on a Reggio-inspired emergent curriculum, we also plan for general concepts that we will be exploring with the children. Our flexibility allows us to go in a different direction than we had expected, or to get deeply involved in the concepts in which the children are most interested.

Here is an outline of our past seasonal curricula concepts:

Fall
The self, Family, Safety, Relationships, how do we treat others? How do we treat materials?
Harvest, Colors, Light/shadows, Ocean life

Winter
Family, Music, Human body, Rain, Weather, Drama, Puppets, Community, Caring for others

Spring
Growth, Planting, Water, Animals, Insects, Outdoors, Transportation, Sun, Wind, Conservation, Plant Sale Space, Famous Artist

Emergent Curriculum and Project Based Learning

Through our experiences we plan curriculum based on long term projects.



The above is the cycle of work in every classroom. Teachers regularly go through this cycle as a process. By following this cycle, they will bring visibility and credibility to the work that is happening. This will allow for the emergent curriculum of our program to develop and project work to happen. All moments are opportunity for intentional thoughtful practices. Although this is a cycle which begins with informal observations, during the course of the week we may go back to revisit areas in order to provide clarification or to change something in our own process.

The Atelier/ Studio

Children will participate in many projects in the various studios. These studios include, art, nature, library & culinary and often evolve throughout the year. The work done in these intentional spaces a means of expression for children. Our ateliers are places of experimentation and choice. This is where the children can access materials to express their 100 languages, test their theories and create their prototypes. The art is just one piece of this place of investigation. Children will use various

materials such as paint, crayons, warming trays, glue, hot glue guns, scissors, tape and many other items. Ample time is taken to support children in becoming comfortable and safe using all of the materials offered in the studio. Children may be initially excluded from activities that may not be appropriate or safe for their age or abilities, however we strive to make the environment accessible for all through varied offerings.

It is a special occasion when your child brings home their creation. Each child's work is unique, a special part of him or her. Please take a moment to share the creation with your child. We encourage families to examine, talk about and display children's work.

Children have many purposes in creating, discovery, exploration, communication, emotional relief. For example, perhaps, today was a chance to explore what happened when blue and yellow mixed together. Or maybe your child practiced using scissors and glue and discovered a new way to make shapes. To adult eyes, we may see only some mixed-up colors or odd sticky shapes. However, to your child those mixed-up colors extend to science and the shapes to mathematics. It is important to honor, respect your child's process. Using open ended inquiry asked questions will empower the creator and bring the observer closer what has been created.

Do ask: "Tell me about this." Do not ask, "What is it?" It may not be important to your child that the art be something. Do not guess what it might be. You might be wrong. Do ask how it was done. You will help your child use words to describe what was learned, technique, medium and/or genre.

Ask if there is a story to go with the work. You will learn much more about the creators imagination and assist in language development.

Describe what you see in the work- the lines, the colors, the shapes, the textures, and the patterns- and ask your child to do the same. You will help your child build his or her vocabulary.

Share a memory of a piece of art you created or have seen. You will be teaching your child that art has been created by many people.

After sharing a piece of work, put it in a special place for the family to see, such as on a door or refrigerator. You can also share it with others by turning it into a card to give to friends or family to enjoy, make a book, scrapbook or photo album. When new work comes home, ask if you may remove the old one and store it away. Try taking photographs of their pieces to keep. Someday your child will enjoy looking at his or her art and remembering that special moment.

Effective Responses to Children's Aesthetic Products

Acknowledge effort: "You worked a long time on that."
Impact on child: My hard work is noticed.

Recognize use of aesthetic elements: "You used lots of different shapes." Or "The bright yellow areas look even brighter next to the dark gray ones." Impact on child: Yes, I did. I didn't notice that. That looks good to me.

Indicate understanding of symbols: "I noticed your tree has lots of fruit." Or "The people in your picture are standing in the rain." Impact on child: Good; you know what I mean.

Acknowledge child's feelings: "You're proud of your collage." Or "You're disappointed with your painting." Impact on child: I don't have to feel the same way about all of my art.

Ask for information: "Show me a part you like." Or "Tell me something about your picture." Impact on child: I can tell things about my art that only I know.

Broaden child's self-concept: "You really like animals." Impact on child: Yes, I guess I do.

Recognize progress: "This is the third drawing you've made about our field trip." Impact on child: I've accomplished a lot.

Multilingual Instruction

According to California census reports, the three most common languages within Sonoma County were English, Spanish and French. At Child Family Community, we consider multilingual instruction to be an integral part of education. Your child will be introduced to foreign languages via developmentally appropriate curricula and activities, as determined by your child's instructor. We are not an immersion program, and our approach to language learning is a natural one, comprised of Total Physical Response and Content Based Education. A foreign language curriculum is valuable to children regardless of language(s) spoken at home. Instructors do their best to accommodate all levels of ability and learning styles.

Multilingual Instruction Models: TPR and CBI

We value quality of education and believe this quality should never be sacrificed. Thus, we support language learning by using widely studied and successful, multilingual instruction: Total Physical Response and Content Based Learning. Arguably, immersion is not conducive to fostering all developmental domains and has been less successful than TPR or CBI.

Total Physical Response allows learners to acquire language efficiently: logically and naturally, in the way the human brain is hard-wired for language. In a study comparing second language acquisition between adults and children using Russian, using TPR, the adult groups outperformed the children. The common belief that children acquire language more easily is perhaps fully attributed to the fact that children synchronize movement to language; they move and play and ultimately generate more physical movement in response to language than do adults. In this way, movement helps the brain comprehend and remember the association to language similar to adult taking notes in lecture, the common suggestion to learn by writing given information down, writing is a physical action. By linking movement to language learning, we exercise different areas of our brain: chiefly both the primary motor cortex and temporal lobe.

Next, Content based instruction, (CBI) a teaching method that emphasizes learning about something rather than learning about language, successfully produce high yielding academic and language learning results organically. There has been an increased interest in CBI over the last ten years, particularly in the USA and Canada where it has proven very effective in ESL immersion programs. This interest has now spread to EFL classrooms around the world where teachers are discovering that their students like CBI and are excited to learn English this way. CBI has been used successfully at the bilingual University of Ottawa, where classes are taught in English and French, (Briton, 1989). CBI disproves the common misconception that a second language will never be spoken with equal fluency to a first language. Native children and foreign learners usually find

themselves in vastly different situations. Native children for example acquire their first language 'informally' - they pick it up without specifically being taught it. Most foreign learners acquire a second language 'formally' in a structured teaching situation (Ingram, 1975). CBI and TPR allow children to learn language informally, maximizing the potential for speaking ability.

Bilingual and trilingual children will have increased academic and professional opportunities. "The world is becoming an ever more interconnected community. Within this global village, there is a growing need for people to communicate with people in completely different parts of the world. A vital tool needed for this communication is the knowledge of foreign languages" (Brun, 2004).

Multilingual Instruction in Early Childhood

Preschool is the optimal time to begin foreign language acquisition (Strozer, 1994). Firstly, children's palates are substantially hardened after the preschool years, thus children are more likely to be able to have optimal pronunciation by learning to manipulate the physical speech required for native pronunciation before the palate hardens (Lenneberg, 1967). This is the science behind why surgeons perform palate surgeries on infants, toddlers and preschoolers. Secondly, preschool is connected with "the lateralization of language," in the left hemisphere, the hemisphere associated with monolinear cognition (ie. abstract reasoning and step-by step physical tasks) and not the right hemisphere, which is associated with 3D spatial acuity, artistic and musical ability. Unlike adults, children seem to be able to employ both hemispheres to acquire language.

Benefits of Multilingual Instruction

In addition to developing a lifelong ability to communicate with people from other countries and backgrounds, learning another language offers a multitude of academic and professional opportunities including, but not limited to: improved overall school performance and superior problem-solving skills (Bamford & Mizokawa, 1991; Hakuta, 1986), and higher standardized test scores and continued education. Results from the Scholastic Aptitude Test (SAT) show that students who had studied a foreign language for 4 or more years outscored other students on the verbal and math portions of the test (The College Board SAT, 2003). Knowledge of a second language also seems to coincide with high academic achievement. A study by Horn and Kojaku (2001) shows that students who were took 3+ years of foreign language study, were likely to earn better grades in college.

According to 2011 American Association for the advancement of science, "Being exposed to two languages from early childhood does not create confusion, but instead modulates the trajectory of language development; that signed and spoken languages produce a form of bilingualism that is similar to bilingualism in two spoken languages; and that the continual activity of both languages affects brain function and structure." Furthermore, learning another language can enhance knowledge of English structure and vocabulary (Curtain & Dahlberg, 2004). What's more, AAAS states that bilingualism helps learning in other areas, not overtly related to language learning such as prioritizing and sequencing information, and "Provide(s) a defense against some effects of Alzheimer's and a great workout for the brain."

Mixed-Age Grouping

Our educators are well studied and practiced in implementing a mixed age group. We believe that providing a broader range of competencies increases opportunities for children to develop relationships and friendships with others who match, complement, or supplement the children's own developmental needs and learning styles. By providing diversity in maturity and various levels of competence this allows each child to enter into meaningful exploration and play. This creates an environment that is accessible to every child within all ranges of age and development. All children's development is elevated in spontaneously grouped cohorts. There have been well-documented benefits to mixed-age grouping, including but not limited to: cooperation, decrease in negative competition, enhanced motivation and self-confidence, and other pro-social behaviors.

Social Development in Mixed Age-Groups

Pro-social behaviors are the indices of social development. Instigating helping, sharing, and turn-taking facilitate interaction and promote socialization. Social insights are an essential part of a child's increasing social awareness. Friendships often form based on a child's perceptions of others, and the roles they play, across a multitude of social contexts. Children are more likely to exhibit pro-social behaviors and offer instruction to younger peers than to those their age. Children are also more likely to exhibit aggression with age-mates and to display dependency with older children. The availability of younger and therefore less threatening peers in mixed-age groups offers balance and harmony to the challenges presented in children learning to thrive among age-mates.

Cognitive Development in Mixed-Age Groups

Contrary to common assumption, grouping older and younger children together does not dictate hierarchy. The contribution of "cognitive conflict" in mixed-age groups is not simply that the less-informed child imitates the more knowledgeable one. Rather, the interaction between the children leads that less-informed child to internalize new understandings. The internalization of new understandings, or "cognitive restructuring," occurs when concepts are actually transformed and not merely replicated. More-informed children learn from interaction with younger children because they have to reexamine information: explore fundamentals and explain in their own words. Internalization takes place when children interact within the "zone of proximal development." Lev Vygotsky (1978) defines this zone as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" Thus less-experienced children benefit from being challenged, and more-experienced children benefit from readdressing information in new ways. "Collaborative activity among children promotes growth because children of similar ages are likely to be operating within one another's zones of proximal development, modeling in the collaborating group behaviors more advanced than those they could perform as individuals"

General Information

Hours of Operation

Humboldt Community School, Fulton Community School & Hidden Valley Community Preschool are open Monday 8:30-12:30 Tuesday through Friday 8:30am 4:00pm

Children may attend based on available schedules as follows:

- AM Class- 8:30am-12:30pm
- Full Day- 8:30 am-4:00pm
 - Fulton Community School Early care 7:30-8:30

Note: failure to pick up your child by required departure time will be assessed a fee of \$1 per in for ALL late pickups. There is no grace period and charges begin immediately after program close. Continued late pickup is grounds for immediate termination.

Arrival and Departure

Please be consistent in your drop off and pick up times. It is extremely important that your child arrive on time in order for him/her to have ample time to transition into the daily routine and participate. When children arrive late, they will miss meaningful activities and experiences. Remember, we want children to get the most out of their day. Call ahead if you are going to be late, or email if your child will be absent for any reason.

If your child arrives earlier, or departs later than scheduled times, late pickup fees will be charged.

Connect with your child's teacher daily upon drop off and pick up and sign your child in and out every day on the 1core app with the teacher. Any person who picks up a child must be 18 years of age and able to provide valid identification and have been previously authorized and added to your family's' portal in 1core.

Daily Plan

8:30-9:00 Welcome for all children

9:00 Classroom Meeting
9:30 Work groups/Snack/Projects
10:30 Clean up-Group Gathering
10:45 Outdoor-Garden and nature exploration
11:45 Group gathering/ wash up
12:00 Lunch Time

12:30 Morning Program Ends

12:45 Outdoor, quiet rest/nap time
2:00 Afternoon Meeting
2:30 Activities/Snack/Projects
3:30 Indoor/outdoor choices
4:00 Afternoon pick up
End of school day

** This schedule is a general idea of the flow of the day. It is subject to change based upon the need of each class.

Enrollment

Child must be 2-5 years old to enroll in the program and comply with the annual cutoff date of 2 years old by September 1st of that current school year. Parent interview and school visit will be conducted prior to enrollment. A \$55 fee is required at application. Spaces are available on a limited basis. If there is no immediate opening, the family will be placed on the waiting list.

All forms required by Community Care Licensing, including proof of immunizations, and medical assessment must be submitted before a child is enrolled, children will not be admitted to without submission of required forms and immunizations.

Trial Period

Either party, for any reason, can cancel the enrollment without penalty within an initial 2-week trial period. The program fee and first 2-week tuition fee is non-refundable.

Schedule Changes

Any changes in schedule must be written and signed as an addendum to the contract. All schedule changes require a 30-day notice. The Director has the right to accept or reject any schedule changes.

Termination

30 days' notice is required cancel service and terminate enrollment. However, if the Director cannot guarantee the health safety of the staff, or any children in attendance, we reserve the right to terminate enrollment with written explanation at any time. Nonpayment is grounds for immediate termination of enrollment.

School Policies

Parent Participation

Every family is required to participate 10 hours per school year. You may pay \$200 in lieu of participation. There are many options. Family workdays are planned for any family member 18yrs or older to contribute. You may do classroom work or help with the outdoor areas. Your participation hours will be logged. Hours will be charged if not completed

There is an open-door policy. You are free to come unannounced and visit your child. We do ask that a plan with your child's teacher is made in advance. Parent involvement is very important to a child's education. There are many methods in which you may be involved.

Please contact your child's teacher for more information, or to arrange a time to volunteer.

School Closures or Emergencies

At the beginning of each school year, you will be provided with a calendar of the school year and planned closures. Please notify the Director of any family vacations when your child will not attend school.

Unexpected closure or emergency

To ensure the health and safety of the children, in the following cases school will be closed and parents will be called for immediate pick up of children: poor air quality, power outage of more than 2 hours or, loss of water, natural disaster, extreme weather, illness outbreak or Covid-19 exposure or any other potential emergency. In the case that school is closed, you will be notified via email, or text message and phone call immediately during the school day. If school is already closed, you will be notified of any school closures by 6:00 am via text message or email. You will not receive a notification if schools are open.

In case of imminent emergency, we will shelter in place and contact Police and Fire for further direction. In the event of an evacuation, we will notify parent via our text messaging system as to our situation and destination and then call when we ensure everyone is safely relocated.

No refunds or credits will be given in any of the above circumstances. In the event of a school closure of more than 30 days tuition charges will be suspended.

Air Quality Protocol

To evaluate air quality, we will continuously monitor using the website <https://www2.purpleair.com> or EPA information from airnow.gov and supplement with the information available from local sources. If we are continuing to see that our air quality remains "unhealthy" we will need to close. This by definition for children from airnow.gov:

· **Why are children more at risk?** Children are more likely to be exposed to air pollution, because they often spend more time outdoors engaged in activity and play, and they breathe more air per pound of body weight than adults. They are more susceptible to the effects of air pollution, because their airways are still developing. In addition, children are more likely than adults to have asthma, which increases their risk.

If outside readings are in or beyond the "Unhealthy" zone, we will cancel school. Because of the number of times the doors are opened and closed during business hours we know that the air

quality in the classrooms will be greatly compromised when we are over 151 AQI “Unhealthy” zone. If we remain under 151 AQI we will remain open; however, we encourage those with health concerns to stay home. If the AQI is lower than 151 we will hold normal business hours.

Protocol for Closing:

Air Quality Index Monitor: PurpleAir (www.purpleair.com)

Level for School to Close: 151

Time of Decision to Close: 5:00 am on day of closure

Communication to All: By 6:00 am on day of closure

Why PurpleAir? While there is only one EPA monitor in the Santa Rosa area, there are several PurpleAir monitors, allowing for better information about air quality in various parts of the County. This means that it is possible one school district might close, and another would stay open, depending on the readings closest to their schools.

Why the level 151? An AQI determines that 151-200 the air quality is unhealthy. At this stage everyone may begin to experience health effects. Members of sensitive groups may experience more serious health effects. Young children fall in the sensitive category.

Why decide at 5:00am? As you have seen recently, it is impossible to make an accurate prediction of the AQI the night before. These major decisions must be made with the best information available, and that information is not available until the morning and we wish to notify you as early as possible.

Wellness Policy

Our policy is as follows:

Children are required to be well and symptom free to attend school.

In case of a medical emergency, 911 will be called first. You will be notified as soon as possible.

You are *required* to keep your child home because of illness.

If your child has had any illness symptoms, they **MUST** be symptom free for 48 hours and, prior to the child’s return to school you must provide one of the following

- A negative Covid19 test
- Doctors release to return to school
- 10-day Quarantine

Additionally, please to report your child’s absence in 1core in addition to emailing your child’s classroom. We are required to keep track of these details and it is imperative that you notify all parties.

Symptoms include but are not limited to:

- Any symptom of illness
- Contagious illness
- Cough
- Diarrhea
- Discharge from eyes
- Fever or elevated temperature
- Lethargy
- Rash
- Runny nose
- Sneezing
- Sore throat
- Vomiting

If a child has had any of the above symptoms within the previous 48 HOURS, they must stay home.

The child must be SYMPTOM FREE for a FULL 48 hours before he/she may return. This will greatly reduce the spread of infectious disease.

Symptoms such as coughing, runny nose and direct contact are the main vectors of disease spread in group settings hence our requirement for children to be symptom free.

Siblings of children showing signs of illness who do not have symptoms, should not attend until the child with symptoms completes the symptom free period as they may be contagious prior to visible symptoms and have direct exposure.

Should any symptoms develop, or the child becomes ill during the course of the day the child's authorized representative will be contacted to come pick up the child immediately and/or request a doctor's release for the child to return to school. Someone is required to pick the child up within 30 minutes if being contacted.

In the event of allergies asthma or other noncontagious and/or chronic conditions, a doctor's note identifying the condition, symptoms and treatment plan is requested.

Field Trips

We may take fieldtrips during the school year. You are always invited to attend. We will ask for volunteers. All field trips will be scheduled in advance. You will be notified, and required to complete permission slip, for your child to attend. Transportation will be by chartered bus or parent drivers depending on the circumstances.

Walks Off Campus

We will take walks around the neighborhood and nearby areas to further the children's learning, support curriculum development and foster a sense of community. Our staff will uphold the child to teacher ratios of the classroom during these walks. These include walking along the Santa Rosa creeks and trails and other outlying areas. Parents are welcome to accompany children on these outings. These outings are an integral part of our program and all children are required to participate.

Photography-Artwork

Children are photographed throughout the day as they interact. These photos may be used in classroom displays, newsletters, school website and or flyers.

You are encouraged to bring in photos of family members and pets to be posted along with our regular classroom displays. It is important for children to be able to make a strong home/school connection and being able to view familiar faces while at school will help children to feel comfortable and safe.

Child Family Community has the right to publish, make, reproduce, use and reuse photographs and artwork of children, without his or her name, and to circulate and use the photographs for educational purposes. I agree to hold Child Family Community harmless from any claim action and damages based on violation or alleged violation of these representations. All photographs, prints, drawings, reproductions, sketches and artwork shall remain exclusive property of Child Family Community.

Personal Items

All personal items must be left at home or in the car with the exception of clothing. Please DO NOT allow children to bring any items from home such as toys or special things. If your child has a security item for nap time, please coordinate with your teacher to support this need. Children sometimes bring items to share with the group with prior teacher approval and planned based on a project or classroom discussion. In this case do not bring anything that can be damaged, broken or stained, as the children generally play and “share” these items throughout the day

Media, Television and Cinema

Media influences inhibit children’s play. We ask that children do not come to school with items or clothing that reflect any media images or characters. During the day children are encouraged to pull from their imagination rather than from media sources. When children use media as a basis for play, they are merely imitating what has been seen, rather than constructing their own knowledge. When children use media ideas for play, teachers encourage children to choose a different scenario, or guide children by offering alternative ideas. Teachers will also redirect conversation away from media and towards real life experiences or other fantasy ideas.

Holidays

We do not celebrate holidays. In order to be inclusive of all faiths and beliefs, we refrain from celebrating and acknowledging holidays. In addition, we wish to limit the commercialization and stress related to specific holidays. Instead, we will discuss values associated with holidays.

Birthdays

Birthdays are cherished and honored at school.

Please discuss options with your child’s teacher.

Please DO NOT DISTRIBUTE party invitations at school unless EVERY CHILD is included. This will avoid hurt feelings.

Medication/IMS

Medication will NOT be administered to children. Over the counter medication will not be administered. If a child is in need of medication, generally, the child is not well enough to be at school. The only exception is lifesaving medication to prevent anaphylactic shock or diabetic episode, or seizure. If the child is in need of any medication other than the above the parent must come administer the child, the medication.

Sun Protection

It is the responsibility of the parent to apply sun protection prior to the child’s arrival. Teachers will re-apply school provided sunscreen in the afternoon. Children must have a signed permission slip on file.

Child Abuse

The following required of all employees under California State law:

'Section 11166 of the Penal Code requires any childcare custodian... who has knowledge of or observes? a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects have been the victim of abuse, to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible...'

Pets

We have site pets that are a part of our family. Additionally, we have community experts, who come to speak and bring small animal guests. If your child has any allergies to animals, parents are responsible for disclosing allergies, in writing, to the school. Please discuss any allergies with the director.

Dress Code

Dress your child in plain clothing: do not dress your child in clothing with any media images, branding or characters from tv shows. We are a MEDIA FREE environment.

Additionally, send children in clothing that is appropriate for all daily activities such as, painting, mud, water and dirt play, as well as drawing and all outdoor play. Children will play outdoors every day, regardless of weather, with the exception of extreme heat, cold or wind. Children are involved in messy exploration throughout the day and must be able to play accordingly. We suggest you dress children in play clothes which you are not concerned with getting stained or dirty. There are messy activities and projects going on throughout the day, in different areas of the school, at all times. In order for teachers to optimally spend time with, and supervise all of the children, we will not enforce that children wearing smocks during activities. In addition, this can inhibit the movement and spontaneity of the experience, which is why we do not require smocks for the children. We suggest children have a few choice items for only wearing to school in order to avoid nicer clothes from being stained. Children WILL get dirty. We are not responsible for dirty or stained clothing.

Shoes: for safety reasons please dress your child in secure close toed shoes without laces as they often come untied and pose a trip hazard. Flip flops sandals and shoes without secure strapping are not allowed.

Children go outdoor daily in all weather. A rainsuit and sun protection is required for each child to keep at school

Ensure your child has a complete change of clothing appropriate for the current weather available at all times in his/her cubby.

Children who arrive with improper clothing will be asked to return when they have safe appropriate clothing.

Community Care Licensing

The following is a required statement from the State of California:

The Department of licensing agency shall have the authority to interview children, or staff, and to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with child(ren), or any staff member; and for the examination of all records relating to the operation of the facility.

The Department or licensing agency shall have the authority to observe the physical condition of the

child(ren), including conditions which could indicate abuse, neglect, or inappropriate placement, and have to have a licensed medical professional physically examine the child(ren). NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73, 1596.81, 1596.852 and 1596.853, Health and Safety Code.

Behavior and Discipline

Relationship based; positive discipline is the method we use to guide children here at Child Family Community. We understand that every child is an individual, thus must be guided as such: an individual. Every child has the right to be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse or other actions of a punitive nature including but not limited to: interference with functions of daily living; including eating, sleeping, toileting, or withholding of shelter, clothing, medication or aids to physical functioning. All teachers and staff members are to follow the discipline policy. Any violation of this policy is grounds for immediate termination and reports made to the Community Care Licensing and Child Protective Services. Our philosophy on behavior and discipline begins with three main components: open communication, positive relationships, and the principles of guiding and Positive Discipline.

The first, and most important, aspect to the child's time here at preschool, is the relationship between the family, our program, and teachers here at school. Communication is the key to the success of our program. The child's teacher will meet with the family, in order to determine and understand what the family dynamic is at home. We do this so we may respect the values and provide the consistency and continuity that the child needs to thrive in our program. We maintain an open-door policy; parents may come by at any time to observe and interact with their child. The director and teachers are available to discuss any questions or concerns and share information about the child. The child can feel secure in the positive relationship between teachers and parents.

Secondly, another integral part of our program is the relationship the child has with his/her teachers. In order to guide children in the direction that we wish for them, we must first establish a positive relationship. Children will not respond in a meaningful way to a teacher whom they do not care for, does not care for them. The child's teacher will take the time to get to know the child. This includes all of the basic cues that are unique to each child. These cues include recognizing when the child is tired, hungry, angry, happy, hurt, content, or just needs time to be alone. During this time, the child's teacher will take the time to build a positive connection with the child. The child's teacher will be able to discern the reason for the behaviors the child exhibits, and how to respond to that behavior, in the manner that is most appropriate for the individual child. The child will know that his teacher respects and values him/her as a person.

Next, within our classroom, children will be guided toward the desired behavior. We will use class meetings to discuss our expectations of the children's behavior. Children will be involved in the decision-making process. Children will not only know what is expected of them, but we will explain why the expectations exist. Children will be encouraged solve social problems within their peer groups, with the guidance of their teacher, if needed.

Children often react in a more positive manner to peer interaction, rather than teacher direction. We will not use time outs, as we believe this is a short-term solution to stopping the immediate behavior but does little to prevent the behavior in the future. Time-outs do not support problem solving and can enable negative labeling, resentment, and is ultimately a reactive versus proactive strategy. We aim to support children in learning to moderate their own behavior, rather than needing the teachers to control their actions. Teachers are trained in positive discipline methods to use with the children. Teachers are here to guide the children and talk with them so they can fully understand how to be a positive member of the group. The child's own positive self-image is retained in using these techniques.

Finally, and above all else, all interactions with children are meaningful, thoughtful and intentional. We believe by following this approach, children can thrive in our school. We wish for

children to gain the knowledge and self-esteem that will allow them to thrive beyond their years here in preschool and set our students up for future social and academic success.

◇ In the event that a child's behavior is dangerous physically or emotionally to anyone, the parent and teacher will have a conference to discuss possible options that best meet the needs of the child. If the health and safety of the children and/or staff at Child Family Community cannot be guaranteed, this constitutes grounds for immediate termination of enrollment.

Food & Nutrition

Lunch and Snacks

All foods served are carefully selected to be free from hydrogenated oils, excessive sugars and preservatives.

Meals include fresh local produce, organic foods and whole grains and are made from scratch daily. Our food is carefully planned to meet all of the dietary needs of a growing child. Interactions with food are intended to be a pleasant social affair. Children are never forced to eat anything; however, Children are encouraged try new and different foods. Children will participate and prepare meals and snacks as much as possible.

Please do not bring food for your child as there are children with severe allergies that can be triggered by simple exposure. (ex. peanut butter) This will help avoid disruptions, and children often have a hard-time-sharing items including food brought from home.

We are a "NUT FREE ZONE," please do not bring food containing peanuts.

You may bring special snacks for birthdays per school guidelines.

Candy gum and soda are not allowed please keep these items home.

We will try our best to accommodate dietary requests. Please discuss any special requests with the director.

Meal and Snack Schedule

Lunch and snacks are served as follows:

AM Snack 9.30am, AM Lunch 12:00pm, PM snack 2:00pm

We do not serve breakfast.

If you arrive late and have missed a meal or snack, time please feed your child prior to arrival. This allows the child to come in and participate in the program without any disruption.

Tuition and Fees

Enrollment is based upon the number of days the child is scheduled to attend regardless of the actual days attended. If a child misses a scheduled day, another day may not be substituted for the day missed nor will credit be issued. The rate is calculated based on the space that is reserved for the child not the actual attendance. Rates are determined per year to make the space permanent and available. Tuition is determined on an annual basis for a 10-month school year and payable in 10 monthly payments.

Payment Policy

Tuition Payment is due in advance of services according to your contracted payment schedule. Should payment be late, a late fee of \$45 will be added to the total amount due. Payment may be made with cash, check or money order. Should a check be returned a fee of \$50 plus the late fee will be charged. Failure to make timely payments is grounds for immediate termination of enrollment.

Fees

\$55 Application Fee at time of submission of application to school

An annual non-refundable Program Fee of \$450 per child is due at enrollment

Late Fee will be charged of \$1 per minute for late pick-ups in 5 minute increments

\$45 Late Payment Fee for late tuition or materials fee payments

\$50 Returned Check Fee on all returned checks

Communication

Communication is the foundation of our partnership. Please feel free to talk with any teacher regarding ANY issue that you feel is important or of any concern. Remember there is nothing that is too small to ask. If you would like to schedule a parent/teacher conference, please call to make arrangements

Child Family Community

Admission Agreement 2022-2023 school year

Childs Name		Sex	DOB	
Parent Name				
Family copy for your records				
Address		City	Zip	
Email		Home	Cell	
Parent Name				
Address		City	Zip	
Email		Home	Cell	

Fulton Community School

Morning Program 8:30-12:30

Monday-Friday - \$12350 per year – 10 monthly payments of \$1235

Full Day 8:30 to 4:00 Tuesday-Friday

Tuesday-Friday - \$13500 per year – 10 monthly payments of \$1350

Monday 8:30-12:30-Tuesday-Friday 8:30-4:00 - \$15250 per year –10 monthly payments of \$1525

Early Care 7:30-8:30

M-F- \$200

T-F \$180

Hidden Valley Community Preschool

Morning Program 8:30-12:30

Monday-Friday - \$12350 per year – 10 monthly payments of \$1235

Tuesday Thursday - \$5100 per year – 10 monthly payments of \$510

Monday Wednesday Friday - \$7250 per year – 10 monthly payments of \$725

Full Day 8:30 to 4:00 Tuesday-Friday

Monday 8:30-12:30-Tuesday-Friday 8:30-4:00 - \$15250 per year –10 monthly payments of \$1525

Tuesday Thursday - \$6750 per year – 10 monthly payments of \$675

Monday 8:30-12:30 Wednesday Friday \$8650 per year-10 monthly payments of \$865

7:30-8:30 M-F- \$200

7:30-8:30 MWF- \$120

7:30-8:30 TTH- \$80

Humboldt Community Preschool

Morning Program 8:30-12:30

Monday-Friday - \$12350 per year – 10 monthly payments of \$1235

Tuesday Thursday - \$5100 per year – 10 monthly payments of \$510

Monday Wednesday Friday - \$7250 per year – 10 monthly payments of \$725

Full Day 8:30 to 4:00 Tuesday-Friday

Monday 8:30-12:30-Tuesday-Friday 8:30-4:00 - \$15250 per year –10 monthly payments of \$1525

Tuesday Thursday - \$6750 per year – 10 monthly payments of \$675

Monday 8:30-12:30 Wednesday Friday \$8650 per year-10 monthly payments of \$865

Child Family Community

Admission Agreement 2022-2023 school year

TUITION AGREEMENT (Please read carefully initial and sign)

1. I accept admission for the school year beginning August 17th, 2022, ending May 25th, 2023.
2. I have received, read and agree to all items and terms outlined in the Parent Handbook including tuition rate listed.
3. A non-refundable program fee of \$450 is due annually.
4. I understand that no refunds or credits will be granted.
5. In the event of school closure of more than 30 days subsequent tuition charges will be suspended until the program resumes.
6. I understand that if I do not fulfill 10 Parent participation hours, I will be charged \$200 in lieu of participating.
7. I understand that the tuition is based on a yearly rate and payable monthly for convenience.
8. I undertake the annual tuition of \$_____ in 10 monthly installments (Aug. – May) of \$_____.
9. I understand that there will be an annual tuition increase.
10. Tuition is due in advance on the 1st of each month. There is a \$45 late fee for tuition paid after the 5th of the month.
11. Payment may be made with cash, credit card, check or online.
12. Should a check be returned a fee of \$50 plus the late fee will be charged.
13. \$1 per minute late fee is charged for all late pickups
14. Tuition that is past due will result in termination of enrollment until payment is received.
15. In case of withdrawal, I agree to notify the school 30 days in advance.
16. A 3% discount per family will be allowed for prepayment of annual tuition by September 1st.
17. This agreement may be terminated by the administration without notice at any time if the health and safety of any person cannot be maintained.
18. The Department of licensing agency shall have the authority to interview children, or staff, and to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with child(ren), or any staff member; and for the examination of all records relating to the operation of the facility. B) The Department or licensing agency shall have the authority to observe the physical condition of the child(ren), including conditions which could indicate abuse, neglect, or inappropriate placement, and have to have a licensed medical professional physically examine the child(ren).
NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73, 1596.81, 1596.852 and 1596.853, Health and Safety Code.
19. All forms required by Community Care Licensing, including proof of immunizations must be submitted before a child is enrolled, children will not be admitted to school without submission of required forms.
20. In case of any changes to this agreement, any changes will be signed as a new agreement by all parties.

I have read, understand and agree to the terms of this Admission Tuition Agreement and the Parent Handbook and hereby enroll my child for attendance at Child Family Community.

Family copy for your records