



Address: 491 Summit Road • Watsonville • CA 95076 •
Phone: 408.847.2717 • Fax 408.847.5633
Email: Preschoolteachers@mountmadonnaschool.org
Website: www.MountMadonnaSchool.org

MOUNT MADONNA SCHOOL

Preschool & Nature Explorers Summer Camp Program

Admissions Agreement

Dear Parents and Guardians,

We are so pleased that you have chosen the Mount Madonna School's Preschool or summer camp program for your child(ren)! We want to partner with you to ensure a smooth transition into our program and to continue the relationship between you, the parent/guardian and us, the educator/caregiver. Please don't hesitate to reach out with any questions you have along the way.

Mount Madonna School's Preschool and Nature Explorers summer camp program is a state-licensed facility, and is accredited by the California Association of Independent Schools (CAIS) and Western Association of Schools and Colleges (WASC). Per licensing, we need to receive the following documents before a student can start:

- Admissions Agreement / Parent Signature - (second page of this document)
- Identification and Emergency Information (LIC700)
- Child's Pre-admission Health History - Parent's Report (LIC 702)
- Child Care Center Notification of Parents' Rights (LIC 995)
- Personal Rights (LIC 613A)
- Physician's Report (LIC701) (signed by a parent **and** your physician's office - bring this form to your next visit to your child's doctor)
- Up-to-date record of immunizations (can be printed separately from LIC 701)
- Consent for Medical Treatment (LIC 627)

We are also providing the following forms to you. We ask that you please read them and keep them, but they do not need to be returned:

- Child abuse prevention pamphlet
- Caregiver background check process
- Mount Madonna Preschool & Nature Explorers Handbook

Eligibility:

- Mount Madonna School's Preschool and Nature Explorers Summer Camp programs accept children ages two and a half to six years.
- We accept children with physical or other limitations on an individual basis, contingent on our ability to meet their needs.
- We can accept subsidized payments from social service agencies.
- Children need to be toilet trained to qualify for admission.
- We maintain a policy of non-discrimination regarding race, creed, color, sex, sexual preference, national origin or physical abilities.
- We reserve the right to refuse service to anyone not respecting the school or failing to abide by its policies or if we find that a child is not a good fit for our program.

Enrollment:

- All registration forms must be returned before the child's first day.
- Enrollment requires filling out an emergency information card, a health history, an up-to-

date immunization record. We are also required to have a physician's report on the health of your child and signed documents pertaining to our state licensing.

- Parents must update any and all changes that may occur regarding the above information including phone numbers, emergency contacts, permissions to pick up your child, custody situations, etc. This information is vital in offering a secure environment for your child(ren).

Hours:

9:00am - 3:15pm (please drop off your child between 8:45 - 9:00am and pick-up your child between 3:00 - 3:15pm). If you arrive late (after 9:15am) or need to pick up your child before 3:00pm, please contact the main office at (408) 847-2717.

Location:

Mount Madonna School Lakeside Building at 445 Summit Road, Watsonville, CA 95076

Communication:

To communicate non-urgent messages, please email Kami.Pacheco@mountmadonnaschool.org or call (408) 846-4074. Should you need to convey an urgent message to the teachers during the school day, please call the main office at (408) 847-2717 and they will pass along the message immediately.

For Bus Riders:

We have a sign-in/sign-out policy for your child. If you are not bringing your child in person and wish to designate the Mount Madonna Preschool staff members as "responsible" people to sign your child in and out, please designate and sign and date the section below:

If I do not bring my child in person, I designate any member of the MMS Preschool staff to sign-in and/or sign-out my child from school.

Parent's Signature _____ Date _____

Please sign and return:

I have read and understand the above statements, the parent handbook and enclosed forms.

Parent's Name (printed) _____

Child's Name (printed) _____

Parent's Signature _____ Date _____

Director's Signature _____ Date _____

IDENTIFICATION AND EMERGENCY INFORMATION CHILD CARE CENTERS/FAMILY CHILD CARE HOMES

To Be Completed by Parent or Authorized Representative

| | | | | | |
|--|-----------|--------|-------|------------------------------|------------------------------|
| CHILD'S NAME | LAST | MIDDLE | FIRST | SEX | TELEPHONE () |
| ADDRESS | NUMBER | STREET | CITY | STATE | ZIP |
| BIRTHDATE | | | | | |
| FATHER'S/GUARDIAN'S/FATHER'S DOMESTIC PARTNER'S NAME | LAST | MIDDLE | FIRST | BUSINESS TELEPHONE () | |
| HOME ADDRESS | NUMBER | STREET | CITY | STATE | ZIP |
| HOME TELEPHONE () | | | | | |
| MOTHER'S/GUARDIAN'S/MOTHER'S DOMESTIC PARTNER'S NAME | LAST | MIDDLE | FIRST | BUSINESS TELEPHONE () | |
| HOME ADDRESS | NUMBER | STREET | CITY | STATE | ZIP |
| HOME TELEPHONE () | | | | | |
| PERSON RESPONSIBLE FOR CHILD | LAST NAME | MIDDLE | FIRST | HOME TELEPHONE () | BUSINESS TELEPHONE () |

ADDITIONAL PERSONS WHO MAY BE CALLED IN AN EMERGENCY

| NAME | ADDRESS | TELEPHONE | RELATIONSHIP |
|------|---------|-----------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |

PHYSICIAN OR DENTIST TO BE CALLED IN AN EMERGENCY

| | | | |
|-----------|---------|-------------------------|---------------------|
| PHYSICIAN | ADDRESS | MEDICAL PLAN AND NUMBER | TELEPHONE () |
| DENTIST | ADDRESS | MEDICAL PLAN AND NUMBER | TELEPHONE () |

IF PHYSICIAN CANNOT BE REACHED, WHAT ACTION SHOULD BE TAKEN?

CALL EMERGENCY HOSPITAL OTHER EXPLAIN: _____

NAMES OF PERSONS AUTHORIZED TO TAKE CHILD FROM THE FACILITY

(CHILD WILL NOT BE ALLOWED TO LEAVE WITH ANY OTHER PERSON WITHOUT WRITTEN AUTHORIZATION FROM PARENT OR AUTHORIZED REPRESENTATIVE)

| NAME | RELATIONSHIP |
|------|--------------|
| | |
| | |
| | |
| | |
| | |

TIME CHILD WILL BE CALLED FOR

| | |
|---|------|
| SIGNATURE OF PARENT/GUARDIAN OR AUTHORIZED REPRESENTATIVE | DATE |
|---|------|

TO BE COMPLETED BY FACILITY DIRECTOR/ADMINISTRATOR/FAMILY CHILD CARE HOMES LICENSEE

| | |
|-------------------|-----------|
| DATE OF ADMISSION | DATE LEFT |
|-------------------|-----------|

CHILD'S PREADMISSION HEALTH HISTORY—PARENT'S REPORT

| | | |
|--|---|------------|
| CHILD'S NAME | SEX | BIRTH DATE |
| FATHER'S NAME | DOES FATHER LIVE IN HOME WITH CHILD? | |
| MOTHER'S NAME | DOES MOTHER LIVE IN HOME WITH CHILD? | |
| IS /HAS CHILD BEEN UNDER REGULAR SUPERVISION OF PHYSICIAN? | DATE OF LAST PHYSICAL/MEDICAL EXAMINATION | |

DEVELOPMENTAL HISTORY (*For infants and preschool-age children only)

| | | |
|------------|-------------------|-----------------------------|
| WALKED AT* | BEGAN TALKING AT* | TOILET TRAINING STARTED AT* |
| MONTHS | MONTHS | MONTHS |

PAST ILLNESSES — Check illnesses that child has had and specify approximate dates of illnesses:

| | DATES | | DATES | | DATES |
|--|-------|---|-------|--|-------|
| <input type="checkbox"/> Chicken Pox | | <input type="checkbox"/> Diabetes | | <input type="checkbox"/> Poliomyelitis | |
| <input type="checkbox"/> Asthma | | <input type="checkbox"/> Epilepsy | | <input type="checkbox"/> Ten-Day Measles (Rubeola) | |
| <input type="checkbox"/> Rheumatic Fever | | <input type="checkbox"/> Whooping cough | | <input type="checkbox"/> Three-Day Measles (Rubella) | |
| <input type="checkbox"/> Hay Fever | | <input type="checkbox"/> Mumps | | | |

SPECIFY ANY OTHER SERIOUS OR SEVERE ILLNESSES OR ACCIDENTS

| | | |
|--|------------------------|---|
| DOES CHILD HAVE FREQUENT COLDS? <input type="checkbox"/> YES <input type="checkbox"/> NO | HOW MANY IN LAST YEAR? | LIST ANY ALLERGIES STAFF SHOULD BE AWARE OF |
|--|------------------------|---|

DAILY ROUTINES (*For infants and preschool-age children only)

| | | |
|---|----------------------------------|--|
| WHAT TIME DOES CHILD GET UP?* | WHAT TIME DOES CHILD GO TO BED?* | DOES CHILD SLEEP WELL?* |
| DOES CHILD SLEEP DURING THE DAY?* | WHEN?* | HOW LONG?* |
| DIET PATTERN: (What does child usually eat for these meals?) | BREAKFAST LUNCH DINNER | WHAT ARE USUAL EATING HOURS? BREAKFAST _____ LUNCH _____ DINNER _____ |

| | |
|--------------------|----------------------|
| ANY FOOD DISLIKES? | ANY EATING PROBLEMS? |
|--------------------|----------------------|

| | | | |
|--|-------------------------|--|----------------------|
| IS CHILD TOILET TRAINED?* | IF YES, AT WHAT STAGE:* | ARE BOWEL MOVEMENTS REGULAR?* | WHAT IS USUAL TIME?* |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | | <input type="checkbox"/> YES <input type="checkbox"/> NO | |

| | |
|---------------------------------|--------------------------|
| WORD USED FOR "BOWEL MOVEMENT"* | WORD USED FOR URINATION* |
|---------------------------------|--------------------------|

PARENT'S EVALUATION OF CHILD'S HEALTH

| | | | |
|--|-------------------------|--|---|
| IS CHILD PRESENTLY UNDER A DOCTOR'S CARE? | IF YES, NAME OF DOCTOR: | DOES CHILD TAKE PRESCRIBED MEDICATION(S)? | IF YES, WHAT KIND AND ANY SIDE EFFECTS: |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | | <input type="checkbox"/> YES <input type="checkbox"/> NO | |

| | | | |
|--|--------------------|--|--------------------|
| DOES CHILD USE ANY SPECIAL DEVICE(S): | IF YES, WHAT KIND: | DOES CHILD USE ANY SPECIAL DEVICE(S) AT HOME? | IF YES, WHAT KIND: |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | | <input type="checkbox"/> YES <input type="checkbox"/> NO | |

PARENT'S EVALUATION OF CHILD'S PERSONALITY

HOW DOES CHILD GET ALONG WITH PARENTS, BROTHERS, SISTERS AND OTHER CHILDREN?

HAS THE CHILD HAD GROUP PLAY EXPERIENCES?

DOES THE CHILD HAVE ANY SPECIAL PROBLEMS/FEARS/NEEDS? (EXPLAIN.)

WHAT IS THE PLAN FOR CARE WHEN THE CHILD IS ILL?

REASON FOR REQUESTING DAY CARE PLACEMENT

PARENT'S SIGNATURE

DATE

CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: _____

Licensing Office Address: _____

Licensing Office Telephone #: _____

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

LIC 995 (9/08)

(Detach Here - Give Upper Portion to Parents)

ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' RIGHTS (Parent/Authorized Representative Signature Required)

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

NOTE: This Acknowledgement must be kept in child's file and a copy of the Notification given to parent/authorized representative.

For the Department of Justice "Registered Sex Offender" database go to www.meganslaw.ca.gov

PERSONAL RIGHTS

Child Care Centers

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) 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 daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

NAME

ADDRESS

CITY

ZIP CODE

AREA CODE/TELEPHONE NUMBER

DETACH HERE

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

Upon satisfactory and full disclosure of the personal rights as explained, complete the following acknowledgment:

ACKNOWLEDGMENT: I/We have been personally advised of, and have received a copy of the personal rights contained in the California Code of Regulations, Title 22, at the time of admission to:

(PRINT THE NAME OF THE FACILITY)

(PRINT THE ADDRESS OF THE FACILITY)

(PRINT THE NAME OF THE CHILD)

(SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(DATE)

PHYSICIAN'S REPORT—CHILD CARE CENTERS (CHILD'S PRE-ADMISSION HEALTH EVALUATION)

PART A – PARENT'S CONSENT (TO BE COMPLETED BY PARENT)

_____, born _____ is being studied for readiness to enter
(NAME OF CHILD) (BIRTH DATE)

_____. This Child Care Center/School provides a program which extends from _____ : _____
(NAME OF CHILD CARE CENTER/SCHOOL)

a.m./p.m. to _____ a.m./p.m. , _____ days a week.

Please provide a report on above-named child using the form below. I hereby authorize release of medical information contained in this report to the above-named Child Care Center.

(SIGNATURE OF PARENT, GUARDIAN, OR CHILD'S AUTHORIZED REPRESENTATIVE)

(TODAY'S DATE)

PART B – PHYSICIAN'S REPORT (TO BE COMPLETED BY PHYSICIAN)

Problems of which you should be aware:

Hearing: _____ Allergies: medicine: _____

Vision: _____ Insect stings: _____

Developmental: _____ Food: _____

Language/Speech: _____ Asthma: _____

Dental: _____

Other (Include behavioral concerns): _____

Comments/Explanations: _____

MEDICATION PRESCRIBED/SPECIAL ROUTINES/RESTRICTIONS FOR THIS CHILD: _____

IMMUNIZATION HISTORY: (Fill out or enclose California Immunization Record, PM-298.)

| VACCINE | DATE EACH DOSE WAS GIVEN | | | | |
|--|--------------------------|-----|-----|-----|-----|
| | 1st | 2nd | 3rd | 4th | 5th |
| POLIO (OPV OR IPV) | / / | / / | / / | / / | / / |
| DTP/DaP/ DT/Td (DIPHTHERIA, TETANUS AND [ACELLULAR] PERTUSSIS OR TETANUS AND DIPHTHERIA ONLY) | / / | / / | / / | / / | / / |
| MMR (MEASLES, MUMPS, AND RUBELLA) | / / | / / | / / | / / | / / |
| HIB MENINGITIS (REQUIRED FOR CHILD CARE ONLY (HAEMOPHILUS B)) | / / | / / | / / | / / | / / |
| HEPATITIS B | / / | / / | / / | / / | / / |
| VARICELLA (CHICKENPOX) | / / | / / | / / | / / | / / |

SCREENING OF TB RISK FACTORS (listing on reverse side)

- Risk factors not present; TB skin test not required.
- Risk factors present; Mantoux TB skin test performed (unless previous positive skin test documented).
___ Communicable TB disease not present.

I have have not reviewed the above information with the parent/guardian.

Physician: _____

Address: _____

Telephone: _____

Date of Physical Exam: _____

Date This Form Completed: _____

Signature _____

Physician Physician's Assistant Nurse Practitioner

RISK FACTORS FOR TB IN CHILDREN:

- * Have a family member or contacts with a history of confirmed or suspected TB.
- * Are in foreign-born families and from high-prevalence countries (Asia, Africa, Central and South America).
- * Live in out-of-home placements.
- * Have, or are suspected to have, HIV infection.
- * Live with an adult with HIV seropositivity.
- * Live with an adult who has been incarcerated in the last five years.
- * Live among, or are frequently exposed to, individuals who are homeless, migrant farm workers, users of street drugs, or residents in nursing homes.
- * Have abnormalities on chest X-ray suggestive of TB.
- * Have clinical evidence of TB.

Consult with your local health department's TB control program on any aspects of TB prevention and treatment.

CONSENT FOR EMERGENCY MEDICAL TREATMENT- Child Care Centers Or Family Child Care Homes

AS THE PARENT OR AUTHORIZED REPRESENTATIVE, I HEREBY GIVE CONSENT TO

_____ TO OBTAIN ALL EMERGENCY MEDICAL OR DENTAL CARE
FACILITY NAME

PRESCRIBED BY A DULY LICENSED PHYSICIAN (M.D.) OSTEOPATH (D.O.) OR DENTIST (D.D.S.) FOR

_____. THIS CARE MAY BE GIVEN UNDER
NAME

WHATEVER CONDITIONS ARE NECESSARY TO PRESERVE THE LIFE, LIMB OR WELL BEING OF THE CHILD

NAMED ABOVE.

CHILD HAS THE FOLLOWING MEDICATION ALLERGIES:

_____ DATE

_____ PARENT OR AUTHORIZED REPRESENTATIVE SIGNATURE

_____ HOME ADDRESS

_____ HOME PHONE
()

_____ WORK PHONE
()

Make sure that your children know you want to be told about someone who does something confusing to them, like touching, or giving them gifts. Reassure your child and explain they will not be blamed for whatever an adult does to them.

Choosing a Preschool, Child Care Center or Family Daycare

Although the vast majority of this nation's preschools, child care centers and family daycare centers are perfectly safe, recent reports of child sexual abuse in these settings are a source of great concern.

- Find out if the program is reputable and whether any complaints have been made by contacting the State Department of Social Services, Community Care Licensing Division, child care information and referral services or other child care community agencies.
- Find out as much as you can about the teachers and caretakers. Talk to other parents who have used the program.
- Learn about the school's or center's hiring policies and practices. Ask how the organization recruits and selects staff. Find out whether they examine references and employment histories before hiring decisions are made.
- Ask if the center or school welcomes and supports parental participation. Be sensitive to the attitude and degree of openness about such participation.
- Make sure you have the right to drop in and visit the program at any time.
- Make sure you are informed about every planned outing. Never give the organization blanket permission to take your child off the premises.
- Prohibit, in writing, the release of your child to anyone without your explicit authorization. Make sure the program knows who will pick up your child on any given day.



Courtesy of

Office of Criminal Justice Planning
1130 K Street, Suite 300, Sacramento, CA 95814
(916) 324-9100

For more information on this program in your community, contact:

**CHILD
SEXUAL
ABUSE
PREVENTION**

**TIPS TO
PARENTS**

OFFICE OF CRIMINAL JUSTICE PLANNING



STATE OF CALIFORNIA
PETE WILSON
GOVERNOR

STATE OF CALIFORNIA
PETE WILSON
GOVERNOR

RecHB/Sec8Forms/SexAbusePrev/L303

Listen and Talk With Your Children

Good communication between you and your children is the most important way to keep them safe from sexual abuse. A trusting and loving relationship creates a climate in which children are not afraid to confide in their parents. This may be difficult, especially for working parents and parents of adolescents.

- Talk to your children every day and take time to listen and observe. Learn as many details as possible about your children's activities and feelings. Encourage them to share their concerns.
- Explain to your children that they have the right to say no to anyone who might try to touch them.
- Tell your children that some adults may try to hurt them or make them do things they do not feel comfortable doing. Often these adults tell children to keep what they are doing a secret.
- Explain that some adults may even threaten children by saying their parents will be hurt if the children ever tell the secret. Tell your children that an adult who does this is wrong.
- Tell your children that some adults they know, trust and love (such as a friend, a babysitter, a relative or a teacher) might try to touch them inappropriately. Try not to scare your children. Tell them that most adults never do this and are deeply concerned about protecting children from harm.

Safety Rules Start Early

- Children are taught how to cross the street, not to play with matches, and water safety. Precautions about sexual abuse can and should be included in these general discussions.
- Information can be introduced as early as age two. Even young children can understand these concepts.
- Children, provided with accurate information at an early age, can learn to avoid or stop sexual advances. An unprepared child may be too confused or ashamed even to admit an assault has taken place.

Finally, do not blame yourself. Sexual abuse is a fact in our society. Many individuals who molest children find work or are involved in community activities which give them access to children. The vast majority of abuse occurs in situations where the child knows and trusts the adult. Remember, a community and national consciousness is needed before we can stamp out sexual molestation.

If You Think Your Child Has Been Abused . . .

- Believe the child. Children rarely lie about sexual abuse.
- Commend the child for telling you about the experience.
- Assure the child that you will protect him or her.
- Express your support for the child. Children's greatest fear is that they are at fault and responsible for the incident. Helping your child remove self-blame is of paramount importance.
- Recognize that your acceptance is important to the child. Control your own reaction. Do not express your horror about the abuse.
- Do not go to the school or program where your child says something happened to talk about your concern. Instead, report the suspected abuse to a social services agency and/or the police.
- Find a specialized agency that evaluates sexual abuse victims—a hospital, child welfare agency, community mental health program or child abuse treatment center. Keep asking until you find a group or an individual with appropriate knowledge to assist you.
- Search for a physician with the experience and training to detect and recognize sexual abuse when you seek a medical examination. Community sexual abuse treatment programs, children's hospitals and medical societies may be sources for referrals.
- Talk with other parents to ascertain if their children exhibit unusual behavior or physical symptoms.
- Remember that taking action is important because other children will continue to be at risk if nothing is done. Child sexual abuse is a community concern.

- Teach your children what touches are good and what touches are bad. Discuss the fact that touches may be confusing at times, and they may not be sure if the touches are good or bad.

• Teach children a basic working vocabulary for parts of the body.

- Begin discussions slowly and clarify the child's understanding of words. Children's concepts can be very different from adults. Answer questions fully for the age level of the child.
- Problem-solving games, story telling and role playing are ways to talk to children.
- At a minimum, children should be taught to say no, to run away and tell a trusted adult, and to keep telling until someone helps them. Discuss with them whom they can trust.

Observe Physical and Behavioral Signs

Children who are too frightened to talk about sexual molestation may exhibit a variety of physical and behavioral signals. Parents are responsible for noticing symptoms of abuse. Any of these signs are significant:

- Changes in behavior such as withdrawal, fearful-ness, crying without provocation.
- Appetite disturbances.
- Recurrent nightmares, disturbed sleep patterns or fear of the dark.
- Returning to more infantile behavior such as bedwetting, thumb sucking or excessive crying.
- Torn or stained underclothing.
- Vaginal or rectal bleeding, pain, itching, swollen genitals, vaginal discharge or sexually transmitted diseases.
- Unusual interest in or knowledge of sexual matters, expressing affection in ways inappropriate for a child of that age.
- Fear of a person or an intense dislike at being left somewhere or with someone.
- Other behavioral signals such as aggressive or disruptive behavior, running away, failing in school or delinquent behavior.

IMPORTANT INFORMATION FOR PARENTS

CAREGIVER BACKGROUND CHECK PROCESS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children **cannot by law be given an exemption that would allow them to own, live in or work in** a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- The crime
- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://cclid.ca.gov/docs/maps/state.htm>



Welcome to Mount Madonna School's Preschool!

The goal of this handbook is to help orient you to the Mount Madonna School (MMS) preschool program. It contains information that relates solely to the preschool and to the Nature Explorers Summer Camp. It is meant to be a supplement to the all-school parent handbook which includes school-wide policies, guidelines, calendars, tuition information, philosophy, etc. Please read both to be sure you are fully informed about your child's school and keep both handbooks handy for future reference.

We want to ensure the very best experience for your child at the MMS preschool. We believe that each parent, guardian and child have a unique and valuable contribution to make. Your participation and feedback are invaluable.

Purpose, Philosophy and Goals

Mount Madonna School's preschool program offers a unique balance of Montessori-inspired learning and discovery through a play-based education for children ages two and a half to six years (or entering first grade). We guide each child's unique path of development with intentional lessons based on the child's curiosity, creativity and imagination. Daily hikes in the redwood forest bring awareness to children's senses through a practice of mindfulness. The sights, sounds and smells of the forest spark curiosity and wonder for our natural world. In our outdoor classroom and children's organic gardens, we learn hands-on life science and a respect for our environment and all living things.

The child's carefully prepared environment provides meaningful experiences in helping our students to develop age-appropriate skills in all areas. The peaceful, indoor classroom setting invites children to interact with a variety of engaging learning materials that encourage all areas of development, building on foundational skills for literacy, math, language and practical life, while inspiring each child's engagement. The child's interest guides the curriculum and we are committed to nurturing feelings of self-worth, confidence and independence within each child and to support their learning in a trusted and safe environment. We use tools such as yoga and meditation and focus on social-emotional learning to develop lifelong skills of peace and compassion. Our caring and experienced teachers cultivate a love of learning, positive character values, and trusting relationships that continue to develop foundations that are the stepping stones to higher learning.

Understanding that we are all unique, the child is our "curriculum" and we strive to educate (from the Latin "educare," which means to bring forth knowledge) these young students in the learning style and interests that best supports each child.

We cultivate:

- The child's imaginative and creative forces through storytelling, art, music, movement, dramatizations, and materials in the classroom.
- The child's appreciation of aesthetic beauty through daily interaction with a surrounding environment that is expansive and rich in natural beauty, with nature

hikes, forest adventures and gardening activities. This approach inherently nurtures the child's sense of respect and responsibility for the environment.

- The child's innate social skills and sense of valuing self and others in a school community setting through the practice of conflict resolution skills, mindfulness activities, cooperative games and varied learning situations.
- The child's thinking skills through the exploration of numbers and letters, free choice times, delving into the scientific method of observing, guessing, wondering and interacting. We encourage asking many questions about what if, why and how.

We offer the opportunity for children to develop inner discipline through individual free choice in a developmentally and carefully prepared classroom environment. We are committed to nurturing feelings of self-worth, confidence and a growing independence within each child, building towards the realization that each person is responsible for their own actions. We are open to being educated by the children, their sense of wonder, joy, whole-hearted presence, spontaneity, fun, purity and forgiveness.

Daily Schedule (*subject to change)

| | |
|------------------|--|
| 8:45 - 9:00am | Bus arrives/ parents arrive / children are greeted |
| 9:00 - 10:15am | Outdoor adventure / snack |
| 10:15 - 11:15am | Indoor time; this includes lessons, baking and free choice |
| 11:15 -11:45am | Indoor gathering circle, yoga, songs, fingerplays |
| 11:45am - 1:00pm | Lunch time/ outdoor free play |
| 1:00 -2:00pm | Rest time / storytime; children who fall asleep may rest until 2:45pm / Non-sleepers get quiet play and story time |
| 2:00 -2:45pm | Indoor time; this includes art, free choice and lessons |
| 2:45 -3:00pm | Snack and outdoor free play |
| 3:00-3:15pm | Clean up and goodbyes / bus students walked to bus stop |

Curriculum

We believe that children learn through play, practical life experience, sensorial experience, storytelling, art, cooking, mathematical adventures and observing and interacting with their environment. Our program offers a wide variety of experiences from which children can choose which promote individual growth. Therefore, there are specially designated individual free choice times built into the daily curriculum to facilitate this important aspect of their growth. We also encourage group participation and cooperative activities. The learning experiences are presented thematically through the arts, hands-on learning materials, gathering circles, a diverse experience of multi-cultural celebrations, games and outdoor adventures through our life enriching and natural environment.

Teachers keep detailed notes on each child's progress on their unique path of journey and discovery. Using these notes, we offer the children both organic and pre-planned lessons to best support their individual and collective growth. We offer an individualized curriculum based on observing each child's interests, strengths and growth opportunities. This way of teaching allows us to guide and foster a lifelong love of learning. We have long, enriching discussions where the child often comes to their own conclusion. If a child has mastered a lesson, we encourage that child to help another child who is still learning. We encourage the children to take turns as both teachers and students amongst their peers.

Reading Readiness

We prepare children for reading readiness by reading to them daily, offering Montessori lessons, sound games, storytelling, songs, multicultural awareness and observing each child and their curiosities. Through focusing on the power of words and through our classroom studies of science, social studies, geography and art the children become interested in decoding words. We do not pressure any child to read, although some will naturally learn to read with their own interest. We follow and entice the child's interest by offering experiences and activities that provide a strong foundation of language skills on which to build upon as each child is ready. Our solid preschool academic curriculum supports the child's natural progression to becoming readers by teaching the reading readiness skills that will assist them in this endeavor.

Writing

Children love to write, but first they need to develop the hand strength and fine motor skills to hold the writing implement and use it properly. This strength is developed in our classroom through practical life experiences such as painting, drawing with pencils and crayons, writing and drawing on chalkboards, working with clay and dough, sorting objects, and using scissors, clothespins, tongs and other items that make use of the pincer grasp, which will facilitate the correct grip needed later for successful letter formation.

Teachers will engage children's imaginations by encouraging them to draw, paint and work with other art mediums. The stories that result from these creative endeavors helps to set the stage for a child's understanding of how pictorial representation leads to the symbolic representation of the alphabet, and will ultimately support their fluency in expressing themselves.

When a child becomes interested in learning the alphabet we offer the child the sounds of the letters, and use only lowercase letters in order not to cause later confusion. The sounds are what we teach to read, for example "Sss" instead of "es" for the letter "s".

Therefore, we suggest that as children become interested in writing letters at home, they are encouraged to write in lowercase, including their name (except, of course, for the beginning capital letter).

The most important thing to remember is to follow the child's interest and to keep learning natural and enjoyable.

In addition to the above activities, the preschool curriculum includes:

Character Development and Service Learning

The principle of positive character development is interwoven throughout the preschool curriculum. Mount Madonna's dynamic program offers many opportunities for the children to hone their social-emotional skills and gain the confidence and sense of self-worth that provide a solid foundation to grow on. Throughout the school year, children are guided through the conflict resolution skills of expressing their ideas and feelings and listening to the ideas and feelings of others. Self-regulation and personal awareness are cultivated through activities such as taking "calming breaths" and short "mindfulness moments." Before enjoying a snack together, we take a moment to offer a song of gratitude. Circle time and group lessons provide opportunities for the children to develop the skills of active

listening, turn taking and idea sharing. Literature, storytelling and discussions provide a venue for the children's exposure to positive values and different ways of living in the world. An attitude of reverence for the natural world is fostered by spending plenty of time exploring our beautiful outdoor campus. The children compost and recycle in our classroom and partner with our fifth grade big buddies in their yearly service learning environmental project and campus clean ups.

Language Arts

The preschool language arts program provides the children with the reading readiness skills needed for academic success through imaginative, hands-on and creative pursuits. Through seasonal songs, fingerplays, rhymes and circle time games, the children explore language and gain phonemic awareness in an auditory and kinesthetic venue. Through daily storytime and weekly story circles, children are exposed to new ideas and vocabulary while gaining the skills of verbal comprehension and sequencing. The fine motor and language skills needed to learn how to read and write are supported through the beautiful Montessori lessons that cultivate visual discrimination, letter recognition, movement from left to right and hand-eye coordination.

Mathematics

The preschool math program provides the children with an introduction to basic mathematical concepts through hands-on and engaging activities. The skills of number sense and mathematical reasoning are taught with the hands-on manipulatives found in our Montessori math lessons. These lessons cover one-to-one correspondence, an introduction to addition and subtraction, working with teen numbers, counting by tens up to 100 and on the hour, time-telling. The children are introduced to the basic geometric shapes by working with "metal insets" and pattern blocks.

Science

The preschool science curriculum utilizes the natural outdoor environment of Mount Madonna School. Life science is introduced through the study of plants and animals that can be found in close proximity to our classroom during regular science walks. The children observe and note changes to fruit trees, wheat, local grasses and various animals, noticing their similarities and differences in addition to their growth patterns. Physical science allows the children to use their senses to actively make predictions about elements, while noticing qualities such as sinking and floating during hands-on experiments. Earth science gives the children greater appreciation of their local ecosystem through the study of weather and seasonal changes, in addition to land and water formations. Through investigation and experimentation with activities such as baking, oobleck, volcano making and our yearly exploration of a working organic farm, the children gain a greater understanding and appreciation for our natural world.

Social Studies

The preschool social studies curriculum provides a foundation for the children to see themselves in the broader context of a community and cultivate a sense of global citizenship. Through stories, songs and shared experiences, the children express and share who they are and, in turn, learn from other's similarities and differences. Every year the children engage in an in-depth study of a different culture. The year's culture is explored through food preparation, art, science, bookmaking, storytelling, music, dance and literature culminating in a performance in our Cultural Awareness assembly. Through this

study the children gain an understanding of the universal similarities between people and the differences that make each person unique.

Health

Preschool health topics include:

- **Communication skills:** identifying and expressing emotions, expressing needs, sharing, using good manners
- **Good hygiene:** washing hands and preventing the spread of germs
- **Nutrition:** healthy food choices, active play and exercise
- **Anatomy:** parts of the body, the five senses
- **Safety:** crossing the street, school rules, medicine and poison safety, strangers, safe touch

Disciplinary Procedures

It is our belief that true discipline, to be real and lasting, must come from within. In the process of helping children develop inner discipline, we offer them purposeful activities that support their need to learn and grow. We accomplish this through educational manipulatives of various kinds: art, music, drama, movement and many opportunities for play, inside and outside of the classroom. Ultimately, these activities help to develop children's concentration through work-play that is both purposeful and enjoyable. We believe that if the environment is appropriately prepared to truly meet the needs of the child, the question of discipline will be answered by the child.

There will be times when inappropriate behavior is displayed. Inappropriate, as it is used here, simply means disturbing other children, destructive or potentially dangerous handling of materials, and/or generally doing or saying anything that will cause harm to oneself, others or the classroom environment. When this behavior occurs, we look for the underlying cause and use active listening or other conflict resolution techniques to help the child express their needs and the problem. The teacher facilitates the child's effort to work out problems or to have their needs addressed. We teach children to use words to express needs and wants, and emphasize that children must respect the needs and wants of others. Furthermore, we explain the inappropriate behavior and remind him/her of the alternate appropriate behavior and/or redirect the child to some appropriate activity or material. If the behavior continues and the child will not or simply cannot change the behavior, then the inappropriate behavior and alternate appropriate behavior are again explained and he/she is then brought by the teacher to an area apart from the rest of the children to take a break.

If this does not solve the behavior problem and the inappropriate behavior continues, or for serious cases of inappropriate behavior, the parents and administration are informed either by phone or letter. A parent conference is then set up to discuss solutions to the problem. We believe that children should feel their teacher's concern about their well-being and that along with their parents, their teachers are partners in their education.

Health Policies

In an effort to ensure a healthy environment for each child and in accordance with the County Health Department, the following health procedures will be enacted. Upon arrival at school, we will check the children to be sure no one has any communicative illness (e.g.

green mucus, excessive coughing, fever, etc.). If a child is found to be too ill to be at school, you will be notified and your child will be allowed to rest on a mat until you arrive to take them home.

Please make sure your child is in good health before sending them to school. This will help to protect both your child and the rest of the class. If your child has COVID symptoms, please test them at home and only have them return to school after a negative COVID test result. Please notify the school immediately should your child be diagnosed or show signs/symptoms of any communicable disease. Thank you for your support in this matter.

Please note: your child should remain home if these signs are present:

- **Diarrhea or vomiting**
- **Fever over 100 degrees fahrenheit**
- **A "bad" cold**
- **A constant cough**
- **Any contagious disease or virus (including pink eye and conjunctivitis)**
- **Any illness or injury within the past 24 hours which prohibits a child from actively participating in the program**

Bus and Student Pick-up

We recommend sending a quiet activity for your child to do while riding on the bus. No food or gum are permitted on the buses.

Children will always be put on their regularly scheduled bus unless there is a written note (or email), signed by the parent, stating that there is a bus or ride change for that day. This is true for children that are picked up by parents as well. It's crucial that any change in the regular routine, must have a parent note or email to verify the change. If for some reason you do not know of the bus/ride change until later in the day, you may then call the school office at (408) 847-2717 to inform us of the change.

Please be on time when picking up children between 3:00 - 3:15pm. Young children often become anxious when everyone else is leaving and they are left waiting for too long. If you are running late, please call the school to let us know.

Communication

Preschool staff will email a classroom weekly newsletter to update you on our activities, themes and school events. Teachers may also send additional email for other important news, as needed. You will also receive an all-school email, the "eNews," on Friday afternoons.

The best way to reach us for non-urgent communication is to email Preschoolteachers@mountmadonnaschool.org, which goes out to all teachers. We will respond during times that we are not with the students. **Drop-off and pick-up times are busy for our teachers. If there is something you would like to discuss with your child's teacher, you can request a time outside of school hours to talk with the teacher or director.**

Phoning the school:

It is often difficult for the teachers to leave the children to get to the phone. If there is something urgent that needs to be communicated, please call the school office at (408) 847-2717 and leave a message, and they will deliver it to the teachers. Please do not call or text preschool teachers during school hours.

Report Cards and Parent-Teacher Conferences

You will receive detailed report cards for your child in January and June following each semester. In late January, mid-year parent-teacher conferences are held for all preschool families, either in person or by Zoom. This is an opportunity to discuss your child's progress and development. You are also welcome to arrange a phone conference or after-school meeting with the preschool team should the need arise.

Field Trips

Every year, we go on field trips off campus as well as visiting sites on the school campus. To ensure a safe and enjoyable experience for all participants, we maintain an extremely low student-to-chaperone ratio. Therefore, if a field trip occurs on a day when your child does not usually attend school, they can come if you or another adult family member will chaperone your child. Parental help is needed for all off-campus trips.

Our field trips off campus may include:

- A visit to an organic farm
- A beach clean-up or other related community service activity with our fifth grade big buddies
- Monterey Bay Aquarium or other all-elementary school field trip

Our on-campus trips include:

- The "Fairy Forest" located across the road from the Mount Madonna Center Community Building and Café
- The "Big Tree" located in the Oaks campground near the upper campus
- Various trails and playgrounds around our school campus
- The Mount Madonna Center garden and the elementary children's garden
- The Mount Madonna Center firehouse
- Age-appropriate elementary, middle and high school productions

If you have an inspired idea for an age-appropriate field trip, please offer suggestions.

Parent Participation

Parents are encouraged and welcome to assist in the classroom. If you would like to help and have the time, please let us know.

Here are some ways you may participate:

- Morning hike/Fairy Forest helpers
- Pre-scheduled classroom helpers
- Helping out at special events
- Donating materials (gently used books, art supplies, toys, etc.)
- Carpentry
- Cooking and sewing
- Gardening and planting flowers
- Cleaning shelves/washing dishes

- Field trips
- Weekly laundry
- Repairing books and/or toys
- Joining a parent workday
- Cutting paper/ preparing art projects

We also have a class liaison that supports the staff and provides communication between the school and parents. The class liaison is a parent who volunteers their time and energy to communicate with you at least once a month to keep you informed about upcoming class and school events. Please feel free to call your class liaison if you have questions.

All parents are required to help with the preschool class-sponsored event and the all-school production of the "Ramayana!" held at the end of the school year. You can also join the POMMS (Parents of Mount Madonna Students) meetings at any time to listen to others and have your questions answered.

Volunteer Participation Guidelines

We welcome your assistance in the classroom. To make it a beneficial experience for all concerned, we ask that you follow a few guidelines.

1. Children should feel our presence as we supervise their safety, but please limit over-directing or controlling their play and their interactions with peers.
2. When speaking to children, please do so positively, at eye level, and in gentle, conversational tones.
3. Please allow children to do as much as they can by themselves.
4. Avoid making models for children to copy during art activities.
5. Try to state limits positively to children. For example, "Keep your hands in your lap" vs. "Don't yank his/her hair." If you have to limit a child with a "don't", also try to suggest a "do."
6. In situations of physical contact, ask the child's permission. For example, "I see that you are hurt, can I help you get up?"
7. Communicate positively and clearly concerning your physical boundaries. Also, to ensure mutual respect, please tell the child if either their behavior or words are inappropriate. For example, "I want you to stop climbing on me." Or "It's not okay to talk to me like that."
8. Please consult with the teachers if a situation should arise and there is any doubt concerning how to handle it according to our school's philosophy or policy.

Preschool Yearly Events

August

"Getting to Know You" **Family Beach Day** (weekend day)

Parent/Teacher Work Party at the preschool (weekend day)

New Parent Orientation (afternoon/evening)

Monday before Labor Day: **First Day of School for returning Preschoolers**

September

Tuesday after Labor Day: **First Day of School for New Preschoolers**

Back-to-School Night (evening)

October

Field trip to the Live Earth Organic Farm - chaperones needed
Pajama Day- parents are welcome to help with our baking and art activities
Fall Open House and Garden Party (weekend day)
Halloween Parade - helpers welcome to assist children getting into costumes

November

Stone Soup Day (based on the book, every child brings in an ingredient for Stone Soup and we make it in the morning and eat it in the afternoon)

December

Holiday baking with big buddies 2:15-3:00pm (adult volunteers welcome)
Holiday Craft Party and Vegetarian Potluck - helpers needed to assist children with crafts, help set up potluck, and help clean up after potluck 10:00am-1:00pm
Winter Concert (afternoon before Holiday Break)

January

Big Buddies/Little Buddies Bread Baking

February

Friendship Day/Red Day – parents are welcome to help with our baking and art activities

March

Spring Concert / Grandparent’s and Special Friends Day (Friday before Spring Break)

April

Spring Parent Day
Summit for the Planet Eco-Carnival – helpers needed to run our class craft and game booths

May

Fairy Day - Helpers to prep **before** fairy day, to make small bags filled with fairy treasure such as flower seeds, small crystals or something from nature. Paint horse shoes gold to be “unicorn shoes”...one for each child to find in the Magic Forest. Help to set up fairy decorations, bring special snacks and juice to be left in Magic Forest for the children to find, flowers for decoration, help with cleaning up after children have left.

June

Preschool Moving Up Ceremony- helpers needed to prepare archway with flowers and greenery the afternoon before or the morning of graduation, helpers needed to assist with set up of end of year vegetarian potluck and help with clean up afterwards.
“Ramayana!” – all parent help needed with supervision, dressing the children in costumes, face painting, etc.

June - August: Nature Explorers Summer Camp (6-8 weeks)

Snacks and Nutrition

Please pack your child a healthy lunch with additional healthy food for snacks. Please no sugary treats. Vegetarian snacks may be offered on special days and we bake bread and serve it to the children at least once a week. **If your child has any food allergies, please inform us in writing, as well as in person.** In addition to lunch time, we offer

optional snack times throughout the day and remind children to stay hydrated with water. We empower the children to make healthy choices and we keep a close eye on each child and stay in communication with parents/guardians about their nutritional needs. Teachers often eat with the children to model manners and eating in a group setting. We discuss nutrition throughout the year and which foods help bodies and minds work better. We also discuss reducing plastic use, recycling and composting. We have set up a composting system within the preschool and there is one at Mount Madonna Center we use as well.

PLEASE USE LITTLE TO NO PLASTIC/SINGLE USE ITEMS.

We respect the vegetarian community of Mount Madonna Center and we ask that any food shared with others be completely vegetarian. This includes snacks sent up for birthdays and potluck events. This means no ingredients including meat, chicken or fish or by-products. Eggs and dairy products are fine.

We are also learning more about the benefits, both to ourselves and to our earth, of organic products. We ask that whenever possible, you send up items which are organically produced. We encourage you, as well, to refrain from serving children any food containing artificial flavorings, colorings or preservatives.

Children need to bring their own nutritious lunch, which does not need to be "warmed up." No candy, sodas or gum are allowed. Meat products are allowed in your child's lunch. There is no food sharing during lunch to ensure individual nutritional needs and personal hygiene. Please include a cloth napkin for them on which to put their lunch. We encourage the use of reusable containers for their snacks, sandwiches, and drinks. Thank you for your support in our efforts.

Dress Code

Because of the wide range of activities, it is recommended that children be dressed in washable, comfortable clothing. Velcro and low-top sneakers work the best. Please avoid sandals (no flip flops), patent leather (dress) shoes and cowboy boots. Think comfort and safety. PLEASE no light up shoes or slippery soles.

We encourage you to dress your child in clothes that they can manage themselves. This encourages their autonomy.

Please send in a labeled change of clothes and change it according to the seasons.

Raingear (boots and a jacket) is suggested for wet weather. Please do not send umbrellas; they can be somewhat dangerous at this age. In warm, sunny weather, please send a sunhat with your child. We have found that it is best to dress your child in layers as the weather up at school may be very different than the surrounding areas.

Birthdays

Children enjoy celebrating their own and each others' birthdays. For each child's "celebration of life," we ask the parent/guardian to bring in a picture of your child for each year they have been in the world. We ask the parent/guardian to describe what it was like when the child came into their loving care. We then light a candle that represents the sun and place it in the middle of the circle. The child will take the globe from the geography shelf while their classmates sing "The Earth Goes Around the Sun, Fra La La " and walk around a candle as many times as the age they are representing.

The parent or guardian will offer the child a picture of the year the child is representing. The child gets to show their classmates the picture and the classmates get to ask questions. Children love to hear about the journey from their birth to the present day. They want to hear stories, look at pictures and remember memories. Children want to know how cherished they are, and how our life and world is better because they arrived into our family. Parents and guardians are welcome to bring a healthy treat, such as popcorn or muffins, to share after the ceremony.

Children who have summer birthdays will be honored at a special birthday circle at the end of the school year. There's also a book list available should you choose to purchase a book for the class library in honor of your child's birthday with a hand-written inscription that will stay in our classroom for years to come.

Quiet Time and Story Time

At rest time, younger children go into the little room to nap while the older children stay in the big room. The nappers listen to a story, have their backs rubbed if they wish, and listen to quiet music. They sleep until they awake (no later than 2:45 pm).

During this period, the other children rest quietly on their mats and if they'd like to have a foot rub, tapping, or a back rub from the teacher, they may. Then the teacher will choose special books to read to the children with heartwarming topics for their enjoyment.

The children are welcome to keep one soft, rest-time "stuffedie" at school for quiet time.

Television and "Screen Time"

There is much to be said about the miraculous invention of television and the many screen devices now available for children. However, the presence of it in a young child's life can often be clearly experienced within the classroom. Its influence may be quite visible or more subtly perceivable: difficulty with attention, perseverance, initiative and rhythmical activity. The one area that is most in danger is the child's imagination, the ability to create one's own inner pictures. In our preschool program we try, through the environment and all the activities, to cultivate the child's imagination, as it is an essential vehicle for learning and growth.

We recognize that television/video watching/screen time is in the domain of the family and that each family must decide what role these activities will play in their children's lives. However, we do encourage you to find alternative activities for your preschool child. We would be happy to share ideas with you. Please utilize caution and careful discrimination when selecting movies, computer games and other high-tech toys. What the preschool child needs is you: your voice, song, story, time and attention and your warmth. A good alternative to screen time is audio books, and we also suggest having a book they can follow along with the audio, which you can borrow from your local library.

Lost and Found

Please label your child's coats, sweatshirts, backpack, lunch box, napkins and boots. If, however, something is lost, email us and we'll look for the item(s). Also, you are always welcome to check our lost and found at school. After a while (approximately one

month), unlabeled or unclaimed articles will be put in our extra clothes bins or given to charity.

Licensing

We are licensed by the State of California Community Care Licensing Division and follow all rules and regulations in regards to Title 22 laws. There are forms and immunization records and procedures required by the State of California in order for your child to attend the Mount Madonna School preschool. Should you have any questions regarding these laws you can contact them directly:

The facility and program is licensed by:
State of California
SAN JOSE REGIONAL OFFICE
2580 N. First Street, Suite 300, MS 29-08
San Jose, CA 95131
(408) 324-2148
FAX (408) 324-2160

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 any 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 to have a licensed medical professional physically examine the child(ren).

Should you have any questions regarding this preschool handbook and/or policies (or the whole-school handbook/policies), please ask the Preschool Director for clarification.

We look forward to an enriching year ahead for your child, your family, and our entire Mount Madonna School community.