



Prepared by
The REDDING COOPERATIVE PRESCHOOL ASSOCIATION

Revised May 2008

FOREWARD

This handbook has been prepared to help answer your questions about the Redding Cooperative Preschool Association and to serve as a guide for your participation in the organization.

It is for your use during the school year. It **must** be returned to the Participation & Records Chairperson by the last parent meeting in May.

Thank you.

TABLE OF CONTENTS

I.	BACKGROUND	1
II.	BY-LAWS	2
III.	PRESCHOOL GUIDELINES	12
	a. Parent Body Code of Ethics	13
	b. Learning Through Play Philosophy	13
	c. Work Day Guidelines	14
	d. Working Parent Job Descriptions	15
	e. Snack Time Protocol	29
	f. Discipline Philosophy/Guidelines	30
	g. F.R.I.E.N.D.	31
	h. Do's and Don'ts	32
	i. Yard Rules	34
IV.	EMERGENCY PROCEDURES	36
V.	EXCLUSION POLICY	38
VI.	EXPOSURE LETTER	39
VII.	ACCIDENT REPORT	40
VIII.	SPECIFIC BOARD AND COMMITTEE RESPONSIBILITIES	41

BACKGROUND

Since 1956, the Redding Cooperative Preschool Association has provided quality educational opportunities to parents and children in the community through a non-sectarian, non-racial and non-profit cooperative parent participation preschool.

Parents administer and staff the preschool under the direction of a trained teacher. The Teacher-Director is responsible for planning and implementing the curriculum, as well as, providing a professional expertise in child development and appropriate practices. The parents provide their energy and ideas to promote the operations of the preschool through attendance of business meetings, maintenance of the school and materials, and serving on various committees as well as being a parent-teacher one day per week for the MWF class or one day every other week for the TTH class. Parents receive the opportunity to participate in parent-education seminars from a variety of community resources in the area of child development.

Participation in this type of program is an investment in both the parent and child; and the benefits to both are numerous. For the children, it

- Provides opportunities to play with other children and to fulfill their growing needs in a child-sized environment;
- Offers a variety of carefully chosen materials and equipment to support development in all areas including physical, social, emotional, and cognitive
- Allows an opportunity to learn social skills, to learn to trust and feel comfortable with people outside their own families, and to learn the limits of behavior regarding safety, health and respect for the rights of others
- Allows acceptance and respect for who they are; and
- Extends and enriches their understanding of the world.

It offers the parents, the opportunity to

- Share the child's first experience away from home;
- Become more aware of the child's world and understand behavior, based on knowledge of growth and developmental processes
- Achieve a more positive approach to the child-adult relationships through professional guidance and shared experiences with other parents;
- Provide a worthwhile outlet for the energies and abilities of the parents outside of the home;
- Learn techniques for working with children and insight into human relationships through participation in the parent education program;
- Strengthen family ties; and
- Find that being parents of young children can be more fun and rewarding when shared with a group of other young children and their families.

BY-LAWS

Section 1 Name

The name of this organization will be the Redding Cooperative Preschool Association (“RCPA”).

Section 2 Purpose

The purpose of the RCPA is:

- A) To provide for our children developmentally appropriate social, emotional, and intellectual learning experiences.
- B) To provide meaningful parent educational opportunities and associations.

Section 3 Participation

A mother, father, guardian, or parent assignee may be the participant in the program. For clarity, the adult participant will hereafter be referred to as the parent.

Parent participation is the hub of the preschool. It is the reason the RCPA is a dynamic, engaging environment for our children. This section highlights the participation requirements. Consistent lack of participation may jeopardize member standing in the school.

A) **Parent Meetings** The parent will be required to attend the scheduled parent meetings, with one excused absence. Upon the second absence, a \$25 fine will be assessed. Upon a third absence, a fee of \$50 will be assessed and the Executive Board will review the families standing within the RCPA. The Executive Board will consider appeals concerning the validity of the absences.

To receive credit for participation and attendance, the parent must sign in and be present for both the guest speaker and the business meeting. Credit will not be given if you arrive more than 15 minutes late or leave more than 15 minutes early.

B) **Preschool Classroom** The parent must assist in the preschool classroom a minimum of one class session a week for the MWF class. The parent in the TTH class must assist in one class session every other week (twice per month).

Working parents may bring infants on their work days, providing they are confined to a pack. Parents must be able to concentrate on supervising the preschool children. Toddlers may not accompany working parents.

If a parent is more than 10 minutes late picking up, a \$5 fee will be assessed within 30 days.

Work positions are assigned and rotate on a monthly basis. Missed days require a substitute of another registered parent, arranged by the parent. Missed days must be made up within 30 days.

Maternity leave of not more than six weeks after birth will excuse a participating mother from the classroom program only. Attending parent meetings is still required. Dues must be paid for the period of the leave. The child or children of the mother on maternity leave may continue attending preschool. Maternity leave will include infant adoption. Extended illness: In the case of extended illness, the Executive Board will consider alternatives for participating in the parents place, or granting an additional leave.

Leave of absence: A leave of absence may be granted upon approval of the Executive Board for a period of not less than one month and not more than two months. Written application for leave of absence must be made at least two weeks in advance of the first proposed day of absence. In the case of a leave of absence, it is unnecessary for the parent to make up missed workdays. There are three types of leaves of absence:

- 1) **Family Leave:** Neither parent nor child will be attending sessions. Payment of dues continues to be required.
- 2) **Parental Leave:** In some cases, even though the parent is unable to attend, the child may still be allowed to attend classes. Payment of dues continues to be a requirement.
- 3) **Replacement Leave:** If a family in good standing takes leave for the remainder of a semester, discontinuing paying dues, but finds a family to successfully replace their membership, for the remainder of their leave, the family on leave will be placed at the number one spot on the waiting list.

C) **Maintenance** The parent participates in scheduled maintenance projects. Non-inclusive examples include: School set-up, mid-year clean-up, and school close down. A \$50 fine will be assessed for missed work parties.

D) **Committee Work** The parent will serve on at least one committee. Performing an Executive Board Position qualifies as committee work. A job description form must be filled out and turned in at the end of the year.

Section 4 Operation of the Preschool

- A) The preschool is operated by the RCPA. The association consists of parents or guardians of enrolled children, and honorary members. The ruling body of this association will be the Executive Board.
- B) The Executive Board is elected by parent members of the preschool for a full school year through the end of June. The Executive Board consists of the President, Vice-President, Secretary, Treasurer, and the Participation & Records Chairperson.

1. Eligibility: Members of the Executive Board must be adults with enrolled children and be the parent who assists in the classroom at least twice a month.
2. Removal: An officer may be removed from office by a majority vote of the Executive Board.
3. Vacancies: Vacancies in office may be filled by the President with ratification of the members of the Executive Board and such officers will hold office until the annual election.
4. Minute Approval: General Meeting Minutes can be approved by posting the minutes at the preschool and having three people who attended the meeting read and sign those minutes. Any discrepancies in the minutes should be called to the attention of the Secretary and amended at the next meeting.
5. Representation: When the Co-op has a MWF four year-old class and a TTH three year-old class, both classes should be represented on the Executive Board. This can be accomplished by:
 - a) Having a returning family that is enrolling a child in the three year-old class hold an Executive Board position, or by
 - b) Leaving at least one position open (preferably Secretary or Participation & Records Chairperson) during the annual election. The open position can then be filled by the incoming Executive Board with that new Co-op family member from the TTH three year-old class.
6. Additional Executive Board members are appointed at the discretion of the President with the ratification of the Executive Board and have voting privileges. See job descriptions for a list of responsibilities.
7. Appointed Executive Board members who fail to perform their duties may be removed from the Executive Board by the President.

C) Duties of the Executive Board:

1. It will be an advisory group and act as the liaison between the parents and the Teacher-Director.
2. It is responsible for the business management and administration of the preschool

D) Duties of the Elected Officers:

1. President: The president presides at all meetings, appoints committees, fills vacancies in office with the advice and consent of the Executive Board, coordinates the activities of the RCPA and performs the usual functions of the office. The president will have no vote except in case of a tie vote, when the deciding vote will be cast.
2. Vice-President/Membership: The vice-president/membership acts as an aide to the president and performs the duties of the president in the absence of that officer. This officer is responsible for contacts with prospective new members, distributes preschool membership applications, and explains the preschool and membership requirements to interested parents.
3. Secretary: The secretary takes minutes of the general and executive meetings, handles all correspondence, gives notices of meetings and performs the usual functions of the office. This officer has custody of papers belonging to the RCPA not held by any other officer. Whenever an amendment is made to any of these papers, it should be immediately entered with reference to the date and page of the minutes where it is recorded.
4. Treasurer: The treasurer handles all incoming and outgoing monies, keeps a record of all financial transactions, prepares an annual budget and quarterly financial reports, signs all checks, holds an audit at the end of the school year (along with two other Executive Board members), files necessary tax returns (see treasurer's notebook), and performs the usual functions of the office.
5. Participation & Records Chairperson: The participation & records chairperson is responsible for keeping attendance records for participation days, both parent meetings and preschool days. In addition, this person is responsible for keeping track of which members have completed the preschool requirements regarding cleaning, maintenance, laundry, and committee work and the numbers of hours the members have worked for the preschool in any and all capacities. This person is also responsible for the parent/child permanent files to ensure that all required forms and immunizations are properly completed and recorded.

E) Enrollment Requirements

1. Pay non-refundable registration fee
2. At the beginning of each school year, every working parent must attend an orientation
3. A current (within 2 years) negative T.B. skin test will be mandatory for the participating parent
4. All required forms must be complete in full and on file
5. Fulfilling membership requirements as outlined. See attached.

F) Child Members (adopted 1-8-08)

1. In order to be eligible for the enrollment, the following requirements must be met:
 - a. While running a multi-age program, any child between the ages of two years and nine months to kindergarten will be accepted at the discretion of the Director using the criteria established in G4 and G5.
 - b. When running a split-age program, the age cut-off for each class will mirror the Redding School District cut-off for Kindergarten entrance. (ex.—to attend the TTH three year-old class, a child must turn three by December 1st.)
 - c. Should enrollment drop below capacity, the Executive Board will consider opening enrollment to younger children per F1a.
 - d. Before a child is enrolled, all health and required forms must be completed and returned to the Vice-President/Membership. Documentation must be provided to document the child's immunization from those diseases that the Shasta County Health Department requires for attendance at preschools. Exceptions may be made, however, for personal or religious reasons to be approved by the Executive Board.
 - e. The child must be toilet learned to attend the preschool.

- f. Handicapped children may be admitted upon recommendation of the family physician, contingent with approval of the Teacher-Director. Any child with special needs must be able to meet the licensing requirements

2. School Health:

- a. A parent shall keep his/her child at home if she suspects any illness, even of a minor nature. The director shall send any child home if she suspects any illness. A child with a fresh cold should be kept home for a reasonable time. We must safeguard the health of the group as well as the individual child.
- b. If your child is exposed to a communicable disease (see Health Forms) tell the Teacher-Director immediately. The child may not attend school up until the time he can be expected to be ill (incubation period).
- c. If you are ill on your participation day, do not attempt to come. It is your responsibility to provide for a substitute. However, if your child is well, he may attend even if you cannot.

3. Families with more than one child enrolled:

- a. Families with one or two or more children are required to work one day a week for each child enrolled in the MWF class (twice a week for 2 children). Parents will be required to work twice a month for each child enrolled in the TTH class.
- b. A 25% discount of dues is given for the second child.

4. Other:

- a. Children of the Teacher-Director eligible under the above requirements may be enrolled without fee.
- b. Children may visit at the discretion of the Teacher-Director when prior arrangements have been made. There will be a limit of three visits, with parent in attendance at all times.

G) Priority: Priority will be based on the following principles in the order they are listed (adopted 1-8-08)

1. First priority will be given to continuing families who are in good standing and have returned completed enrollment forms. A non-refundable deposit of the registration fee for the fall session must be paid in order to hold the child's place.
2. The next in priority will be alumni families who are in good standing and have returned completed enrollment forms. A non-refundable deposit of the registration fee for the fall session must be paid in advance to hold the child's place.
3. The next in priority will be the families on the waiting list who fulfilled requirements of G4 the previous year.
4. New family priority will be established by a multi-part process. Prior to registration day, all prospective new families must visit the preschool while in session and attend an open house/orientation. On registration day, priority will be established on a first come first serve basis. A completed registration card and a non-refundable deposit of the registration fee for the fall session will reserve the child's place.
5. Families not currently enrolled will have priority based on seniority on the waiting list. Families may be placed at the end of the waiting list after visiting the school while in session and discussing the co-op program with an Executive Board member, and when the child reaches 2 years and 9 months of age. Applications received simultaneously will receive priority according to the age of the child, with the older child given priority. If a child drops out of the program and re-enrolls, seniority will be based on the new enrollment date.

H) Business Meetings:

1. Regular: There will be a general business meeting of the membership during the first parent class of the month.
2. Special: Special meetings will be called by the President, three members of the Executive Board, or by request of five members. Notice will be given in writing or telephone at least four days in advance of the meeting unless designated an emergency by the President.
3. Election and Installation Meetings: Election of officers will be held during the April business meeting. Installation of the officers will be held during the last business meeting. Notice of the meetings will be given. The retiring officers will be responsible for the continuity of their duties through the end of June. Any ongoing activities through the summer recess will be arranged by the incoming officers.
4. Quorum: One more than half of the association members will constitute at quorum.

I) Executive Board Meetings:

The Executive Board will meet at least once a month or upon call of the President or two of its members.

1. A joint meeting of the outgoing and incoming Executive Board members will be held after the election and installation meetings, when the officers will turn over their books and records to their successors.
2. Notice of the Executive Board Meetings will be given advance by the Secretary to the Executive Board.
3. One more than half the Executive Board membership will constitute a quorum.
4. Non-Executive Board members may attend any Executive Board meeting for purposes of observation, submitting reports, or making presentations to the Executive Board.
5. Non-Executive Board Members are ineligible to vote.

J) Executive Board Meeting

1. Special Meetings will be called by the President, or, three members of Executive Board. Notice will be given by mail or telephone at least four days in advance of the meeting unless designated an emergency by the President.
2. One more than half the Executive Board membership will constitute a quorum.

K) Elections:

1. Eligibility of electors: Participating members whose fees/dues are paid are eligible to vote at elections.
2. Nominating committee: The nominating committee will consist of three members who have been enrolled for a minimum of two months, at least one of whom will be a member of the Executive Board. They will be appointed by the Executive Board two months before the election meeting in April. They will notify membership of the names of the nominees at the business meeting in March.
3. Elections: Nominations will be accepted from the floor at the election meeting. Election will be secret ballot. Those receiving a majority of the votes will be elected.

L) Financial Obligations

1. The primary source of funds to operate the preschool shall be dues and paid by member families.
2. The non-refundable registration fee must be paid for admittance to the preschool.
3. Monthly dues and fees are due on the first of the month and delinquent after the 5th. A \$10 late fee will be assessed. If arrangements have not been made with the Treasurer, your child cannot attend after the first of the next month. Further exceptions must be taken up with the Treasurer and the Executive Board or membership will be dropped.
4. Dues and fees are paid for the nine months of September through May inclusive, regardless of the number of holidays and vacation days in the preschool schedule.
5. Dues and fees will be a set amount per month for one child in the family as determined by the general membership. For each additional child in the same family, dues and fees will be 75% of the monthly amount per child. Dues will remain the same for part-time and full-time students. Part-time students can attend school on other than scheduled days if attendance allows.
6. Use of Dues:
 - a. Dues will be used for equipment maintenance and operating expenses, including teacher salary and employee expenses.
 - b. Any expenditure of \$100 or more, other than for routine operating expenses, maintenance, and supplies, must first be submitted to the entire membership for approval.
 - c. Funds to pay the salary of the Teacher-Director (T/D) are collected as part of the dues and fees. The amount of funds allotted for the salary of the T/D is dictated by the terms of the contract negotiated with the T/D by the Executive Board.
7. Withdrawals: In consideration of the Co-op families and to remain in good standing, please give a 30 day notice prior to withdrawal from the preschool. (Feb 2008) For families withdrawing from the

preschool after the First of the month, dues and fees are due for that month.

M) Visiting Children

A parent may bring children who are potential members to preschool a maximum of three times with parent in attendance prior to deciding to enroll in the program. This includes younger children of members currently enrolled. No visiting fee will be charged. All non-enrolled children must be accompanied by a parent. Permission of the Teacher-Director must be obtained before visiting preschool. Older children (siblings) may visit the preschool at the discretion of the Teacher-Director.

N) Rule Changes:

1. These rules may be amended by two-thirds vote at any regular meeting, provided notice has been given to the membership at least once week in advance. If any rule is found to be in conflict with the regulations of the Board of Trustees of Shasta Union High School District, or the State Licensing Board, it will be void without invalidating other rules.

O) Rules of Order: All meetings of the RCPA will be governed by the rules contained in Robert's Rules of Order.

P) Legality of By-Laws: Any provisions contained in these By-laws which are contrary to the State School Code or Regulation of the Board of Trustees of Shasta Union High School District and are hereby held inoperative. The remaining provisions of the By-laws do remain in effect.

Q) The RCPA will not have pecuniary gain or profit to the members thereof and it is organized solely for nonprofit purposes. Upon the winding up and dissolution of this association, the remaining assets will be distributed to a nonprofit fund, foundation, or corporation, which is organized and operated exclusively for charitable, educational, religious, and/or scientific purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. If this association holds any assets on trust, such assets will be disposed of in such manner as may be directed by decree of the superior court of the county in which this association's principal office is located, upon petition therefore by the Attorney General or by any person concerned in the liquidation.

Preschool Guidelines

PARENT BODY CODE OF ETHICS

All parents of the Redding Cooperative Preschool Association will adhere to the following guidelines set forth by the Teacher-Director and Executive Board on this 20th day of June 2005:

1. All parents shall exercise strict confidentiality in regards to all student(s) and parent(s) conduct on school grounds.
2. All personal issues shall be addressed to the Teacher-Director and/or the President in a discreet manner during office hours.
3. All student conduct during school hours needs to be addressed directly to the Teacher-Director and/or President only. No exceptions.
4. All parents shall fulfill their assigned work-day and committee duties in a professional and timely manner.

LEARNING THROUGH PLAY

Play is an important vehicle for children’s social, emotional, and cognitive development, as well as a reflection of their development.

Understanding that children are active constructors of knowledge and that development and learning are the result of interactive processes, early childhood educators recognize that children’s play is highly supportive context for these developing processes. Play gives children opportunities to understand the world, interact with others in social ways, express and control emotions, and develop their symbolic capabilities. Play provides a context for children to practice newly acquired skills and also to function on the edge of their developing capacities to take on new social roles, attempt novel or challenging tasks, and solve complex problems that they would not or could not otherwise do. Child-initiated, teacher-supported play is an essential component of developmentally appropriate practices in early childhood curriculums.

Excerpted from “Developmentally Appropriate Practices in Early Childhood Programs” National Association for the Education of Young Children, 1997 Sue Bredekamp and Carol Copple, Editors

WORK DAY GUIDELINES

1. Working parent-helpers must arrive at the preschool fifteen minutes early (8:45 a.m.).
2. Be sure to sign your name on the sign-in sheet in the child sign-in/out binder so that you will receive credit for your participation and also check off the names of the children you bring with you.
3. Familiarize yourself with the job description for your work day. Ask the Teacher-Director for directions on the task(s) for the day and prepare necessary materials to carry out your assignment.
4. Check the bulletin board for notices, announcements, etc.
5. Help children remove coats and put on nametags.
6. Do not visit with other adults. Your job is to help with the children's activities and play and to watch out for their safety.
7. Wear suitable clothing so you may be comfortable. Relax and enjoy your time with the children.
8. If you are unable to participate on your day due to illness or any other reason, try to exchange with someone or find a replacement. If you absolutely need help finding a substitute, please call the Participation & Records Board Member.
9. It is your responsibility to make certain that your participation time is accurately accounted for and that you make up lost time as soon as feasible.

WORKING PARENT JOB DESCRIPTIONS

Snack Kitchen Parent

Science Room Parent

Block Room Parent

Manipulative Room Parent

Art Kitchen Parent

Dress Up Room Parent

Library/Curriculum Support Parent

SNACK KITCHEN PARENT

- **Set-Up Time/Outside Time***
 - Sign in.
 - Make bleach water for both kitchens – see directions on bleach bottle.
 - Mix one teaspoon of bleach per quart of water.
 - Begin Snack Preparation.
 - Set-up trays – use appropriate head count shown on sign in sheet.
 - Trays should include:
 - Napkins
 - Paper cups
 - Small pitcher for beverage
 - Tongs
 - Food baskets
 - Utensils if needed
 - Also include “thirsty sponge” and bowl or container for wiping spills.
- **Circle Time**
 - Assist and participate.
 - Place a gentle hand on the back of the child that needs help settling down.
 - Avoid conversations.
 - Model appropriate behavior.
- **Exploration Time**
 - If applicable, facilitate cooking activity.
 - Assist with supervision of Library (read books to children).
 - Complete snack preparation.
- **Group Time**
 - Wipe down tables in the Science Room with bleach water.
 - Set up tables for Snack time:
 - Place name cards on tables (typically 4 children and 1 adult). Place working parent child in area where his/her parent is working.
 - Place trays and beverages on tables.
 - Give lists of children and room they will be in (Science or Manipulative) to teacher to announce.
- **Snack Time**
 - Assist children washing hands.
 - Facilitate snack at table.
 - Wait until all children are in attendance before children begin.
 - Pass the items around the table, let the children help themselves.
 - Children pour their own drink, clean up their own spills, they throw away their trash.
 - Please serve yourself some food too.
 - Have pleasant child-directed conversation during mealtimes.
- **Gross Motor Time***

Clean up inside:

- Wash dishes (in hot water, place on dish rack to air dry).
- Wipe tables in Science room with bleach water.
- Vacuum Science and Library areas.
- Mop kitchen and adult bathroom floors.
- Clean adult bathroom as needed.
- Take out garbage from this side of building.
- Dump bleach water.

*Check building when sensors beep for children or visitors entering building during outside times.

Answer phone. Take messages as appropriate. Only disturb Teacher for urgent issues as her primary focus during school time is with the children!

At 12:00 p.m., highlight the names of those children on sign-in/sign-out list who have not been signed out.

Suggestions for Snack Time

Support a child's need to:

- Socialize “What is your favorite food Joey...Does anyone else have a favorite food?” “I wonder how mommy Linda made these muffins...What do you think?” “I noticed you often wear pink...is that your favorite color?”
- Focus on others – “I think Ashley might like it if we wait until she gets here.” After her return, “We decided to wait for you Ashley...is everyone ready to eat now?”

SCIENCE ROOM PARENT

Set Up Time

- Sign in.
- Find out from Teacher the activity for the day.
- Set-up activities on Red Table.
- Get Bike storage key from Snack Kitchen wall.
- Open bike storage and get out 4 bikes, gas station, etc.
- Set up cones with a child's help at edge of building.

Outside Time

- Supervise bike area: bikes go one way around the track. Park in the bark.
- Supervise play structure (up stairs, feet first down slides), Tree house (2 children) and swings.
- For suggestions on how to support a child in the bike area, please refer to F.R.I.E.N.D

Circle Time

- Assist and participate.
 - Place a gentle hand on the back of the child that needs help settling down.
 - Avoid conversations.
- Model appropriate social behavior.

Exploration Time

- Facilitate activities.
- For suggestions on how to support a child in this area, please refer to F.R.I.E.N.D.

Group Time

- Assist and participate.

Snack Time

- Facilitate snack and follow protocol.
- Wait until all the children are in attendance before children begin.
- Pass the items around the table, let the children help themselves.
- Children pour their own drink, clean up their own spills, they throw away their trash.
- Please serve yourself some food too.
- Have pleasant child-directed conversation during mealtimes.

Gross Motor Time

- Supervise areas as earlier.
- Approximately 10 minutes prior to goodbye, begin putting bikes away with children assisting.
- Lock storage and return key to Snack Kitchen.
- Convene with teacher for feedback prior to leaving.
- Sign out.

Suggestions for the Science Room Parent

Support a child's need to:

- **Reason/Predict** – Encourage each child to observe: “What do you see? What is it like? Where could I put this to make it ...? When...?
Invite child to think: “What might happen if? What do you think? How we can find out?”
- **Discover** – Observe as the child uses the materials to make a discovery independently. They may use the materials in an unsuspected way.

Remember if you ask a child for an opinion, the opinion is the property of that child and is right for him/her.

The Scientific Method

1. Identify the question –Make a prediction, form a hypothesis.
2. Gather data – Trying and testing, observing and recording findings.
3. Form a conclusion – Answer question. Compare with original hypothesis.
Surprises? New questions? Start over?

BLOCK ROOM PARENT

Set Up Time

- Sign in.
- Find out from Teacher the activity for the day.
- Assist set-up of patio, i.e. boat, teeter tooter, picnic tables, etc.
- Activities on the red table (check with Teacher if not sure).

Outside Time

- Supervise middle area of playground (geodesic dome, boat, teeter totter).
- Assist with children swinging.
 - Push as many times as the age of the child then encourage pumping.

Circle Time

- Assist and participate.
 - Place a gentle hand on the back of the child that needs help settling down.
 - Avoid conversations.
- Model appropriate social behavior.

Exploration Time

- Facilitate activities.
- For ideas on how to support a child in this area, please refer to F.R.I.E.N.D.

Group Time

- Assist and participate.

Snack Time

- Facilitate snack and follow protocol.
- Wait until all the children are in attendance before children begin.
- Pass the items around the table, let the children help themselves.
- Children pour their own drink, clean up their own spills, they throw away their trash.
- Please serve yourself some food too.
- Have pleasant child-directed conversation during mealtimes.

Gross Motor Time

- Supervise areas as earlier.
- Approximately 10 minutes prior to goodbye, begin putting boat, teeter totter, picnic tables, back on patio.
- Activities on the red table are placed inside the building in the Block Room.
- Meet briefly with teacher for feedback time prior to leaving.
- Sign out.

Suggestions for the Block Room Parent

Support a child's need to:

- **Communicate** – Rather than praising a child's construction, stimulate conversation by asking open-ended questions about their buildings.
- **Find Independence** – Offer help in finding materials they may need for play. Withdraw your participation as children engage in play alone or with one another.
- **Problem solving at the swings** – Begin by prompting the swinging children to focus on the face of the waiting child. Ask out loud who is ready to give a turn to the child.

MANIPULATIVE ROOM PARENT

Set Up Time

- Sign in.
- Find out from Teacher what activity is in Manipulative Room and theme idea for Dramatic Area.
- Go outside and remove sandbox cover, get out sand toy bins.
- Get out play dough, bring teeter totter & boat off patio.

Outside Time

- Supervise sand box area, jeep, diggers, and monkey bars.

Circle Time

- Assist and participate.
 - Place a gentle hand on the back of the child that needs help settling down.
 - Avoid conversations.
- Model appropriate social behavior.

Exploration Time

- Facilitate Manipulative activities.
- Supervise Dramatics/Dress-up area, and writing table.
- For ideas on how to support a child in this area, please refer to F.R.I.E.N.D.

Group Time

- Assist and participate.

Snack Time

- Facilitate snack and follow protocol.
- Wait until all the children are in attendance before children begin.
- Pass the items around the table, let the children help themselves.
- Children pour their own drink, clean up their own spills, they throw away their trash.
- Please serve yourself some food too.
- Have pleasant child-directed conversation during mealtimes.

Gross Motor Time

- Supervise areas as earlier.
- Approximately 10 minutes prior to goodbye, begin having children assist in picking up sand toys.
- Store bins on porch, cover sandbox with orange mesh, return teeter totter and boat to patio, put away play dough.
- Briefly meet with teacher for feedback time prior to leaving.
- Sign out.

Suggestions for the Manipulative Room Parent

Support a child's need to:

- **Pretend** – Allow a child to direct you in her play. For example, follow her lead if she wants you to act as a customer in her restaurant. Watch her choose dolls, costumes, foods, and create her own stories. Play a role in her stories/play if she chooses, or simply observe and be available.
- **Have turns** - Use waiting list and timer. Say out loud that there are children waiting for a turn to play in the room. Talk to children and together set a certain amount of time to finish their play. This will allow the waiting children to have the opportunity to play in the room. Explain that he/she can do another activity and then come back later.
- **Choose** – Facilitate craft activity by allowing children to choose what types of materials they want to use, and how to use them, as long as they are not abusing them. Prompt hand washing afterward as needed.

ART KITCHEN PARENT

Set Up Time

- Sign in.
- Find out from Teacher the activity for the day in Art Kitchen and for easel.
- Set-up: easel, paints, paper, smocks on patio.

Outside Time

- Supervise patio area.
- Assist teacher with any materials preparation needed: cutting easel paper, etc.

Circle Time

- Assist and participate.
 - Place a gentle hand on the back of the child that needs help settling down.
 - Avoid conversations.
- Model appropriate social behavior.

Exploration Time

- Facilitate activities.
- For ideas on how to support a child in this area, please refer to F.R.I.E.N.D.

Group Time

- Clean tables in Manipulative Room with bleach water.
- Assist snack parent if needed in setting up tables.
- Assist and participate in group time.

Snack Time

- Facilitate snack and follow protocol.
- Wait until all the children are in attendance before children begin.
- Pass the items around the table, let the children help themselves.
- Children pour their own drink, clean up their own spills, they throw away their trash.
- Please serve yourself some food too.
- Have pleasant child-directed conversation during mealtimes.

Gross Motor Time

- Clean tables in Manipulative Room with bleach water.
- Vacuum Manipulative and Dramatic Play areas.
- Mop Art Kitchen and Children's Bathroom floors.
- Clean Children's Bathroom as needed.
- Bring paints in from easel. Save left over paint (put cap on paint pot). Wash brushes and materials as appropriate.
- Take out garbage from this side of building.
- Assist supervision outside when finished.
- Briefly meet with teacher for feedback time prior to leaving.
- Sign out.

Suggestions for the Art Kitchen Parent

Support a child's need to:

- **Create** – Allow a child to do as she wishes with the materials as long as she isn't abusing them.
 1. Colors
 2. Types of materials
 3. Amount of materials available (e.g. paint, glitter, dyes, more paper to begin another)
 4. Process (e.g. using both hands instead of a brush.)

- **Evaluate** – Instead of offering praise, ask questions or comment the child's work. For example, "why did you decide to use that color?" "Have you done this before?" "Will you tell me about this picture?" "I love that color of blue that you used."

- **Be Unique** – avoid making models or doing your own artwork.

DRESS UP ROOM PARENT

Set Up Time

- Sign in.
- Tidy up Dress up Room and get it ready for the day.

Outside Time

- Make yourself available for any area of the playground that needs support.
- Assist with children swinging if necessary.
 - Push as many times as the age of the child then encourage pumping.

Circle Time

- Assist and participate.
 - Place a gentle hand on the back of the child that needs help settling down.
 - Avoid conversations.
- Model appropriate social behavior.

Exploration Time

- Facilitate activities.

Group Time

- Assist and participate.

Snack Time

- Facilitate snack and follow protocol:
- Wait until all the children are in attendance before children begin.
- Pass the items around the table, let the children help themselves.
- Children pour their own drink, clean up their own spills, they throw away their trash.
- Please serve yourself some food too.
- Have pleasant child-directed conversation during mealtimes.

Gross Motor Time

- Vacuum all carpeted areas prior to going outside.
- Supervise areas as earlier.
- Assist parents and children in putting away activities.
- Meet briefly with teacher for feedback time prior to leaving.
- Sign out.

Suggestions for the Dress-Up Room Parent

Support a child's need to:

- **Pretend** – allow a child to direct you in her play. For example, follow her lead if she wants you to act as a customer in her restaurant. Watch her choose dolls, costumes, foods, and create her own stories. Play a role in her stories/play if she chooses, or simply observe and be available.
- **Have turns** - Use waiting list and timer. Say out loud that there are children waiting for a turn to play in the room. Talk to children and together set a certain amount of time to finish their play. This will allow the waiting children to have the opportunity to play in the room. Explain that he/she can do another activity and then come back later.

LIBRARY/CURRICULUM SUPPORT PARENT

Set Up Time

- Sign in.
- Put away children's finished activities in their cubbies.

Outside Time

- Make yourself available for any area of the playground that needs support.
- Assist with children swinging if necessary.
 - Push as many times as the age of the child then encourage pumping.

Circle Time

- Check with teacher if needed to work in curriculum preparation.
- Assist and participate.
 - Place a gentle hand on the back of the child that needs help settling down.
 - Avoid conversations.
- Model appropriate social behavior.

Exploration Time

- Support children in the library.

Group Time

- Check with teacher if needed to work in curriculum preparation.
- Assist and participate.

Snack Time

- Facilitate snack and follow protocol:
- Wait until all the children are in attendance before children begin.
- Pass the items around the table, let the children help themselves.
- Children pour their own drink, clean up their own spills, they throw away their trash.
- Please serve yourself some food too.
- Have pleasant child-directed conversation during mealtimes.

Gross Motor Time

- Assist parents and children in putting away activities.
- Meet briefly with teacher for feedback time prior to leaving.
- Sign out.

Suggestions for the Library /Curriculum Support Parent

Talk to the children about:

Book Parts: front cover, back cover, spine of the book, author, illustrator.

Point out that you start reading at the front of the book.

Emphasize that words are read from left to right. Point to the words as you read them.

SNACK TIME PROTOCOL

Snack Time is learning time too!!

- A time to practice social skills
 - Turn taking,
 - Table manners, etc.
- A time to gain new self-help skills and self esteem
- A time to explore new foods, tastes, textures, smells
- A time to enhance fine motor coordination
- A time to practice sequencing and problem solving skills

To facilitate these developmental areas, working parents can/should:

- Model socially appropriate behavior and conversational skills
- Have child find their name on their name card and put it away in the folder on the wall prior to sitting
- Allow children to serve themselves—pour own beverage, use tongs to take food,
- Encourage turn taking and passing items on
- Encourage idea that waiting until all are served to eat is polite/friendly/etc.
- Encourage “please” and “thank you”
- Encourage child to ask to be excused from the table
- Encourage child to throw own garbage away when done eating

Remember that these are not hard and fast “rules” so much as guidelines. For many children, this may be the first time they are experiencing these kinds of guidelines and need our gentle encouragement and reminders.

Some snack ideas: Be creative, but here are some basic ideas”

- **Fruit**
- **Vegetables/vegetable sticks**
- **Cheese**
- **Peanut butter**
- **Raisins**
- **100% fruit juice, milk, water**

Hand Washing Protocol

Prior to sitting at their assigned place at a table, all children are expected to wash their hands. This is facilitated by working parents at the Snack Kitchen sink and at the Children’s Bathroom sink. A working parent should be supervising to ensure that the children wet hands, put soap in hands, scrub for approximately 30 seconds and rinse well. The scrubbing duration can be assisted by singing a song, i.e. ABC’s, etc. Encourage children to scrub between fingers, palms, and back of hands.

DISCIPLINE PHILOSOPHY/GUIDELINES

The philosophy of the RCPA is that the goal of discipline is to help children build their own self control. Thus, discipline is seen as an opportunity to teach and guide appropriate behaviors.

Noted below are the many tools that working parents may use, however, a **“time-out” is not one of them.**

What working-parents can do:

- State the rules
- Remind children of the rules
 - “The rule is children must go down the slide.”
- Tell children what to do, rather than “No”
 - “Walk inside the preschool” vs. “No running” or “Don’t run”
- Offer choices
 - “It’s time to go inside, would you like to run or skip to the building?”
- Distract to other activities--redirection
 - “Did you know that they are making a volcano in the Science Room? Why don’t you go check it out?”
- Help children to see consequences of their actions, give information
 - “What do you think will happen if...?”
 - “Did you know that play dough dries out and is ruined if nobody puts it away?”
- Encourage children to use words, talk issues out with one another, discuss feelings
 - “Joe, tell Jane how it made you feel when she took that toy from you.”
 - “Jane, what could you say to Joe in order to get a turn with that toy?”
- Describe how their behavior makes you feel
 - “It makes me feel sad when I see that friends aren’t sharing.”
- Validate child’s feeling but not their behavior
 - “I can see that you are frustrated but, I cannot let you throw toys.”
- Enlist the help of the teacher
- Facilitate steps for the children to resolve their own problems (refer to F.R.I.E.N.D.)
- **When children are involved in a physical conflict the Teacher-Director will facilitate strategies.**
- And always...ROLE MODEL appropriate behavior...kindness, respect, use of words, turn-talking, sharing, etc.

A few last reminders:

When at preschool, attempt to use these strategies with your own child as well if needed. This is both for licensing purposes and for consistency...the other children are watching!

Avoid judgment – Children misbehave for a variety of reasons that we may or may not be aware of. It is the behavior that we disapprove of, not the child.

Refrain from discussing any child in front of other children or parents, **including your own! Discussing children/issues should be between the parent involved and the Teacher-Director ONLY.** Concerns should be discussed with the Teacher-Director. Persistent issues can be taken to the Executive Board for discussion.

F.R.I.E.N.D.

Steps and Sample Phrases for Supporting Children in Resolving Conflicts

Face-to-face. Place yourself between children and get on their eye level. Speak calmly and respond in a gentle manner.

Recognition. “You look very angry.”

Inquire. “I want each of you to tell me what happened.

Echo. “John you are saying that Chris took the tricycle away from you.” “Chris you are saying that John doesn’t want to share the tricycle with you.”

Negotiate. “John wants to let you ride the tricycle for 10 minutes, and then he can ride it for 10 minutes.

Down time. “Great! You solved the problem.” Follow up to make sure the problem has been solved.

DO'S AND DON'TS

DO'S

1. Be prepared to effectively carry out your assignment with as much advance preparation as is necessary.
2. Offer a minimum amount of directions as children use materials.
3. State directions or suggestions in a positive rather than a negative way. Think in terms of what children can do, rather than what they cannot do.
4. Label paintings, etc., and write child's comments on them when appropriate.
5. Be ready to accept rejection if the material you offer is not interesting to the children at the time.
6. Offer physical support when encouragement seems needed.
7. Sometimes act as a temporary leader but withdraw as the children enter into play.
8. When supervising any type of play or routine, be aware of what every child is doing every minute.
9. Watch for fatigue and restlessness and re-direct children when desirable. Foresee the results of behavior.
10. Stay at any station until you have been relieved by another parent.
11. Encourage children to participate in "clean up" time.
12. When problems arise try not to become tense or worried. You will be more successful when you are relaxed and good-natured.
13. Learn the names of the children, the daily schedule and where things are kept so that you will become increasingly useful as a staff member.
14. Always say "good-bye" to your child when dropping them off at school.

DON'T'S

1. Never stand with your back to the children in your area when you are responsible.
2. Never become absorbed in conversation with other adults while supervising activities.
3. Do not leave the children who are under your supervision without informing another adult who can cover for you.
4. Never tease, ridicule or humiliate a child.
5. Do not encourage competition.
6. Do not compare children.
7. Never discuss a child with another adult when he or other children may hear you.
8. Do not take it out on the children if you are nervous, worried or ill. Be honest about your emotions.
9. Do not lose your sense of humor.
10. Avoid making models for the children in an art medium unless directed to do so by the director. Encourage creativity.
11. Avoid interfering with another adult-child situation unless your help is needed.
12. Do not discuss other adults, the preschool program, or the director when children can hear you at school or at home (revised 8/03)

YARD RULES

RULE OF FOUR: Try to limit the number of children at various equipment or activities to four. Instate use of a “waiting list” and be sure to follow through with that list, if more children want to join.

1. One way traffic only on the slide. Children must go feet first. Children should not be holding anything while on the slide. No gymnastics on the slide platform. Only one child on the platform at a time, and no climbing on supports.
2. Sand stays in the sandbox. No throwing of sand.
3. Only one child on the tree house ladder at a time. No shoving allowed in the tree house. Feet must stay on the floor. Limit number of children in the tree house to two. No jumping off of tree house platform.
4. Children may climb the trees but not the fences. Children climbing trees must be capable of doing so from the ground up without any assistance. Parents should not lift children up onto any equipment!!!
5. No climbing on the porch railings or outside cupboards.
6. When swinging, push child as many pushes as years old, only to get started. Encourage learning to pump. Please, no underdog.
7. No throwing of rocks or pebbles. Nothing is to be thrown from high places such as tree house or any climbing apparatus. No sharp sticks.
8. No “saving” swings, slides and tricycles (unless the child has to go to the bathroom-the adult may save the equipment)
9. Children are expected to “share” reasonably. When a child wants a turn with an item that another child is using, suggesting “Can Bobby play with that when you’re through with it?” is helpful. You may need to set a time limit and warn the possessor when time is about over.
10. Wheel toys are to be used on paths provided and are not to be taken past the corner of the building.
11. Children who want to do gymnastic “tricks” should be directed to the horizontal bars.
12. Children should use both hands when climbing. Watch for strings on clothing that could get caught on equipment.

13. If you discover an unsafe condition (broken glass), fix it if you can (pick it up); report it to the director if you cannot. Broken glass is just one example. There will be many more. Remember this school is ours, if we don't clean it/fix it, no one else will.
14. No gum chewing by adults or children.
15. Tools stay at the woodworking bench. All articles constructed at the woodworking bench shall be no more than two feet in any direction. No sharp points to be allowed on articles constructed and nails are to be bent over if protruding. Articles go into lockers immediately.

EMERGENCY POLICIES & PROCEDURES

If there is a need to relocate, children, parents, and teachers will go to the YMCA on Court Street (8/2007).

Fire

- Parents in each area will clear the area near them, leaving the building by the nearest safe exit
- Children and parents will regroup at the baseball field in the back of the school yard (out of the way of fire or other emergency vehicles).
- Either go out the back door and/or back gate or out the front doors and walk around following the fence.
- Snack Kitchen Parent will call to report the emergency.
- Science Parent will take the first aid kit.
- Teacher is the last one to leave the building. She/he will grab the binder that includes the roll sheet to be used to check off children. The teacher will also check the building.

Earthquake

- In case of earthquake or other disaster without warning, children will follow the lead of the parent and teacher by getting down on the floor and hiding head under arms or under the table where available, until danger is passed.

Lockdown at the High School

- High School Security Guard will notify the teacher/director of a high school lockdown.
- Director/teacher will assign a parent to lock the back doors and porch gate and another parent to lock the front doors.
- Children, parents and teacher/director will assemble in the block room at all times during the duration of the lockdown.
- Curtains will be drawn in the block room for the duration of the lockdown.
- Teacher-Director will grab the binder that includes the roll sheet to be used to check of children. The teacher will also check the building and join everybody in the block room.

- Parents will be notified of the lockdown

(August 2007)

Snow Days

In case of snow days, the phone tree will be activated to inform families of class cancellations.

EXCLUSION POLICY

Control of communicable illness among the children is a prime concern. Policies and guidelines related to outbreaks of communicable illness in this center have been developed with the help of the health department and local nurses and doctors. In order to protect the entire group of children, as well as your own child, we ask that parents assist us by keeping sick children at home if they have experienced any of the following symptoms *within the past 24 hours*:

- A fever over 100 degree F orally, or 99 degree F under the arm.
- Signs of a newly developing cold (sore throat with fever) or uncontrollable coughing.
- Diarrhea (runny, watery or blood stools), vomiting (2 or more episodes in a 24 hour period), or an upset stomach.
- Unusual or unexplained loss of appetite, fatigue, irritability, or headache.
- Any discharge or drainage from eyes, nose, ears, or open sores

Children who become ill with any of these symptoms will be returned home. We appreciate your cooperation with this policy. If you have any questions about whether or not your child is well enough to attend school, please call the preschool *before* bringing your child.

EXPOSURE LETTER

DATE _____

DEAR PARENTS:

ON _____ your child was exposed to:

() CHICKEN POX – check your child for symptoms for 2-3 weeks after exposure. Typical course of illness is fever and irritability for 24 hours, then blisters, which get crusts on them. Child will be excluded until blisters are dry and scabbed over.

() CONJUNCTIVITIS – symptoms include irritated, tearing eyes, swollen lids, yellow discharge. Discharge will be lumpy. Check child for 24 -72 hours after exposure. Child will be excluded from the center for 72 hours.

() HEAD LICE – Check all family members and close contacts for two weeks for tiny, white egg shaped objects. Consult your health care professional for treatment. Child can return to the center after shampooing with a medicated shampoo for head lice.

() STREP THROAT – symptoms include red, irritated throat, fever, and irritability. Consult physician for treatment. Child may return to the center 12 hours after fever is back to normal.

() Additional items which are common to your setting (colds, flu, fevers, diarrhea, etc.)

()

()

()

Redding Cooperative Preschool
658 Mary Street
Redding, CA 96001
(530) 241-4355

ACCIDENT REPORT

Child's Name/Address

Month/Day/Year of Accident

Time of Accident

Parent's Name

Time Notified

Location of Accident

Explanation of Accident: _____

Person Filing Report _____
Witness to Accident _____
Witness to Accident _____

Treatment: _____

Seen by Physician? ___ Yes ___ No If yes, Name _____

Name of Hospital _____
Statement by Physician _____

Date Child returned to School _____
Month/date/year

Directors' Signature

Witness Signature

Witness Signature

JOB DESCRIPTIONS

Elected Officers (Voting Positions)

President- The president presides at all meetings, appoints committees, fills vacancies in office with the advice and consent of the Executive Board, coordinates the activities of the Parents' Association and performs the usual functions of the office. The president will have no vote except in case of a tie vote, when the deciding vote will be cast.

Vice-President/Membership- The vice-president/membership acts as an aide to the president and performs the duties of the president in the absence of that officer. This officer is responsible for contacts with prospective new members, distributes preschool membership applications, and explains the preschool program and membership requirements to interested parents.

Secretary- The secretary takes minutes of the general and executive meetings, handles all correspondence, gives notices of meetings and performs the usual functions of the office. This officer has custody of papers belonging to the association not held by any other officer. Whenever an amendment is made to any of these papers, it should be immediately entered with reference to the date and page of the minutes where it is recorded.

Treasurer- The treasurer handles all the incoming and outgoing monies, keeps a record of all financial transactions, prepares an annual budget and quarterly financial reports, signs all checks, holds an audit at the end of the school year (along with two other board members), files necessary tax returns (see treasurer's notebook), and performs the usual functions of the office.

Participation & Records - Is responsible for keeping attendance records for participation days; both parent meetings and preschool days. Periodically notifies members of their participation status. Keeps records of work party attendance, completed work projects, committee involvement, T.B. tests, and handbook assignments. Periodically notifies membership of status. Checks to be sure requirements are completed by the end of the year.

Non-Elected Job Descriptions

The following descriptions are of committees used in prior years, it is up to the incoming Executive Board to decide on which committees will be needed during the school year.

Scholastic Book Club – Coordinated the Scholastic Book orders on a monthly basis, which includes, receiving and distributing book order forms, collecting orders and money, placing orders, receiving and distributing orders to families. Works with the Teacher-Director to manage the schools account.

Purchasing- Purchases supplies (cups, plates, napkins, etc.) and special items needed by the preschool. Submits receipts to the Treasurer for reimbursement and record keeping.

Housekeeping- Coordinates cleaning projects (beginning of the year, mid-year, and end of year) and special projects as necessary. Responsible for weekly laundry and play dough list (two people)

Enrichment/Field Trips--Researches ideas for field trips and outings, and coordinates all field trips taken by the preschool. Is responsible for ordering t-shirts.

Grant Writer- Researches and pursues grants for the preschool. Works with the School District on this joint venture. At this time we are seeking grants for capital improvements.

Sponsorships- Responsible for soliciting businesses and organizations for donations to the preschool.

Summer playgroups/Mom's night out- Coordinate and setup summer play dates as well as mom's night out dates with the parent body and preschool children.

Science – Work and assist the teacher with the science curriculum.

Holiday Craft Fair Committee– An event where families create 10 or so small gifts (frames, magnets, bracelets, small dolls...with the children) to bring to our Co-op Craft Fair where children select and purchase hand-made items for their loved ones and friends. Children receive Co-op dollars and purchase items on display, wrap at a station, and have treats brought by families. Responsibilities include coordinating a date with the Teacher-Director, giving families ideas of goodies they could create, collecting goodies on specified date(s), setting up event at school, arranging helper schedule, and cleaning up. Arrange with Hospitality Chair for families to bring food to share and the school will provide drinks. Maybe coordinate with Publicity to create an invitation for extended family members.

Garage Sale Fundraiser Committee -- Responsible for choosing a date, securing a site, logistics of gathering items, planning parent work schedule for event, coordinating with publicity committee for advertising and flyers, set up, event day, clean up and getting

proceeds to treasurer. Coordinates with Secretary to write thank you notes to those who made the event possible. Coordinates with Publicity Chair to put notice in the paper indicating which businesses supported our preschool.

Children's Concert Committee – Responsible for coordinating a date with Shasta High Music Director, securing a venue, selecting music in conjunction with Teacher-Director, getting music to Shasta High Music Director, get parent help with costumes, event day, planning parent work schedule for event, day of event, clean up and transferring earnings to treasurer. . Coordinates with Secretary to write thank you notes to those who made the event possible. Coordinates with Publicity Chair to create and print flyers to put notice in the paper indicating which businesses supported our preschool.

Auction Fundraiser Committee – Responsible for securing a site, getting members to solicit businesses for monetary or service donations, asking members to create their own donations, organizing donations, and event day. Coordinates with Secretary to write thank you notes to those who made the event possible. Coordinates with Publicity Chair print and create flyers and to put notice in the paper indicating which businesses supported our preschool.

Publicity Chairperson -- Responsible for establishing contacts with media (Shasta Parent, Record Searchlight, Radio/TV stations) for RCPA special events (open house, fundraisers, concert, etc.). Also responsible for interface with community events, YMCA Healthy Kids Day, Marketfest, etc. Additionally responsible for supporting all events by advertising in appropriate media, creating flyers, putting notices in paper thanking contributing businesses for their support.

SCRIP Chairperson -- Responsible for various small fundraising opportunities. These include Holiday Market Scrip, Fleet Feet November percentage kickback for every purchase in the preschool's name, and Barnes and Noble RCP percentage kickback day, Angelo's pizza night, Great Lakes Script, etc. Go after any other small fundraising opportunities.

Hospitality Chairperson -- Responsible for overseeing monthly meeting and special events (open house, clean-ups, set-ups, etc.) by coordinating food and beverages at such events. Responsible for providing sign-up list in advance for food and beverages for meetings and events.

Responsible for reminding parents in timely manner if they have signed up to bring food and beverage. (By phone or e-mail or note in box)

Responsible for providing a Thank you to our guest speakers at monthly parent meetings.

Curriculum Support Chairperson -- Responsible for meeting with Teacher-Director regarding major themes and projects and purchasing relevant teaching supplies.

All curriculum support purchases require pre-approval by the Executive Board.

Needs to be able to keep track of all monies spent for the preschool, as the treasurer needs receipts for his/her records.

Dress-up Room Committee -- Responsible for changing monthly theme in dress-up room. Involves coordinating with Teacher-Director, brainstorming materials list, getting supplies, setting up room, maintaining room, and giving a brief description to parents on how room can be utilized. Some theme might include: grocery store, farm, community helpers, gift wrapping, nursery (baby), craft area with colored noodles, string, beads, clips, scissors, glue, etc., Jula theme, camping, flower shop, vet office, pizza restaurant.

If materials cannot be found at school or made, give list to curriculum support in timely manner.

Maintenance Chairperson -- With the help of the Teacher-Director and the membership, identifies all required building maintenance, inside and outside the preschool, and takes appropriate measures to ensure that they get done. These jobs are to be distinguished from cleaning jobs.

The “appropriate measures” usually depend upon whether the job needs to get done immediately such as replacing broken windows, repairing major leaks, unplugging the toilets and fixing electrical problems or anything that poses a danger to children or staff. Jobs that can be done later include interior and exterior painting, cleaning rain gutters, fixing leaky faucets, insulating, weather stripping etc.

When a job needs to be done immediately, the maintenance chair should either do it him/herself, get a qualified preschool person to do it or call in an outside tradesman to do it.

When a job can wait, the maintenance chairperson should write the job description on a list of maintenance jobs, which is posted in a bulletin board at the preschool. He/She should advise the membership as to the status of these jobs at parent meetings. He/She should encourage members to do these jobs. If the jobs are not completed after a reasonable period of time, the maintenance chair should ask the membership to vote funds for an outside tradesperson to do them.

The maintenance parent should have a good understanding of building maintenance so that he/she can identify jobs to be done. It is also desirable, though not necessary, he/she be willing and able to do some of these jobs him/herself so that the preschool does not have to pay outside tradespersons to do them.

The maintenance parent also provides a list of jobs for projects and coordinates with the president for building portion of the work parties (beginning of the year, mid-year, end year/close) Asks/assigns members to do a specific project.

Cookie Dough Fundraiser-- Responsible for the initial contact with LJ Fundraising to set up the cookie dough fundraiser. Sends out the cookie dough fundraiser letter (which details the amount of required sales, information on the product, selling period, date monies are due, pick-up date, etc.), sales sheets, collects money, places order, and organizes the distribution of cookie dough.

Newsletter Editor -- Responsible for monthly RCP newsletter, *Playmates*, which has included: President's Pen, Reading Hints, From the Mouths of Preschoolers, Calendar, Activity Ideas, parent education piece, and dates at a glance.

E-mail Chair -- Responsible for providing parents with weekly updates of activities, upcoming events, book bag check in, etc.

Librarian -- Responsible for RCP library check out system. Checks in and re-shelves books on a weekly basis or as needed. Contacts parents if they have forgotten to return books. Assists the Teacher-Director in library management, such as changing the books to go with the themes throughout the year.

Raising a Reader Chairperson -- Responsible for the Raising a Reader (RAR) Program at RCP. Makes class lists for RAR bag check out. Marks who checks out which bag on list. Organizes bags in order in box. Two weeks later, checks bags in and prepares them for check out. Contacts parents of missing bags.

Historian/Memory Book Committee -- Keeps a pictorial and written record of school activities throughout the year. Creates a snap-shop album of year activities for school archives and creates Memory Books for each child recalling his/her Co-op year. Passes images off to the publicity committee if necessary.