



Seattle's Progressive Preschool Handbook

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TABLE OF CONTENTS

Table of Contents

ABOUT SPP	4
MISSION AND VISION	4
PHILOSOPHY	4
WHAT IS CO-OP?	4
HISTORY	4
CURRICULUM	5
ABOUT THE CLASSROOM TEACHERS AND PARENT EDUCATOR	5
BOARD OF DIRECTORS	7
FUNDRAISING	8
BEING A PARENT AT SPP	8
PARENT CONTRACT	8
CODE OF CONDUCT VIOLATIONS	9
MEMBER IN GOOD STANDING POLICY	10
DISMISSAL OF MEMBER FROM SPP	11
CO-OP JOBS	12
MONTHLY PARENT MEETINGS	13
PARENT EDUCATION	13
SCHOOL BUSINESS	13
COMMUNITY BUILDING	13
BEING A STUDENT AT SPP	14
DAILY ACTIVITIES	14
CLASS DETAILS	14
ATTIRE	15
OUTDOOR PLAY	15
IMAGINATIVE PLAY	15
HOLIDAYS	15
BIRTHDAYS	15
POLICIES & PROCEDURES	16
OPERATIONAL POLICIES	16
CLASSROOM POLICIES FOR STUDENTS	18
CLASSROOM POLICIES FOR WORKING ADULTS	20
FIELD TRIP POLICIES	23
SAFETY POLICIES	25
FINANCIAL POLICIES	27
OTHER POLICIES	28
ELECTIONS	28
WHO DO I TALK TO ABOUT	28
POLICIES FOR CLASSROOM TEACHERS	29

<u>APPENDIX A: 2018-19 SCHOOL YEAR CALENDAR</u>	<u>31</u>
--	------------------

<u>APPENDIX B – ADMINISTRATIVE JOB DESCRIPTIONS</u>	<u>32</u>
--	------------------

BOARD POSITIONS	32
------------------------	-----------

NON-BOARD POSITIONS	39
----------------------------	-----------

ABOUT SPP

MISSION AND VISION

Seattle's Progressive Preschool's mission is to provide a quality preschool community experience for families with children ages 1-5, emphasizing social and environmental justice as a building block for change.

Our mission is to create a strong network of families who champion a fair, just, and sustainable world and who inspire the communities around them.

PHILOSOPHY

Seattle's Progressive Preschool (SPP) believes that children of a very young age have an inherent sense of what is fair and what is not. SPP's curriculum is intended to nurture that nascent ability and teach children how to apply it to the world around them.

We seek to instill in our kids the understanding that they are capable of making a difference. In time, such awareness enables action and that action enables justice.

At SPP, children learn through play, have a fun introduction to structured and unstructured learning, develop respect for self and others, develop positive social skills (such as problem solving, cooperation, and decision making), gain independence, and develop language, cognitive, large and small motor skills.

At SPP, adults become part of a community where they improve their caregiving skills, leadership, and teaching skills. Together they build community, share ideas, and support the educational goals of all enrolled students.

WHAT IS CO-OP?

Cooperative preschools are unique institutions through which families come together to promote the growth of their children, themselves, and their communities.

Families do not just attend co-op, they ARE the co-op. We work together in the classroom, grow as caregivers, and teach our children, while expanding our community. Together we run the school; all functions of the school are either completed or managed by families in their co-op job capacity. Doing our co-op jobs diligently is critical to the health of SPP.

As caregivers in co-op, parents are also students through the Seattle Community Colleges, and the classroom is our lab. We learn to pursue the development of a child's physical, mental, social, and emotional needs. And at SPP, we learn to foster a child's sense of community, service, and respect for our environment.

HISTORY

Cooperative preschools were established in the Seattle Public Schools in 1940. Sometime after 1959, responsibility for overseeing cooperative preschools was transferred from the public school system to the Seattle Central Community College

Family Life Department, which continues to oversee and nurture these community-based institutions.

In 2009 Seattle parents Derek Stanley and Cynthia Rowland began planning a coop with a specific emphasis on social and environmental awareness and in 2010, Seattle's Progressive Preschool was born.

CURRICULUM

Seattle's Progressive Preschool embraces a play-based curriculum. Preschool children learn many social skills, such as sharing, taking turns, and conflict resolution, through play. These skills are critical to their educational success. Children who master these skills before kindergarten entry are able to focus on the increasingly academic nature of the early elementary school curriculum.

This play-based curriculum is balanced with more structured activities, giving children a good balance of educational approaches. An emergent curriculum approach builds on the children's interests to reinforce ideas and make connections across different projects.

SPP's goal is to give children a positive first experience with school, fostering a love of learning. Activities also help to develop independence and self-esteem, social skills, and cognitive, large and fine motor skills, all while fostering a commitment to social justice and the environment.

ABOUT THE CLASSROOM TEACHERS AND PARENT EDUCATOR

Maggie Darlow – Samaras Classroom Teacher

Teacher Maggie has been working with young children for over 20 years. Her first experience with co-op preschool was as a parent when her oldest child was two years old. She loved it so much, she decided to center her career around co-op! She appreciates the connections and opportunities that co-op gives to kids and adults.

Prior to her work in preschool, Maggie had a career in biological sciences. She uses her love of science to foster inquisitive and creative problem solving in children. Teacher Maggie sees her main role as teacher as helping children develop their ability to name and manage their emotions and create meaningful connections with their peers and community. She also brings these values with her when she volunteers at many local nonprofits.

When she has time to herself, Maggie loves knitting, going for long walks and runs, and reading.

Jennifer Mayton – Sprouts Classroom Teacher

Teacher Jennifer has been working and caring for children aged birth to 17 for the last 20 years, in a wide variety of settings. Her teaching style focuses on a child led

classroom, and she loves the coop model of teaching and learning as it provides an ideal environment for children to lead and explore with adults as their assistants, and guides when needed. Jennifer loves to be silly and taps into a childlike state-of-being to connect with children - she finds this lends itself well to the principles of teaching the whole child. By utilizing the practices of emotion coaching and emergent curriculum she believes the classroom can become a magical place where big learning happens in a subtle and authentic way. She sees children as capable people ready to contribute to the world around them and aims to have the classroom be a supportive and loving place where the inherent potential of each child is encouraged to bloom and grow.

In accordance with her history with SPP, Teacher Jennifer has a strong commitment to work in the areas of social justice and environmental stewardship. She sees the social and emotional development of children as a pathway to progress for the many issues of our day. She holds a Bachelor's of Science degree in Environmental Sciences and believes strongly that through play outdoors and the incorporation of lessons from nature we can teach our children about the importance and beauty of diversity and inclusion not just in the natural world, but in all living things. She also has a background of working with people of differing abilities and loves to embrace, celebrate and investigate the many ways that our minds can process information. Keeping a growth mindset is important to her and because she strives to live what she teaches, she is constantly trying to learn more and know better--one of her favorite quotes is: "Do the best you can until you know better. Then when you know better, do better" - Maya Angelou

Teacher Jennifer is also the mama to two lovely, lively kids aged 4 and 6, caregiver to her brother who experiences life through the lens of Autism, and is partnered with a devoted mate. She loves going camping, getting out on her bike, and is in the process of learning to play the guitar.

Nur Greene - Seedlings Classroom Teacher

Teacher Nur is has been working with preschool age children on and off since she was a teenager, and joined us at SPP in 2016. She offers children the chance to enjoy self-directed play and exploration as a means of developing their cognitive abilities and cultivating their own styles of self-discipline. Her approach is to facilitate learning based on the child's interests, expanding upon them as a class and individually through materials and fun activities. Teacher Nur provides a playful environment that allows children to be guided by their natural curiosity. Through movement, song, and theatre she hopes to weave an understanding of our world and our communities into something stimulating and developmentally appropriate. Social

justice issues are an important part of her life and she seeks to share what wisdom she has gained, so that children can become aware of the choices we as a community are making and how it affects us all, apple, animal, and city. She believes in the power of experience to educate youth and wants to shower them with experiences that broaden their world view from the tiny seed they are, into the shady tree they are becoming. Her personal philosophy includes an appreciation of those difficult moments that need extra problem solving, and that through struggle children do some of their most awesome developmental work. Through love and acceptance she strives to create a warm, honest, and respectful classroom.

Teacher Nur loves to learn just about anything and is excited to share that love of learning with others. No matter what differences in each child, she believes each brain, each body, each mind and heart are important masterpieces-in-progress. She hopes to encourage confidence in their creative expression. She feels that when we feel safe, loved, and honored for who we are, we can all be in a place of progress.

Teacher Nur is also a performance artist who uses movement & media to invoke a sense of healing in others.

Ximena Grollmus - Parent Educator

Ximena is from Concepción, Chile, but moved to Seattle on 1997. In Chile, she worked as a teacher for 7 years. Later in Seattle, she went to graduate school at the University of Washington in the School Psychology department and became a School Counselor. After graduating Ximena spent some time raising her 2 children (now 15 and 12), and dedicated time to study more about Adlerian psychology and Positive Discipline. When she started working again, she was providing counseling services to children and their families in a local counseling agency. Later, she worked as a therapist doing FPS (Family Preservation Services) with families that have been reported to CPS. Ximena started teaching parenting classes in 2008 and became a certified PD trainer on 2012. Since then Ximena has been training people in Chile, Mexico, Costa Rica and Seattle area. She has worked with groups of parents from different cultures, in different countries, and with teachers and school personnel from the big Seattle area. The work with parents is one of her passions. Ximena says, "The positive changes that I see families experiencing when they take small steps toward change gives me a lot of satisfaction."

BOARD OF DIRECTORS

The Board serves as the leadership and the problem-solving resource for the co-op. The Board officers recommend actions to the co-op membership on policy issues and financial matters, oversee the hiring and supervision of the Classroom Teachers, set the school calendar, administer scholarships, and address grievances. Serving on the Board offers families a pathway to greatly impact their child's early education.

The Board consists of elected officers, the Classroom Teacher(s), and the Parent Educator. The Board election takes place at the Spring All School meeting for the following school year.

The Board of Directors meets once a month, or more frequently as needed. The Chair presides over the meetings. All co-op members are welcome at Board meetings, although only Board members vote on issues before the Board. Classroom Teachers and the Parent Educator are non-voting members of the Board.

FUNDRAISING

Approximately 30% of our annual income comes from fundraising and 70% comes from tuition and fees. Therefore, fundraising is a critical part of co-op. It is especially crucial to our social justice mission that we keep tuition affordable.

All families are required to help with fundraising efforts by donating their time, but families are not required to contribute financially. Fundraising efforts will occur throughout the year and require participation from all families to succeed.

BEING A PARENT AT SPP

PARENT CONTRACT

As a member of SPP you agree and are expected to:

1. Read the handbook and familiarize yourself with its contents.
2. Adhere to all the policies outlined in the handbook.
3. Support our school's efforts to welcome classes that feature and value diversity in socioeconomic status, race, color, national or ethnic origin, creed, gender, gender identity, sexual orientation, and disability.
4. Cooperate with the Classroom Teachers and the other parents to uphold the mission, vision, and philosophy of the school, as outlined in the beginning of the handbook and supported by the material offered in the parent education meetings.
5. Contribute ideas for classroom and/or community projects that support the themes of social and environmental awareness.
6. Work your assigned shifts in the classroom as an assistant teacher. If you must miss an assigned shift, find a substitute and update the schedule.
7. Provide a healthful snack for the class when it is your turn, adhering to the class's critical allergy list.
8. Attend monthly parent education meetings to discuss child development, children, parenting, and classroom issues.
9. Hold and conscientiously perform duties of your family's assigned co-op job for the school year.
10. Help with Fall Setup, Summer Cleanup, and other scheduled work parties.

11. Pay tuition by the first day of each month. (If you cannot pay on time, make arrangements in advance with the Treasurer.)
12. Participate in all fundraising events in the form of labor and/or financial support.
13. Complete the required safety training and support the health and safety guidelines as outlined in the Risk Management Manual.
14. Complete a health statement and Certificate of Immunization Status for your child before the first day of school, and sign medical release and permission forms.
15. Ensure that your child attends school in good health and inform your teacher and the safety coordinator if your child has a contagious disease.
16. Treat the other individuals at the school with kindness and respect.
17. Make efforts to communicate grievances through proper methods within the school and show willingness to problem-solve strategies for successful resolutions of issues.

A co-op thrives when all its members contribute their ideas, energy and efforts. If a family is not meeting one or more of these expectations, they will receive notification that their good-standing status is in jeopardy, and will need to work with a Board member and/or the SPP community to rectify the identified problem. If the issue remains unresolved, continues to be repeated, or if additional expectations are not being met, the family may be asked to leave the SPP community.

CODE OF CONDUCT VIOLATIONS

At SPP, we strive to foster a welcoming and safe classroom environment where parents work in co-operation with each other and the teachers. All members need to be respectful of each other and cooperate to resolve any conflicts. Any of the following actions by adults can be considered unwarranted behavior, thereby jeopardizing good standing and potentially membership in SPP:

A pattern of:

- Name-calling, insinuations, ultimatums, threats and attacks on character (whether verbal or written).
- Unwanted physical contact.
- Any communication that would be perceived by a neutral third party as being intimidating, offensive, disrespectful, aggressive, rude or embarrassing to another person associated with SPP.
- Disruptive interference with the learning environment.
- Refusal to enter into the Grievance Process or Membership in Good standing process.
- Failure to honor the confidentiality of sensitive or personal information.
- Failure to treat any child with kindness, encouragement, and respect.

MEMBER IN GOOD STANDING POLICY

Good Standing Definition: All family members are expected to fulfill their responsibilities as detailed in the SPP Parent Contract and Hand Book. A member is assumed to be in Good Standing unless there is documentation of failure to meet the responsibilities detailed in the SPP Parent Contract and Handbook.

The Class Representative, the Treasurer, the Registrar, or other member holding a position to which a member's participation is accountable will be responsible for providing any necessary initial feedback regarding behavior that is not consistent with good standing policy. If a pattern of behavior has developed, these same board members are responsible for reporting the situation to the executive committee and acquiring proper documentation of issue. The board will continue to maintain privacy during this process by keeping the discussion limited to the executive committee and the board members relevant to overseeing the responsibilities involved.

Documentation of failure to meet the responsibilities detailed in the SPP Parent Contract and Handbook, will be provided by the reporting Board Member or other member in the form(s) of, but not limited to:

- Parent and all-school meeting attendance records (from Class Rep)
- Records of missed classroom workdays or late arrival on workdays (from Teachers and/or Class Rep)
- Records of missed tuition payments (from Treasurer or Assistant Treasurer)
- Missing required school forms (from the Registrar and/or Safety Coordinator)
- Notes or records representing failure to perform school job or failure to participate on assigned committees (from Jobs Coordinator/Class Rep).
- Several attempts (2 or more) at communication with no response (from any Board Member)
- Several examples (2 or more) of non-compliance to philosophy, policies, and feedback (from Teacher, in written form)
- Code of Conduct violation reported by a Co-Op member per the Grievance Procedure.

In the event a member fails to meet her/his responsibilities as outlined in the SPP Parent Contract and Handbook the following protocol will be followed:

Step 1:

The appropriate Board member will:

- Speak with the member. For example, if the member has not been performing his or her school job, the Class Rep can initiate a discussion.
- Outline and agree, in writing, to the necessary steps to return to “Member in Good Standing” status by a defined date. A standard email template will be used for this communication.
- Notify the Executive Committee of the situation: A copy of the above email must be sent to the Executive committee along with documentation of the questioned behavior.

Step 2:

If the situation is not resolved by the agreed upon date, the appropriate Board member should take the following steps:

- Call a meeting with him or herself, the member, and one or more members of the Executive Committee to outline measures to return to “Member in Good Standing” status by a defined date.
- All parties present must sign the agreement to above measures and determine a follow-up meeting Date. (Use template Agreement)
- The member is officially notified that failure to comply with the agreed upon measures may result in dismissal from SPP by the Board via a Board vote.
- Based on the severity of the situation, the board member may request that the executive committee move straight to Step 3.

Step 3:

If there is insufficient improvement by the agreed upon date, the Executive Committee will determine if the member has failed to return to “Good Standing.” If that determination is reached, the Executive Committee may choose to bring the dismissal of the member to a Board vote.

DISMISSAL OF MEMBER FROM SPP

Membership may be terminated by a majority vote of the Board of Directors for patterns of behavior including:

1. Failure of a member to participate in his/her share of Co-Operative duties as outlined in the SPP Parent Contract and Handbook.
2. Failure of a member to pay fees per SPP Parent Contract.
3. Code of Conduct violation.

The member in question will be notified in writing (standard template) that their membership has been terminated, or that the Board has determined an alternative plan that must be completed by a certain date and that will result in termination of membership if not completed.

CO-OP JOBS

With the exception of our Classroom Teachers and Parent Educator, enrolled families handle all aspects of running the school through their co-op jobs. Each family holds an administrative job in addition to working regularly in the classroom as an assistant teacher.

Administrative Coop Job

All families hold an administrative co-op job. Each job has individual responsibilities as well as committee responsibilities. Most co-op jobs will take 50-100 hours over the course of the school year. Each family is required to perform the duties of one co-op job, even if they have more than one child enrolled at the school. The jobs have a reporting structure as listed in each description (Appendix B). This reporting structure was developed to allow flow of information/transparency throughout the coop as well as backup coverage. All coop positions are expected to give regular monthly updates. All individual and committee reports will be shared.

All members are expected to document their work and conduct a training for the next person filling their role the following year. Board members will be required to attend monthly board meetings where they will participate in voting and give updates on their work. Board members will also be expected to attend a Fall & Spring Officer Forum conducted by SCC where they will meet and collaborate with coordinating positions from other coops.

Assistant Teacher (Classroom) Coop Job

In addition to individual administrative co-op jobs, all families work in the classroom as assistant teachers. Each working adult has a specific set of duties to perform during their shift to help the classroom run smoothly.

It is your responsibility to cover all of your assigned classroom shifts. Here is the golden rule of co-op: you are responsible for your scheduled shift. Communicate potential scheduling conflicts to the Class Rep as far in advance as possible. Last minute conflicts arise, but it is your responsibility to cover your shift (including when your child is sick). Try to be flexible when another family requests a trade – you may need that flexibility in return. Once a shift is traded, the new shift is your responsibility to cover in the event of a conflict.

Guidelines for assistant teachers:

- Arrive early so that you are ready to start working promptly at the start of class
- Carefully follow the instructions on the job lanyard assigned to you for the day.
- Keep your mobile phone off and put away during class. Using a phone as a camera is permissible, but it shouldn't stay out any longer than necessary.
- Encourage respect for other students, other adults, and classroom materials
- If a child's behavior is aggressive/intimidating, gently remove her or him from the situation

- Practice the emotion coaching skills modeled by the classroom teacher and acquired in parent education meetings
- Be positive and reassuring with the children
- Get down on the child's level to talk with her/him
- Avoid the use of the word "don't"; tell the child what he/she can do
- Whenever possible, be inquisitive rather than directive
- If you cannot make a scheduled shift, find someone to cover for you.
- Do not bring hot beverages into the classroom
- Do not come to the classroom impaired by substance use (i.e. medications, drugs, alcohol, or marijuana)
- Ask questions of the Classroom Teacher when you are unsure of how to handle a situation
- If the Classroom Teacher offers to help, always accept. (Please ask questions after class if the offer of help surprised you!)
- Keep adult conversation to an absolute minimum during class times. All adults in the classroom should be focused on the children.
- In the event of a planned or unplanned Classroom Teacher absence, the working parents scheduled for the day will work together to fill in.

MONTHLY PARENT MEETINGS

Monthly parent meetings are mandatory and serve three purposes: parent education, school business, and community building.

PARENT EDUCATION

One significant benefit of co-op is that it isn't just for the kids. We have a parent educator assigned to us from Central Seattle College to help us learn to be better parents. Parents are signed up for a college class on parenting. The professor is our parent educator, the parent education part of our parent meetings is the lecture component of the class, and the classroom is where the lab component of the class takes place.

SCHOOL BUSINESS

At each meeting the Classroom Teacher, Class Rep, Social Justice Mission Chair, and Green Mission Chair will provide updates and solicit input. And parents will have the opportunity to check in about challenges at home or in class with their child.

COMMUNITY BUILDING

An added benefit of the Parent Meetings is that we get to catch up with other co-op parents since our time in the classroom is necessarily focused on the kids.

BEING A STUDENT AT SPP

DAILY ACTIVITIES

In determining our daily schedule, our Classroom Teachers aim to balance activities between structured and unstructured, active and restful, teacher-directed and student-directed, etc. Our emergent curriculum allows the Classroom Teachers the flexibility to adjust the day’s plan to what will work best for the kids on a given day. Here’s a rough outline of what happens in each class:

Samaras	Sprouts	Seedlings
Children Arrive/Greeting	Children Arrive/Greeting	Children Arrive/Greeting
Welcome Circle	Free Play/Exploration	Free Play/Exploration
Snack	Clean up	Potty walk
Choice/Free Play	Circle/Music	Clean up
Outside play depending on time of year	Snack	Music/dance
Closing Circle	Outside Play	Snack
Goodbyes	Closing Circle	Story Time/Discussion
	Goodbyes	Outside Play
		Closing Circle
		Goodbyes

CLASS DETAILS

	Age of Students*	Class Hours	Ratios
Samaras	1 by September 1	Mondays and/or Wednesdays for 1.25 hours from 4:15pm-5:30pm	We keep a 1:1 ratio of adults to students. SCC requires 1:2.
Sprouts	2 by September 1	Tuesdays and Thursdays for 2.5 hours from 9:00am - 11:30am	We are required by Seattle Central College to keep an adult to student ratio of 1:3
Seedlings	3 or 4 by September 1	Mondays, Wednesdays, and Fridays for 3.5 hours from 9:00am - 12:30pm	We start the year with an adult to student ratio of 1:3, and may move to 1:4 later in the year if the Classroom Teacher, the Parent Educator, and the class feel they are ready. SCC requires 1:5.

*Classroom teachers may make age exceptions on a case-by-case basis

ATTIRE

All children and working adults should be dressed for the expected weather and in clothes that may get dirty. If your child resists the coat/hat/rain boots or other weather essential, bring them in a bag that morning and let a working adult know that those items are in the child's cubby. Please leave a change of clothes (and diapers when applicable) in your child's locker.

OUTDOOR PLAY

As a general rule, and in support of our environmental mission, we have outdoor play for Sprouts and Seedlings *every day*, regardless of the weather. After all, you can't teach effectively about the environment without stepping out of a climate-controlled one.

IMAGINATIVE PLAY

SPP encourages dress-up and other imaginative play, as they are extremely positive indicators of executive function. We supply costumes and props that encourage positive values and avoid gender stereotypes (i.e., doctor's smock versus princess gown and tiara). Culturally diverse items are encouraged, though only when they accurately represent a culture rather than reduce it to a costumed stereotype.

HOLIDAYS

SPP's emergent curriculum is planned in a way that is reflective of children's needs and interests. The exact amount of time spent on holidays will vary. Individual decisions about which holidays to include will be made throughout the year. The decisions will be made at parent meetings collectively and collaboratively by the Classroom Teacher, Parent Educator, and co-op families.

General guidelines:

- (a) holidays should not take over the entire curriculum,
- (b) we are inclusive and strive to validate everyone,
- (c) we focus on the cultural rather than religious aspects of holidays,
- (d) no holiday is portrayed as more important than any other,
- (e) we do our own research and work to be culturally relevant,
- (f) we are careful to avoid stereotypes when presenting holiday information,
- (g) we address unfairness in holiday images and messages, and
- (h) we provide activities that are developmentally appropriate.

BIRTHDAYS

SPP encourages families to work with the Classroom Teacher to plan a special activity to recognize birthdays. As a class, you may opt to have a standard activity for each

child's birthday. Special birthday snacks should be restricted to a favorite *healthful* snack, rather than sweets.

POLICIES & PROCEDURES

The following policies are intended to ensure the safety of all co-op families, support the smooth operation of the co-op, and provide for a nurturing learning environment.

OPERATIONAL POLICIES

Leaves of Absence

Family Leave:

Family leave for a period of up to eight (8) weeks is available for any FMLA (Family & Medical Leave Act) qualifying event. This includes the birth and care of the newborn child of a family in the co-op, the adoption of a child, the care for an immediate family member with a serious health condition, or the inability to participate due to a serious health condition. During this time, you are not required to work in the classroom or to fulfill the duties of your coop job and your child may still attend class. You are responsible for finding coverage for your coop job if the leave is planned in advance, but if the leave is unexpected the school will handle coverage for you. To the extent possible, you should continue to attend monthly parent meetings.

Vacation Leave:

A voluntary absence of six (6) consecutive weeks will be permitted, provided that all working hours missed over the duration of the absence are made up, tuition payments continue to be made, and the family continues to do their co-op job or otherwise makes arrangements to ensure that the duties associated with their co-op job continue to be met. The Board may require that missed parent education meetings are otherwise addressed through reading materials or lecture attendance. 50% of the classroom shift make-up hours should be worked in advance of the absence. Voluntary absences longer than 6 consecutive weeks may require that the student withdraw from the class. Re-enrollment will be permitted on a space available basis. A second deposit will not be required upon re-enrollment. The Board may extend the period of absence allowed in exceptional circumstances.

Enrollment/Withdrawal Policies

Enrollment

Fall enrollment begins February 1st. During the first half of February, the Registrar accepts applications for the following school year from returning families. In mid-February, the Registrar begins accepting applications from new families.

All applications where the application fee is received on or before the first day of the opening of new family registration are considered together and evaluated based on the family's commitment to furthering the school's mission as demonstrated in their application and otherwise.

Prior to enrollment, each family must pay the required non-refundable registration fee and deposit.

Financial Aid Slots

An average of four spots in each class are reserved until April 15 for families of limited economic means. After April 15, these reserved spots, if unfilled, are available for general enrollment. In order to promote economic diversity, the Board may choose to extend the period these spots are reserved.

Waitlist

Once a given class is full, a waitlist will be established. Vacancies will be filled from the waitlist.

Priority

Applications received from returning families in good standing will have priority over applications received from new families.

Age Restrictions

Children must reach class age by September 1. Classroom teachers can make age exceptions on a case-by-case basis after observation of the child in the normally-assigned classroom. When a child is close to the cut-off, teachers will assess during the first few weeks of school to make sure they have been placed in the class that is the best fit for the child.

Multiple enrollments

Families enrolling more than one child receive a 10% discount for each additional child on tuition in the same priced or lower priced class. Full registration fees are required for each sibling.

If a parent has more than one child enrolled at the school, the scheduler(s) will work to create a reasonable classroom work schedule for that family.

Withdrawal

In the event that a family wishes to withdraw their child from SPP, the parent or legal guardian must give one month's written notice. Email notice to the Registrar is acceptable so long as there is confirmation of receipt from the Registrar. The registration fee and June deposit are not refunded, nor are they applied toward any tuition outstanding. Tuition must be paid through the child's departure date or 30 days after notice is given, whichever is later.

Where to park

During the school day, it's ok to park in the MLK/FAME parking lot. When attending parent meetings, board meetings, or other evening events at the school, please park on the street since the gates may be locked before the meeting is over, locking your car inside.

Weather Closures

If Seattle Public Schools (SPS) are closed due to inclement weather, we will also be closed.

If SPS delays morning classes by more than one hour, we will be closed.

If SPS has an early release of more than one hour due to snow, SPP afternoon classes will be cancelled.

If SPS is open but the Board deems it is dangerous to drive, families will be notified of our closure.

If in doubt, call a Board member. If you feel it is dangerous to drive, please stay home even if school is open. Days missed due to snow will not be made up.

CLASSROOM POLICIES FOR STUDENTS

Arrival

- 1) Please be on time. It can be an extra transitional challenge for a child to arrive when school is already in full swing.
- 2) Do not enter classroom until 5 minutes before class time.
- 3) Upon arrival help your child wash their hands.
- 4) Sign your child in (sign yourself in if you are working parent that day or planning to stay in the classroom).
- 5) Always make sure that the ratio of adults to children in the room meets or exceeds guidelines before leaving. (If it doesn't, stay until enough working adults arrive).

Departure

- 1) Please be on time (5-10 minutes prior to the class end time), and please note that your child can only be released to a person who you have designated as an authorized adult in your orientation paperwork.
- 2) Sign your child out
- 3) Always make sure that the ratio of adults to children in the room meets or exceeds guidelines before leaving. Two adults will need to stay in the room until ALL children have been signed out by an authorized adult.

Snack

Snack is served at every class. Families provide snacks on a rotating basis, with each family providing the snack for a week at a time. Please bring food for both the children and the adults. If you receive financial aid, you are also entitled to financial assistance for providing snack. Please communicate with any member of the Financial Aid Committee (Treasurer, Registrar, or Chair) to arrange this. As with financial aid, snack aid is kept confidential. Simple, healthful snacks are appropriate. Each class will develop an allergy list and discuss snack guidelines specific to their own class, but in general, we adhere to the following:

- SPP is a NUT FREE school
- Snacks should be simple, healthy, and easy to eat and to prepare without a large mess. Each snack should include at least one fresh fruit or vegetable option, one starch and one protein. This is healthy and supportive of our environmental mission.
- We allow but do not emphasize processed foods. We ask that families use a discerning eye in their purchases, avoiding any added sweeteners or artificial flavors.
- Any food containing a dangerous allergen for an SPP student is not allowed in any of the classes.
- Depending on the severity of allergies among your child's classmates, all preparation/assembly may need to take place at the school.
- Please discuss any food limitations, preferences (vegan/vegetarian for instance) or allergies that your child may have with the Teacher, Class Rep and the other parents in the class. Families of children with these limitations need to make a list of foods that are not okay and if there are any foods that are especially helpful for that child if there are a lot of limitations. Also, the family needs to store some back-up snack options at school labeled for their child ready at all times. If a family providing snack would like to bring something that is not an allergen but goes against another family's food preferences, they can provide a substitute and if that is not reasonable for them, they can contact that family at least one day ahead of time so that they can be sure to have an option in that food group category for their child. It is helpful to create an email group for the food allergy & preference families so that they can be contacted quickly with questions.
- Foods that present a choking hazard (such as grapes) should be cut into smaller pieces, particularly for the Samaras and Sprouts classes.
- Water bottles brought from home should be labeled, reusable containers with a spill-limiting cap. Children and adults must be seated at a table or on the picnic blanket during snack.

- Special birthday snacks if desired should be restricted to a favorite healthful snack, rather than sweets. Also, please coordinate with the snack family ahead of time so that they know additional foods are being brought in and can plan accordingly.

CLASSROOM POLICIES FOR WORKING ADULTS

Classroom Management

Follow the teacher's lead and request help if you aren't sure how to handle a situation that arises in class. Since we want to reinforce to the kids that the teachers are the authority in the classroom, defer to the teacher and ask questions as needed.

Positive Discipline and Intervention Policy

SPP follows a model of positive discipline. We strive to meet the needs of all children by offering them compassionate guidance in their conflicts. It is important that every child feel safe at SPP, which means that we must always hold space for each child. Instead of imposing our narratives on a situation and enforcing an adult solution, we come to a conflict with caring, curiosity, and support for the children. Important tools may include emotion coaching, relationship building, and encouraging problem-solving skills.

It is developmentally normal for children to hit, push, grab, or use other unwanted behaviors, especially before their verbal skills are well developed. Helping them learn alternative ways to react is a gradual process that starts with recognizing their feelings and needs. We never punish or shame.

Prevention is a key to minimizing conflict. In all classes, classroom assistants need to be monitoring the area they are near in case of possible conflicts. Proactively being with the children will help meet their needs before they turn to conflict, while remaining close and aware means an adult will be ready to intervene if needed. An adult can help children work through their feelings and figure out how to state their needs before they turn to acting out. When conflict has already begun, adults may need to act to keep a child safe by gently creating physical space or by using calm words such as "I can't let you do that."

To progress beyond these conflicts, children must be allowed to learn their own problem-solving. Sometimes, they may not need our intervention. At other times, they may need suggestions of words or the presence of a supportive adult to help them assert their feelings. We encourage them to stay with the situation and find a way to end it that feels good. Conflict can actually be an opportunity for children to learn a new way to connect and deepen their relationships.

We have provided resources on emotion coaching, limit setting, and problem solving in our orientation materials. Please refer to these to practice the tools you will need for conflict resolution in the classroom.

As a classroom assistant, it is your duty to inform the teacher and/or parent educator of any behavior that may need further attention. An incident report must be written to document injuries, more serious behavior issues, or other conflicts that are particularly significant.

When Behavior Needs Additional Attention

Sometimes, a more serious behavior problem, or one that is ongoing, may require additional attention outside the classroom. We will go through the following steps as needed to meet the needs of your child and the classroom as a whole. Most problems will be resolved without having to escalate to the more intensive steps.

- 1) The teacher and parent educator will meet to clarify observations and identify target issues. A plan for monitoring and documentation will be established at this time.
- 2) A combination of teacher, parent educator, and class representative will meet with the parent(s) to discuss observations and concerns and will develop an intervention plan to modify or replace targeted issues. [In case of a serious threat to safety, procedure may go directly to step 4 at this meeting].
- 3) The classroom plan from step 2 will be monitored for four weeks of class sessions. The teacher, educator, class representative, and parent(s) will confer during and at the end of four weeks. They will determine if targeted behavior is improving with the interventions and if continued monitoring is needed and how this will occur.
- 4) If behavior is severe and/or unsafe, the parent will be directed to seek outside assessment and possible treatment. Consultation with specialists may include psychological, neurological, psychiatric assessments, testing for speech and language development, social and emotional development and physical and occupational development. The need for family counseling or parent coaching may also be identified. [Complete early childhood assessments can be done through the Seattle Public School's Student services office or through Children's Hospital as well as other private vendors including Boyer Clinic.]
 - a. Documentation of an appointment to begin this assessment process will be required within 14 days of the meeting where parent was directed to seek assessment. Documentation will be a completed exchange of information form giving the teacher and parent educator permission to discuss classroom observations and behavior with appropriate practitioners.
 - b. Documentation of treatment plans will be required. Treatment plan goals need to include development of group skills. Documentation of a treatment plan will be a completed exchange of information form so that the teacher and parent educator have permission to discuss classroom observations and behavior as well as intervention services with any professional who is managing the treatment plan. The purpose of these discussions will be to monitor progress and determine if the Coop classroom is the best placement for the child. [It is strongly

recommended that treatment begin as soon as possible and no longer than six weeks after initial assessment appointment.]

- c. During the assessment and treatment period the child may continue to attend class and a parent may be required to attend and shadow the child each day.
 - d. During the treatment period the teacher and parent educator will continue to monitor for progress and cooperate with treatment plan practitioners to report as needed.
- 5) Class membership can be terminated at the professional discretion of the teacher and parent educator, with Board approval, at any point in this process if the best interest of the Coop and/or child are not being served.

Stature

When playing with children and when helping to resolve conflict, it is best to get down as close to their level as physically possible. Getting on the floor and playing at a child's level is one of the best ways to establish a trusting connection.

Alternate Caregivers

If someone other than the usual working adult is to cover a shift in the classroom, it is the family's duty to ensure that the individual has reviewed and understands the Assistant Teacher job description and the policies and emergency procedures in this handbook.

Anyone who will be working in the classroom regularly (parent or not) should attend Orientation. If this arrangement happens later in the year, the parent will need to coordinate with the Safety Coordinator to arrange for safety training for the new classroom worker.

Can I bring other kids?

If a working adult is wearing an infant, the adult:child ratio for that working adult is 1:2. The ratio for the rest of the class remains unchanged. This will usually mean that a 5th adult needs to be added to the schedule in the Sprouts class on days when a babywearing adult is scheduled to work in order to maintain ratios. The following rules apply:

- 1) The infant must be worn in a carrier or held at all times. (Unfortunately we cannot allow infants in car seats in the classroom because we don't have a place where their safety can be guaranteed.)
- 2) No more than two infants may be enrolled in any one class at a given time. If three infant spots are requested the priority will go to the youngest individuals.
- 3) No more than one infant can be on the schedule each day.
- 4) Adults are welcome to wear babies during their working shifts until the baby reaches an age where she or he isn't happy to remain in the carrier for the duration of the class.

- 5) Infants must be registered and enrolled in class. They will be listed on class rosters and sign in sheets. Tuition and registration fee for an infant is waived.

Working adults are expected to provide alternate childcare arrangements for children not enrolled in the class. In the event that alternate childcare cannot be arranged, you should find another member to cover your shift. Insurance does not allow un-enrolled children in the classroom.

SPP is very supportive of childcare swaps. Schedulers will prioritize scheduling opposite shifts for families who are in an SPP childcare swap.

Behavioral/Developmental Concerns

It can be difficult to know how to address behavioral and developmental concerns, and it's even harder if you have a concern about another person's child. Most of us are not professionally trained to recognize these issues.

If you have concerns about your child or someone else's, reach out to the Classroom Teacher via email. She will assess the problem and will gather the appropriate resources. This might mean a conference between the parent and the Parent Educator, bringing together a group of parents and caretakers who are dealing with/have dealt with a similar situation, and/or discussing the problem at the next parent meeting so that everyone working in the classroom knows what behavior to watch for and how to address it if it occurs.

If you've reported a concern with someone else's child, the Classroom Teacher will keep your report confidential and will not share your identity with the child's parents.

Working Adult Behavior Concerns

Speak privately with your Class Representative if you have concerns about another adult's behavior in the classroom. If necessary, escalate to the Co-Chairs.

If the matter involves child safety, bring it to the attention of the Classroom Teacher immediately.

Child Abuse or Neglect:

If you suspect child abuse or neglect, please share your concerns with the Classroom Teacher and/or the Parent Educator. They are Mandatory Reporters if they suspect child abuse or neglect, and your observations can help make that determination. Your concerns will be treated confidentially, and your discretion is requested in your conversations with other co-op families. For more information on what constitutes child abuse or neglect, see:

<https://www.dshs.wa.gov/ca/child-safety-and-protection/what-child-abuse-and-neglect>

FIELD TRIP POLICIES

At SPP, we often take "local" field trips that are within walking distance of the school, or sometimes farther afield for the older students. These trips help our children understand the importance of neighborhood and all of the components that make a

neighborhood a rewarding part of one's world. On all field trips, children will wear a pinnie, and the Field Trip Coordinator will place a sticker with the phone number for the teacher or lead contact's cell phone number on all pinnies. The Field Trip Coordinator will let the teacher know whether there is a guided tour or whether the teacher will be teaching about the location.

Here are the other field trip rules:

Meeting place

The Classroom Teacher will determine where the class will meet. Sometimes this is at the school, in which case all families should arrive in time for the opening circle. Sometimes the meeting place will be at the field trip site, and families will need to arrange transportation for their child to that site. All students and adults must meet in the same appointed place and may not join along the route, so that head counts will remain the same throughout the trip.

Transportation

We will use public transit for field trips whenever it is practical. Occasionally, we will need parents to drive their own and possibly other children to a field trip location. If departing from the school, the following rules apply:

- All children must be in age- and size- appropriate car seats
- If more than your own child is in your car, there must be another adult in the car as well.
- You must carry insurance that meets the minimum requirements stated in the field trip form that you received in the orientation packet.
- Safety and comfort may need to take precedence over returning to the school on time. If this happens, all parents will be informed of the time change.

Adult Child Ratio

The Field Trip Coordinator will recruit additional adults as volunteers at least 30 days in advance. They will determine well in advance the Adult: Child ratio, which may need to be 1:2 if there are bus rides or in busy places.

Siblings

If you are a working adult on a field trip day, siblings may not attend unless additional adults have been scheduled to maintain adult/child ratios. Talk with the Field Trip Leader if you wish to bring a sibling along.

Field Trip Safety

The Teacher will be responsible for the following safety measures:

- The class before the field trip, the teacher shall assign each child one adult buddy and one child buddy trio.
- In that class, review field trip rules with the children.
 - Holding hands.

- What to do if one is lost? Stay where they are in addition to finding a nearby safe adult (defined as someone who works there, security, or another parent) to help them.
- Do not leave the building with another adult.
- No hide & seek type games.
- When arriving at the venue, stop and point out who children should go to if they are lost.
- When walking, have an adult at the head of the line and the back of the line like a train.
- Collect as a group when traveling before moving to the next area or street crossing and do a roll call as we do in fire drill.
- Diligent and frequent counting by the teacher and adults, at least each time moving to a new area. Also, repeatedly mention children by name. Adults can even call out their trio to each other, "I have Jack and Jill"!
- Lining up procedures- hand on a wall or something physical that helps them to line up orderly.

SAFETY POLICIES

Safety Training

Families must attend safety training prior to working in the classroom. This has two components: first, the main working adult must complete CPR and First Aid training; secondly, at least one adult from a family must attend Orientation. Families joining mid-year will need to coordinate this training with the Chair, Registrar, and Safety Coordinator.

Illnesses

SPP follows the rules of the Organization for Parent Education Programs (OPEP) Risk Management Manual. These rules may be updated from time to time. As of August 2015, the following rules apply:

Children and adults with a known or suspected communicable disease are not permitted to attend class. A child who becomes sick during class should be picked up by a caregiver and taken home.

Children and adults with any of the following symptoms will not be permitted at school:

- Fever of 100°F (under arm) or higher
- Vomiting on 2 or more occasions within the past 24 hours
- Sore throat
- Earache
- Diarrhea – 3 or more watery stools within a 24 hour period or 1 bloody stool
- Rash, especially with fever or itching
- Eye discharge or pinkeye. Children can be readmitted after medical diagnosis to rule out bacterial or viral infection or 24 hours on antibiotic treatment

- Fatigue that prevents participation in regular activities, sick appearance, or not feeling well
- Open or oozing sores, unless properly covered, or 24 hours on antibiotic treatment
- Lice and scabies – children and staff may return to school after treatment. Contact local Health District for treatment protocol

Any child who becomes ill (vomits, has diarrhea, has a fever, etc.) must be isolated from the other children (not necessarily in another room) and the parent or emergency contact must be notified to come pick up their child.

All adults shall follow public health policies to avoid contact with blood or bodily fluids. Protective gloves must be available and worn when appropriate. Employees must have documentation of training for Blood Borne Pathogens. Parents must be familiar with co-op policies and procedures for handling bodily fluids.

Sanitation

Daily and weekly sanitation duties will be described on your classroom job lanyard (not to be confused with your co-op job). One or more parents each day will be assigned minor cleaning duties. The Class Representatives will keep these job lanyards updated and the Scheduler will rotate classroom job assignments in the calendar.

Outside Time

Whenever the class leaves the building (playground time, field trips, etc.), students will wear pinnies so that they are easily spotted. One working adult will be assigned to bring the first aid backpack, which will also contain copies of all emergency forms.

Bathroom

In order to protect children from potential abuse and adults from liability, the class will, as a group, take regular bathroom breaks, generally on the way to/from the playground and at other times determined by the Classroom Teacher. When a child needs to use the bathroom immediately, the adult escorting the child to the changing table or bathroom must bring another adult or child as well. Adults should never be in the bathroom alone with a child (unless they are with their own child).

Allergies

Please discuss any food (or other) allergies with your Class Representative. These will be included in the yearly classroom snack guidelines.

Hot Beverages

For safety reasons, hot beverages are not allowed in the classroom.

FINANCIAL POLICIES

Tuition

Tuition is paid on a monthly basis, due by the 1st of each month. A \$25 late fee is assessed if tuition is not paid by the 7th of each month. The co-op reserves the right to withdraw a child if tuition is in arrears.

Registration Fee

A \$50 non-refundable registration fee is due at the time of application. The registration fee is non-refundable. If a family applies for and is awarded financial aid, the registration fee will be waived.

Expense Policy

Purchases made on behalf of the school must be approved in advance by the Treasurer. For anyone other than the Purchaser, purchases above \$100 need written chair and treasurer approval in advance. The reimbursement process includes filling out the reimbursement request form, attaching a COPY of the receipt and submitting to treasurer for reimbursement. All receipts must be submitted within 30 days of purchase. Reimbursement checks will be ready within 2 weeks of reimbursement requests.

Deposit

Once you are offered enrollment in the preschool, you must pay a deposit equal to one month of tuition. If the student remains enrolled until the end of the school year, the deposit will be applied to June tuition. **This deposit may only be applied to June's tuition. In the event your family withdraws, this deposit may not be applied to tuition that is due under the withdrawal policy.**

Mid-month enrollments

If a family joins the school after the 1st of a given month, they will pay tuition that is prorated based on the number of classes remaining in that month.

Financial Aid

Tuition assistance is available and based on financial need, individual circumstances, and available funds. Assistance is granted and reviewed by the Financial Aid Committee, which consists of the Registrar, Treasurer, and Chair. Financial aid applications are available as part of the enrollment application. All financial aid requests are confidential to the Financial Aid Committee.

Flexible Payment Plan

A flexible payment plan can be arranged if needed. Contact the Treasurer by mid-month to make such an arrangement for the following month.

OTHER POLICIES

Grievances

In the co-op spirit, SPP tries to foster a culture of communal problem solving, where members can count on one another to help resolve issues as they arise. That said, occasionally issues must be escalated in order to ensure appropriate and timely resolution. In such instances it is requested that the grievance be identified as an official grievance and discussed with one of the following: a) your Class Representative b) your Classroom Teacher c) the Parent Educator or d) a Board member. If appropriate, ask your Class Representative to place it on the monthly parent meeting agenda. Otherwise, if you feel the issue is not being resolved, you may ask the Board Chair to place it on the Board agenda, and you may be asked to present the issue to the Board with some proposed changes.

Non-Discrimination

Seattle's Progressive Preschool admits students of any race, color, national or ethnic origin, creed, gender, gender identity, sexual orientation, or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at our school and does not discriminate on the basis of race, color, national or ethnic origin, creed, gender, gender identity, sexual orientation, or disability in administration of our educational policies, admissions policies, scholarship programs, any other school administered programs, or hiring.

ELECTIONS

In the spring, a Nominating Committee presents a slate for the Board of Directors. Parents vote on the slate at the May all-school meeting. The newly elected officers will transition into their new duties over the remainder of the school year, with the help of the outgoing officers. Any vacancy in an office shall be filled as it occurs by approval of the Board.

All voting shall be done by those parents present at the spring parent meeting. Each family shall have one vote per child enrolled. If two parents are present at a meeting and wish to vote differently, each shall have $\frac{1}{2}$ of their allotted votes. Voting shall be done by a show of hands, or upon request of one member, by a written ballot. Results shall be decided by a simple majority of votes.

WHO DO I TALK TO ABOUT

Curriculum ideas or questions	If the idea/question is mission related: Social Justice Coordinator or Green Mission Coordinator If the idea/question is not mission related: Classroom Teacher (outside of class time)
Field trip ideas or questions	Field Trip Coordinator
Fundraising ideas	Fundraising Coordinator

I can't attend the parent meeting	Contact the Parent Educator and your Class Representative before the parent meeting to discuss how you'll make up the missed class
I can't make my scheduled shift (Sprouts/Seedlings)	Talk to the other parents in your class to arrange for someone to cover for you.
I can't pay tuition on time this month	Talk to the Treasurer as soon as possible to discuss payment plans and avoid potential late fees
I have a question about my co-op job	Talk with the Jobs Coordinator
I would like to opt out of a field trip that I'm scheduled to attend	Talk to the other parents in your class to arrange for someone to cover for you.
My child is sick	Talk to the other parents in your class to arrange for someone to cover for you. (Sprouts/Seedlings) If your child wakes up sick on a class day, contact the on-call person on the schedule. Notify the teacher and Safety Coordinator if applicable
My schedule has changed, and I have restrictions on when I can work in the classroom	Work with your Class Rep/Scheduler to make changes to calendar months that are not yet final. For changes to existing schedules, it is the Working Adult's responsibility to get shift coverage from another Working Adult.
Safety Concerns	Risk Management Coordinator (or if an RM isn't present and it needs to be addressed immediately, talk to the Classroom Teacher or any Board member)

POLICIES FOR CLASSROOM TEACHERS

Planned absences

Notify the Chair as far in advance as possible, ideally giving more than 2 weeks' notice. Provide working adults for that day with a lesson plan and walk them through it ahead of time.

The Chair is responsible for notifying the Treasurer and the Class Rep/Scheduler.

Unplanned absences

Notify the Chair and working adults as soon as you know that you will not be able to teach. Provide the working adults with a set of lesson plans that can be used during unplanned absences.

The Chair is responsible for notifying the Treasurer and the Class Rep/Scheduler.

Parent Questions

Since you are the authority in the classroom and knowledgeable about most aspects of the school, parents will often come to you with questions that could be addressed by the Parent Educator, Jobs Coordinator, or another parent in their co-op job capacity. Please refer these questions to the appropriate person so that your time can be spent focused on the children as much as possible.

APPENDIX A: 2018-19 SCHOOL YEAR CALENDAR

SPP school holidays follow the Seattle Public Schools holiday schedule. The first day of class is generally the Monday of the first *full* week of Seattle Public Schools classes. The last day of class is generally on the Friday of the last *full* week of Seattle Public School classes.

Setup Days	TBD
First Day of Class	Monday, September 10, 2018
Veterans' Day	Friday, November 12, 2018
Thanksgiving	Thursday-Friday, November 22-23, 2018
Winter Break	December 24, 2018-January 4, 2019
MLK Jr. Day	Monday, January 21, 2019
Mid Winter Break	February 18-22, 2019
Spring Break	April 8-12, 2019
Memorial Day	Monday, May 27, 2019
Final Day of Class	Friday, June 21, 2019
Clean Up Days	TBD

APPENDIX B – ADMINISTRATIVE JOB DESCRIPTIONS

BOARD POSITIONS

CHAIR	
Committee Lead	Executive, Board, Strategic Directions, Hiring
Committee Member	Financial Aid, Social Justice Mission, Green Mission, Culture, Enrollment
Responsibilities	<ul style="list-style-type: none"> • Ensure the smooth running of school operations • Keep the school on track with administrative duties and deadlines • Create and manage any contractual agreements including Classroom Teachers’ contracts and facility leases • With Class Reps, Safety Managers & Teachers, organize and lead orientation • Work with Jobs coordinator to design summer board retreat • Meet regularly with the Parent Educator to address any issues and concerns of the Parent Educator and/or the Board • With the Treasurer, sign checks for payroll and expenses • Send monthly school email to communicate board activities and school updates to the members • With the Treasurer, draft a budget for the following school year • With the Secretary, make any needed updates to the handbook and bylaws • Manage teacher evaluation process with teacher liaison and parent educator • Maintain relationship with Alum and others on mailing list through quarterly newsletter • Send out monthly newsletter which includes approved Board Meeting Minutes • Supervise and support all board members
Direct Reports	Secretary, Treasurer, Jobs Manager, PAC Representative, Alumni Liaison, Green Mission Coordinator, Social Justice Coordinator

SECRETARY	
Committee Lead	Communications
Committee Member	Executive, Board, Strategic Directions, Alumni Outreach
Reports to	Chair
Responsibilities	<ul style="list-style-type: none"> • Take minutes at all Board meetings • Track action items from Board meetings to closure • Own the master task list – make changes and review at each board meeting • Own and manage the SPP Master Member List • Send minutes to the Board for approval within a week after each board meeting • Create and maintain the annual school calendar both online and in the classroom • Maintain OneDrive to store current year and archival school documents electronically and make sure that all families have access • With the Registrar maintain class rosters via Jovial • Manage SPP email system • Check the postal mail on a weekly basis and distribute appropriately • Manage all pertinent passwords/accounts for the school
Direct Reports	Registrar, Safety Coordinator, Communications

TREASURER	
Committee Lead	Financial Aid, Classroom
Committee Member	Executive, Board, Strategic Directions, Fundraising
Reports to	Chair
Responsibilities	<ul style="list-style-type: none"> • Oversee SPP's financial health • Maintain the school's accounting records • Work with bookkeeper to ensure File quarterly and annual tax reports • Create the school's annual budget for the following school year in time to gain approval at the May Board meeting • Share budget report at monthly Board meetings • Pay expenses on time • Ensure bookkeeper reconciles bank account each month and then shares with board • Provide financial analysis to support decisions regarding the financial and contractual matters of the organization • With the Chair, be responsible for signing any contractual agreements with financial ramifications • Follow guidelines in the <i>Organization of Parenting Education Program (OPEP) Treasurer's Handbook</i> • Check the tuition payment box weekly, deposit tuition payments • Prepare all the reimbursement requests for treasurer • Track tuition payments and manage tuition information in Jovial • Provide notice to families when their tuition is not current and assess late fees as needed
Direct Reports	Bookkeeper, Fundraising Chair, Purchaser, Classroom Org/Librarian, Maintenance

JOBS COORDINATOR	
Committee Lead	
Committee Member	Board, Communications, Strategic Directions, Enrollment
Reports to	Chair
Responsibilities	<ul style="list-style-type: none"> • Monitor and manage members in their co-op job positions • Assign non-Board co-op jobs before the start of school, ideally mid-spring of preceding year. • Take the lead in identifying effective candidates for the selection of Board officers for the following year with help from the Chair and/or vice chair, and registrar. • Recommend the slate of new board members at the May General Meeting • Match new families with jobs throughout the year • Help coordinate jobs coverage for families on leave/FMLA • Point person for concerns and recommendations regarding all jobs. • Work with Chair to organize summer board retreat • Coordinate with Teachers to organize Assistant teacher training for new families (July/Aug) • Facilitate 2 All School surveys "Review of Board Effectiveness" - Mid year (Nov), End of year (May) • Confirm that all assistant teachers have CPR/first aid certification prior to the first day of school. • Check in with the Teachers Aides and Class Reps on a monthly basis to make sure jobs are being done and facilitate any necessary changes. • Accurately represent the needs of Assistant teachers in each class to the Board. • Update, distribute and post Co-op Jobs List as needed. • Attend class or parent meeting once in the Fall to ensure new families are acclimating well to co-op environment and understand their job • Lead, perform and/or help organize any co-op job that is in need of direction or that is not filled • Fully update this jobs document by the end of the school year for the following year.
Direct Reports	Community Organizer, Class Rep/Scheduler (3), Teacher Aide/Field Trip Coordinators (3)

REGISTRAR	
Committee Lead	Enrollment
Committee Member	Board, Communications, Financial Aid
Reports to	Secretary
Responsibilities	<ul style="list-style-type: none"> • Oversee the recruitment and enrollment of all families, new and returning • Coordinate with the Board to update and distribute Orientation packets over the summer • Collect required forms at orientation and distribute them to the appropriate parties • Follow up with families to make sure that we have 100% compliance in turning in signed forms (including families who join mid-year) • Work with the Treasurer to make sure we have received application fees and deposits from incoming families • Spearhead general outreach and advertising (in consultation with the Board/social justice and communications) • With the Social Justice Mission Coordinator and Communications Coordinator, help guide outreach and recruiting of classes that are racially, socio-economically, and otherwise diverse
Direct Reports	

FUNDRAISING COORDINATOR	
Committee Lead	Fundraising
Committee Member	Board, Alumni Outreach
Reports to	Treasurer
Responsibilities	<ul style="list-style-type: none"> • Work with the Treasurer to establish fundraising targets for the year • Gain approval from the board for fundraising events and activities • Organize and lead all fundraising events and activities for the school • Share fundraising progress and plans with Treasurer in advance of monthly Board meetings • If possible, secure grants for the school • Issue donation and tax receipts as needed • Meet any legal requirements around fundraising records • Write and send thank you letters after fundraising events • As needed, recruit families to assist with fundraising activities
Direct Reports	

PAC REPRESENTATIVE	
Committee Lead	
Committee Member	Board, Fundraising, Culture, Alumni Outreach
Reports to	Chair
Responsibilities	<ul style="list-style-type: none"> • Ideally, this position is held by a returning family • Attend the monthly PAC meeting to represent SPP (these are daytime kid friendly meetings) • Share detailed notes from the PAC meeting with the SPP Board • Facilitate the exchange of best practices between the PAC and our school • Solicit requests from the SPP Board regarding PAC activities and focus • Hold a position on the PAC council • Help coordinate and publicize the cooperative preschool system • Assist the PAC council in providing information of interest to co-op membership through special events and/or speakers • Assist the Treasurer in facilitating the PAC scholarship application • Work with the Class Reps to create and distribute bi-annual surveys of the membership and compile the results

COMMUNITY ORGANIZER	
Committee Lead	Culture
Committee Member	Board, Social Justice Mission, Green Mission, Alumni Outreach, Communications
Reports to	Jobs Coordinator
Responsibilities	<ul style="list-style-type: none"> • Plan and organize regular social meetings for SPP families (Eg. Monthly play dates, Dinner / brunch with families, adult birthdays celebrations, application answers to social justice and green mission activities and interests in each family.) • Plan on classroom celebration of monthly birthdays • Support activities for families with newborns or other needs • Work with teachers to include seasonal festivities in different cultural families. • Work with Alumni Liaison to keep alumni abreast of relevant activities and events. • Monthly meetings and updates to co-ordinate with Green Mission and Social justice mission Coordinators. Assist mission activities as needed and help support, encourage and engage the families in the school to participate in these activities. • Organize interactive activities with MLK-FAME community.
Direct Reports	Green Mission, Social Justice Mission

ALUMNI LIAISON	
Committee Lead	Alumni Outreach
Committee Member	Social Justice Mission, Green Mission, Strategic Directions, Hiring
Reports to	Chair
Responsibilities	<ul style="list-style-type: none"> • Held by a caregiver in an alumni family • Establish and support opportunities for connection between SPP alumni and for connection with current SPP community • Maintain communication with SPP board to learn what is happening with the school that may be relevant to share with alumni • Support the board by providing institutional wisdom • Submit to the board proposals of any potential communication with alumni • Work with fundraising chair to communicate to and engage alumni in fundraising efforts • Plan at least one social all-school event/year to which both current and past families are invited • With technical help, develop and maintain an “alumni” section on the SPP website (photos, stories, etc) • Collect testimonials from alumni for website, both about their experience at SPP, and how SPP has impacted their lives or inspired actions in months/years after • Collaborate with registrar to ensure alumni have opportunity to advertise class openings with family/friends/etc. via flyer download on website • Collect ideas from alumni for anything SPP-related • Develop Amazon wish list for books for SPP’s children’s library and promote it as a way a family can remember SPP (and be remembered)

NON-BOARD POSITIONS

GREEN MISSION COORDINATOR	
Committee Lead	Green Mission
Committee Member	
Reports to	Community Organizer
Responsibilities	<ul style="list-style-type: none"> • Keep the school on target with its green mission • At the start of the year, coordinate a Green Mission committee. Lead the committee throughout the year to engage families to support environmental efforts in the SPP community and the community at large • Collaborate with and support the Classroom Teachers in their efforts to implement green curriculum – working to create a plan for the year • Develop, improve, and implement best practices related to creating a green environment in the classroom and in the SPP community • Organize classroom guest speakers, field trips and parent education activities • Work with the Classroom Teachers and families to identify and develop service project ideas • Review classroom library for green education and literature. Work with Classroom Teachers and Purchaser to fill any gaps • Coordinate and produce any Green mission related materials with the Communications Coordinator or Project Manager for class materials

SOCIAL JUSTICE MISSION COORDINATOR	
Committee Lead	Social Justice Mission
Committee Member	-
Reports to	Community Organizer
Responsibilities	<ul style="list-style-type: none"> • Keep the school on target with its social justice mission • At the start of the year, coordinate a Social Justice committee consisting. Lead the committee throughout the year to engage families to support social justice efforts in the SPP community and the community at large • Review classroom library for social justice education and activist literature. Work with Classroom Teachers and Purchaser to fill any gaps • Collaborate with and support the Classroom Teachers in their efforts to implement social justice curriculum – creating a plan for the year • Develop, improve, and implement best practices related to creating an inclusive environment in the classroom and in the SPP community • Work with the Classroom Teachers and Parent Educator to nurture sharing of family cultures and organize family culture week • Organize classroom guest speakers, field trips and parent education activities • Work with the Classroom Teachers and families to identify and develop service project ideas • With the Registrar and Communications Coordinator, help guide outreach and recruiting of classes that are racially, socio-economically, and otherwise diverse • Coordinate and produce any Social Justice mission related materials with the Communications Coordinator or Project Manager for class materials

CLASS REP/SCHEDULER (at least 1 PER CLASS)	
Committee Lead	
Committee Member	Culture, Choose either mission
Reports to	Jobs Coordinator
Responsibilities	<ul style="list-style-type: none"> • Provide updates to the Jobs Coordinator about any classroom issues • Facilitate monthly class meetings. This includes determining class meeting dates, creating agenda, reminding members of meetings and taking attendance and minutes and sending out minutes. • With the Teacher Liaison, ensure that working adults understand and are meeting their classroom responsibilities • Provide snack for the first week of school to model for the rest of the class • Over the summer, collaborate with Community Organizer to coordinate social meet-ups to help the incoming class get to know each other. • Plan back to school and end of year potlucks, holiday party, and other adult or family social events during the year • Collaborate with Community Organizer to Coordinate the SPP community to provide support for SPP families during times of need or celebration • With the Teachers and Parent Educator to help develop an Assistant Teacher training for each class for the upcoming year. This is to be held during the summer prior to Orientation for the new families. • Create the monthly Assistant Teacher classroom schedule ensuring the correct child/adult ratio • Help facilitate childcare swaps for members working in the classroom. • Distribute the Assistant Teacher calendar 2 weeks before the start of each month and post the calendar in the classroom. • Create the monthly snack calendar, distribute and post • Create a binder for sign in and pickup. Print out and keep updated sign in and pickup sheets for class.

TEACHER AIDE/FIELD TRIP COORDINATOR (AT LEAST 1 PER CLASS)	
Committee Lead	
Committee Member	Enrollment, Choose either mission
Reports to	Jobs Coordinator
Responsibilities	<ul style="list-style-type: none"> • Acts as a liaison between the teachers and the classroom assistants • Act as a liaison between the teachers and the Jobs Coordinator • Advocate for teachers in all circumstances • With the Class Representative, ensure that working adults understand and are meeting their classroom responsibilities • With the Social Justice Mission Coordinator, coordinate family culture weeks between family and the teacher • Work with the teachers to address issues the teachers identify as needing attention • Liaison with the teacher and the Board for teacher evaluation and action plans and professional development plan • Prior to orientation at the start of the year work with the teachers to create new classroom assistant lanyards, nametags for children and working adults. • Work with the chair, treasurer, and teachers to draft/revise annual teacher contracts • Help teachers track hours, sick leave, benefits, extra hours and report to board. Remind teachers to fill out timecards at the end of the third week of each month. • Foster relationship between teachers, including helping to facilitate/document teacher meetings and report to the Board • Organize teacher and Parent Educator gifts such as teacher appreciation day in May, holiday gifts, and end of the year gifts • Assist Classroom Teachers by preparing requested in-classroom activities and materials for class • Coordinate coverage for teacher absences for sick leave or professional development leave • Work with Classroom Teachers and families to generate field trip ideas/create a schedule for field trips throughout the year • Plan and execute field trips (or supervise the planning and execution if another family has volunteered to take lead) with attention to logistics such as transportation, financial needs, extra working adult support and paperwork • Communicate (or oversee communication) with families about logistics and details for each field trip, ensuring that families have adequate notice • Work with the treasurer to obtain approval for field trip budgets and payments or expense reimbursements • If necessary and with the classroom Teacher and Class Rep, will help communicate with families to make sure adult/ratio requirements are met on a daily basis with illnesses, families who are out and on-call person

SAFETY COORDINATOR	
Committee Lead	-
Committee Member	Classroom, Choose Either Mission
Reports to	Secretary
Responsibilities	<ul style="list-style-type: none"> • Provide Safety Training at Orientation and to new families as they join throughout the year • Maintain an emergency file for each student with all necessary forms • Ensure updated copies of child release forms are attached to daily attendance clipboard • Maintain the school's immunization records • Communicate known allergies and ensure compliance with Critical Allergy Policy. Work with Class Rep to coordinate any related snack policies • Monitor the school for compliance with the <i>Office of Parent Education Programs</i> (OPEP) risk management manual • Be the liaison with the health department as needed • Arrange for CPR training to be made available to all members working in the classroom in August or September each year • Update and restock the 72 Hour Kit at the beginning of the school year (replace foods and water) and throughout the school year if needed • Send out any pertinent health information to families regarding illnesses etc. • Coordinate with the Teachers and track monthly fire drills and quarterly earthquake drills

PURCHASER/INVENTORY MANAGER	
Committee Lead	
Committee Member	Fundraising, Classroom
Reports to	Treasurer
Responsibilities	<ul style="list-style-type: none"> • Monitor stock of classroom supplies and purchase when necessary • Keep an updated inventory of all classroom and locker items and purchase when necessary • Purchase special classroom and curriculum items when requested to do so by Classroom Teachers. This will be especially active at the start of the new year • Purchase safety supplies as requested by the Safety Coordinator. • Assist treasurer in development of budget for following year based on purchasing/inventory history from current year • Acquire items and supplies in ways that are financially prudent and conscientious of SPP's social justice and green missions • Finalize, recheck, update inventory list at school cleanup • Work with teachers to develop purchase list for following year • Confirm location of classroom keys (backpack, hook in classroom, locker) weekly

CLASSROOM ORGANIZER/ LIBRARIAN (2 FOR ALL SCHOOL)	
Committee Lead	-
Committee Member	Fundraising, Classroom
Reports to	Treasurer
Responsibilities	<ul style="list-style-type: none"> • This position must be held by someone who is regularly working in the classroom • Make sure that each area of the classroom is well-organized on a weekly basis • Keep the classroom library well organized • Create and maintain labels so that everyone knows where to put things away • Work with the teachers on projects in the classroom as requested (examples include light cleaning, re-organizing areas of the classroom, etc.) • Change the children's art regularly – Old art that has names, is placed in their lockers to take home, new art is hung on the wall. Unnamed art is discarded at the end of each week. • Tidy and empty outdoor lockers on a regular basis • Communicate monthly with families about lost and found items • Ensure weekly laundry duty is completed by the cleaning person each Friday (Seedlings), and "mouthed toys" cleaning is completed by the cleaning person each Wednesday (Samaras) • Make regular checks to make sure nothing is in need of repair/maintenance in the classroom. Communicate any repair/maintenance needs to the appropriate person • Work with the Teachers, Communication Coordinator, and Social Justice & Green Mission Coordinators to keep the online resource page and classroom library stocked with most recent pertinent books/articles etc. • Complete all work in a way that does not disrupt classes

COMMUNICATIONS COORDINATOR	
Committee Lead	
Committee Member	Communications, Fundraising, Enrollment
Reports to	Secretary
Responsibilities	<ul style="list-style-type: none"> • Promote SPP's visibility in the community via the website and social media regularly • Improve and maintain SPP's online presence and search optimization • Update the web site as needed • Work with the Registrar on promotional materials/digital advertising • Work with the Fundraising Coordinator to publicize fundraising efforts • Collect contributions from Classroom Teachers, Board, and community members to create a quarterly newsletter and distribute it to the SPP community • Manage school Facebook account • Works with secretary to ensure communication of board updates and other all-school announcements • Serve (or delegate responsibility) as note-taker and documentarian for all-school activities • Define and oversee social media strategy • Manage all school photo • With the Classroom Teachers, create classroom documentation and end-of-the-year memory books

MAINTENANCE MANAGER	
Committee Lead	
Committee Member	Classroom, Choose Either Mission
Reports to	Treasurer
Responsibilities	<ul style="list-style-type: none"> • Identify, repair, and/or replace broken items in the classroom • Assist classroom committee in regular cleaning • Assist Safety Coordinator in event of additional cleaning needed for illness/outbreak • Be responsible for extra key/security of classroom • Assist in cleanup after events (open houses, etc) • Creates and maintains key ownership list, distribution, and collection • Coordinate pest control measures in the classroom when required (ants, etc) • Coordinate deep clean of space: prior to setup (open classroom/waxing of floor), winter, and as part of breakdown