

SCHOOL HANDBOOK

Revised and updated May 2017

Brooklyn Pre-School, Inc.

P.O. Box 82035

Portland, OR 97282-2035

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Located at:

Reedwood Friends Church

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Portland, OR 97202

(503) 234-5017

<http://www.brooklyncooppreschool.org/>

A \$10.00 fee will be assessed if this handbook is not returned at the end of the school year.

(Keep this copy in this handbook for reference)

MEMBER ACCEPTANCE FORM

All member families are asked to acknowledge by signature that they have read and accept the school's bylaws and policies. Please bring this signed form to the September orientation meeting.

* * * * *

As a member of Brooklyn Pre-School, and as a representative of my family, I understand and accept my family's financial and volunteer obligations. I have read the Brooklyn Pre-School Handbook and agree to the policies therein, including but not limited to the following:

- Member family parent teaching responsibilities
- Financial policies
- Fundraising responsibilities
- Job requirements
- Conflict resolution procedure/agreement
- Late policy
- Health policies
- Criminal background check policy
- Parent meeting attendance policy
- Mid-year withdrawal policy



SIGNATURE

PRINTED NAME

DATE

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OVERVIEW OF BROOKLYN

Philosophy

Brooklyn Pre-School, Inc. is a cooperative preschool founded in 1971 on the belief that children and parents benefit from sharing in a learning atmosphere. Brooklyn has small classes with a high ratio of adult supervision. It offers a nurturing environment in which children can explore the world around them at their own pace and in their own way. We believe that children's play and work are important to their development. We want our children to develop high self-esteem and have a positive first school experience. We do not introduce activities or expect mastery of skills that are inappropriate from a child development perspective (e.g., reading). Children learn in different ways, so we provide diverse opportunities for social, emotional, creative, physical, and cognitive development. We believe that children must be offered the opportunity to make choices and the school is structured so that children may be self-directed in their activities. We focus on individual problem-solving skills and find that further "discipline" is rarely needed.

Organization

Brooklyn Preschool is run by the caregivers of the enrolled children, with the education design and classroom organization directed by trained teachers. The preschool is housed in a space that provides three classrooms, an outdoor playground, and a large indoor play area for use during inclement weather. This allows plenty of space for a variety of gross motor activities. Funding for the preschool comes from two avenues: tuition/fees and fundraising.

Brooklyn and PCPO

Brooklyn Preschool is a member of the Parent Child Preschools Organization (PCPO). PCPO is an Oregon and Washington state organization composed of preschool parent representatives and preschool teachers who meet monthly during the school year. Its purpose is to promote developmentally appropriate preschool programs and to serve as a central body that provides valuable information and services to its member schools. PCPO is a valuable resource as they maintain local, statewide, and national connections within the field of cooperative preschools. Furthermore, they offer parents and member schools support in all areas of preschool education. Brooklyn Preschool is also a member of PCPI (Parent Child Preschools International).

For more information about PCPO, you may visit their website at ParentChildPreschools.org.

PCPO schools do not discriminate on the basis of race, color, sexual orientation, and national and/or ethnic origin.

ARRIVAL AND DEPARTURE

Transporting Children

Transportation to and from school (except during field trips) is the responsibility of each member. However, we urge all members to comply with both legal and common sense safety standards regarding car seats for children under 40 pounds and appropriate restraining devices for children over 40 pounds.

Transportation arrangements with anyone other than a child's own caregiver should be submitted in writing and filed at the school using the Parent Pick-up Release form. Without prior written agreement the teacher cannot release a child to anyone but their caregiver.

Cars should enter through the driveway on the west side of the church and exit through the driveway on the east side. Please proceed slowly with a cautious eye for little children.

Early Arrivals

Should you arrive at school prior to 9:30am, you may go inside briefly to hang up your child's belongings and sign them in. Once this is complete, please return to the outside playground until it is time for morning circle. Parent Teachers rely on the time prior to 9:30am to set up for the school day and it is extremely helpful for all students to remain outside while this takes place.

Check-in Procedures

1. School begins at 9:30 a.m. Make every effort to be on time. Please do not leave your child before the school start time.
2. Hold your child's hand when walking in the parking lot.
3. Secure the gate with the lock after entering playground, even if another member just drove up or is getting out of their car.
4. At 9:30 a.m. you may walk your child into the building to drop off coat and snack bag in cubby, greet your teacher and join classmates.
5. Log the time of your arrival and caregiver initials on the sign-in sheet, including any students from other member families you may be transporting to school (This is very important for insurance, emergency and security reasons. If another parent is dropping off or picking up your child, please send a written, signed note giving your permission. The school cannot be held responsible for the safety of any children unless they are signed in officially.)
 - Please follow same sign-in/sign-out procedures for all Nursery children as well.

Sign-out Procedures

Promptness is critical at pick-up time. ***(Please refer to our late policy for more information.)*** The minutes a child must wait for a late caregiver can feel especially long as they watch other caregivers arrive and take their classmates home.

Please make punctuality a top priority for you and your child. If you are not able to arrive on time due to unavoidable circumstances, please get a message to the school through another parent planning to pick up that day or **call the school at 503-234-7103**. If there is no answer, call **Reedwood Friends Church at 503-234-5017**.

1. Pick-up time is at 12:30 p.m.
2. Log the time of pick-up and caregiver initials on the sign-out sheet.
3. Secure the gate with lock after exiting.
4. Hold child's hand in parking lot.
5. Exit parking lot using the east side driveway.

If driving children in a carpool, please observe the following guidelines:

1. When dropping off a child at home, do not depart until an adult knows of their safe arrival.
2. Limit the number of children in a carpool to no more than three children.
3. Please be especially alert that all doors are locked, and that hands are away from open doors and handles. Insist that all children be secured in seat belts at all times.
4. Do not join any car pool that requires payment. Paying for rides can automatically void insurance liability coverage.

WHAT TO BRING WITH YOUR CHILD

Clothing

Warning!! Preschool can be very messy!! Experimentation is strongly encouraged and a child's choice of how to employ art and touch table materials is given first priority. We will offer children the choice of wearing a smock; however, we will not allow their decision to affect whether or not they may engage in the activity. Do not dress children in clothes that cannot get stained. Please label all articles of clothing in permanent ink.

Extra Clothes/Shoe Box

Your child will need a box (approximately the size of a shoe box) to keep at school that will contain a full extra set of seasonally appropriate dry clothes (shirt, pants/shorts, underwear, socks, and shoes) and a plastic bag for wet/soiled clothes. Please remember to replenish these items if they are used. They also need to be updated if outgrown.

Everything, including the box itself, should be labeled with your child's name and stored above or below your child's cubby. We encourage you to make this personalizing a joint project you and your child can share. All of the steps of selecting a box, decorating it, choosing the items to go inside of it, etc., serve to give your child a sense of control over the process of beginning preschool. Consider letting your child color/paint on their box and adding favorite photos, stickers, etc. Children who actively participate in this kind of preparation often relate to their school box as a security object in itself.

Snack Bag

A nutritious, family-style snack time is one highlight of our school day. Please send a snack bag or box to school with your child every day. The snack bag should include the following items: a small plate, a cup, a spoon and fork and a container with a lid to bring home leftover snack. Please mark these items with your child's name.

Meandering School Items

Occasionally, a toy or object from school will find its way home. Please return it as soon as possible. The Lost & Found box is located in the hall on the Parent Teacher cubbies. Please check it periodically. Unclaimed items are donated following each membership meeting.

Students are asked not to bring toys from home. Special toys are difficult for children to share and can get lost or broken. Students can bring things in to share with the class on days they bring home a sharing activity, which will have guidelines as to what can be shared. A rare find, a treasure from a trip, art work or a book can always be exceptions to the sharing rule, as they may need to be shared in the moment.

SAMPLE DAILY SCHEDULE – 2 DAY CLASS

The daily schedule of activities is structured to provide a rhythm, balance and organization of many elements. It provides security to young children who benefit from knowing what comes next. It also remains flexible to meet the changing needs of both children and adults.

Families are requested to play outside on the playground if arriving to school early. Establishing an arrival routine with children eases separation.

9:15 Parent Teachers should be in the classroom and ready to work. Nursery families should arrive by 9:00 am to get nursery children settled and be in the classrooms at 9:15.

9:30 Arrival and greeting
Children arrive, hang up coats & snack bags in cubbies. Parents sign-in and teacher greets students. Children enter morning circle activity.

9:35 Morning circle evolves into open play choice time throughout Great Room, Tinker Lab and Wonder Space.

Great Room: Blocks and free construction, Art & Science Table Projects, Nature Table, Manipulatives, Sensory Tables, Literacy Centers, Dramatic Play

Tinker Lab: Woodworking, Creative Construction, Sensory Tables

Wonder Space: Literacy Centers, Dramatic Play, Painting Easels

10:45 Transition time in hallway (songs, fingerplays, counting, letters, etc.) followed by hand-washing in multiple rooms with Parent Teachers.

11:00 Snack

11:20 As children finish snack, they wash their dishes, put away their snack bags, and get ready for outside play time.

11:40 Outdoor Gross Motor Play

12:15 Closing circle: story time, music and movement; goodbye song

12:30 School day ends. Children are individually dismissed to their caregivers.

12:30-12:55 Parent Teachers convene with Teacher to debrief the day and ensure all clean-up tasks are complete. Parent Teacher Alternate watches children of other Parent Teachers outside while this meeting takes place.

SAMPLE DAILY SCHEDULE- 3 DAY CLASS

Having a daily schedule provides your child with continuity and security that young children need. It will help your child to feel confident about their day. This schedule can change as the needs of the children and adults in the community change.

- 9:15 Parent Teachers should be in the classroom and ready to work. Nursery families should arrive by 9:00 am to get nursery children settled in the nursery and be in the classroom by 9:15.
- 9:30 School day begins outside. It is great for the kids to have a little time to get run around and move their bodies!
- 9:45 Teacher will ring the bell and children will line up to go inside for morning circle.
- Morning Circle:** Children find their name tags and sit down on a carpet square. Good Morning Song/Counting kids/Learning Concepts/Journals (later in year).
- 10:00 Open play choice time begins throughout Great Room, Tinker Lab, and Wonder Space.
- Great Room:** Blocks and free construction, Art & Science Table Projects, Nature Table, Manipulatives, Sensory Tables, Literacy Centers, Dramatic Play
Tinker Lab: Woodworking, Creative Construction, Sensory Tables
Wonder Space: Literacy Centers, Dramatic Play, Painting Easels
- 11:00 Cooperative clean up: Children complete the cleaning task they chose at the beginning of the day.
- 11:10 Transition time in hallway (songs, fingerplays, counting, letters, etc.) followed by hand-washing in multiple rooms with Parent Teachers.
- 11:15 Snack
- 11:35 As children finish snack, they wash their dishes, put away their snack bags, and get ready for outside play time.
- 11:40 Outdoor Gross Motor Play
- 12:15 Closing circle: story time, music and movement; goodbye song
- 12:30 School day ends. Children are individually dismissed to their caregivers.
- 12:30-12:55 Parent Teachers convene with teacher to debrief the day's activities and ensure all clean-up tasks are complete. Parent Teacher Alternate watches children of other Parent Teachers outside while this meeting takes place.

YOUR PARENT TEACHER DAY

On Your Work Day

Your work day is an opportunity for you to expand and practice your facilitation skills and guidance techniques with young children. Your experiences and observations will often provide a mixture of reassurance and doubt. Take time to make notes and share them during the post-class evaluation period. Often, parenting can feel like an isolated process. The cooperative approach helps counteract those feelings by providing a supportive atmosphere for sharing our thoughts and concerns.

Your participation is an integral part of the day's curriculum plan. Materials and activities depend upon your punctual arrival and full participation throughout the school day. Consider your work day the special occasion it truly is. Prepare ahead the night before to ease the morning rush. You can help your child prepare by letting her/him know you will be helping in the class. Invite your child to remember some of the things they has seen other adults do in the class. Don't be surprised if your child demands extra attention from you on your work day. When other children compete for your attention, your child may need reassurance and understanding. If you are feeling caught in a "tug-of-war", ask another adult for assistance. With experience, your dual role of caregiver/Parent Teacher will feel more natural and comfortable to both you and your child.

Please note: No siblings older than six months may be present in the classroom on parent work days. Our nursery program is available on a scheduled basis during parent teaching shifts for siblings aged 6 months to 3 years.

Please plan to silence your cell phone while parent teaching. Cell phones should only be used in emergency situations.

Parent Teacher Expectations

Parent Teachers should be in the classroom and ready to work by 9:15 a.m. Please be prompt! (Refer to the Late Policy on page 38 in this handbook.) Parents using the nursery should arrive at 9am to get their younger children settled before beginning their job promptly at 9:15 a.m. Parent Teachers remain at the school until they have finished cleaning up, debriefed with teacher, and verified that all children have been picked up. Plan to stay until at least 12:55 p.m. There are three Parent Teachers scheduled for each class session.

Parent Teacher Shift Swaps

In the event you know in advance you will not be able to work a scheduled Parent Teaching shift, it is your responsibility to find someone to cover your shift. This may occur anytime from the 10th of the preceding month (once the deadline to submit scheduling requests has passed) through the night before your shift. In these cases, you are expected to find another member to trade shifts with you. **The Alternate should NOT be used in these situations.** If you prefer, you may pay your substitute \$30.00 in lieu of trading shifts with them. Any time that you trade work days with another member, please notify the Parent Teacher Coordinator and change the Parent Teacher master schedule on the bulletin board in the school hallway. We ask that trading Parent Teacher days be kept to a minimum to avoid confusion and burnout.

Emergency Use of the Parent Teacher Alternate

Only in case of last-minute emergencies should the Alternate Parent Teacher be called. This person is reserved for illness/emergencies that occur during the night or on the morning of your scheduled work day. If you use the Alternate to cover your shift, they will receive credit for the PT shift and you will need to make up that shift at a later time.

Alternate Parent Teacher Expectations

The Alternate Parent Teacher should arrive by 9:15 and perform outside or downstairs set-up, as specified by the Teacher. Alternate shall stay at school until they have verified that all the Parent Teachers have arrived. Do not schedule appointments on your Alternate day and have necessary child care prearranged in case you are needed at school. Be aware that the occasional emergency can happen. You may be called to come back to school later in the morning. It is important that you leave a number where you can be reached. In cases when the alternate Parent Teacher is needed to work, be sure that the teacher is informed of the change. If you are not filling in for a Parent Teacher in an emergency situation, please return to the school at the time listed on the Alternate job card to help the Teacher as needed and to clean up outside or downstairs as specified. This time may vary between classes and school years. Plan to stay at school until 12:55am to supervise the children of the Parent Teachers during debriefing.

Parent Teacher Attendance Policy

In the event that a family does not show up to work on their scheduled Parent Teaching day and no other arrangements have been made, the missed shift will be considered a missed family responsibility. Each time a family responsibility is missed, the following steps will be taken:

- first missed responsibility: Family will be reminded of membership responsibilities.
- second missed responsibility: Family will be charged a \$40.00 fine.
- third missed responsibility: Family will be charged another \$40.00 fine and will participate in conflict resolution proceedings with the Board

Snack Procedures

1. After washing hands, children will retrieve their snack bags from their cubbies and sit at the tables in the Great Room or Tinker Lab.
2. Once at the table, the children will remove all items from their snack bags and place the bags on the floor under the table.
3. At snack time, Parent Teachers engage children at their table in social conversation.
4. Children are to eat only while seated and calm to prevent choking.
5. Parent Teachers will refer to allergy list on the cupboard over the sink and make sure all dietary restrictions are being accommodated. **Brooklyn is a nut-free environment. This includes any food you or your child may bring to the nursery, playground, parent meetings, and community events.**
6. When finished, children are responsible for washing their personal snack items, returning these items to their snack bags, and placing their snack bags back in their cubbies.
7. Children are dismissed to outdoor play or other activity.

Classroom Cleaning Procedure

Near the end of the school day, Parent Teachers perform cleaning duties while the children engage in gross motor play. Cleaning products are located primarily in the hallway cleaning closet..Job cards provide detailed descriptions of cleaning tasks required to keep the classrooms neat and sanitary. All Parent Teachers will meet teacher at end of day to debrief and to confirm tasks are accomplished before any Parent Teacher leaves. Families are also required to complete at least one "deep cleaning" shift during the school year and to help with end-of-year cleaning in June.

PARENT TEACHER ACTIVITIES

The preschool is divided into three classrooms: the Wonder Space, the Tinker Lab and the Great Room. Each Parent Teacher works in a particular room and is provided with cards that give detailed descriptions of the schedule and duties for their specific room.

Parent Teacher Arrival

When you arrive at 9:15 a.m.:

1. Remember to sign in on the security clipboard, making any additional notes or comments.
2. Choose a job card (Wonder Space, Tinker Lab, Great Room or Alternate Parent Teacher) located in the Tinker Lab on the wall. Make sure your job card corresponds with your work day.
3. Put on apron whether you are a Parent Teacher or an alternate Parent Teacher. Aprons serve several important functions. They help children easily identify the daily Parent Teachers, they provide Parent Teachers a place for pencil and paper for observations, and they provide Parent Teachers with health and safety supplies (e.g. band aids, latex gloves, and Kleenex). Apron supplies are located in the Tinker Lab cupboards.
4. Read the task cards and carry them with you to refer to throughout the morning. Remember to hang them back on the hooks at the end of the day.
5. For security reasons, a head count is taken at the beginning of the school day and verified with the security sign-in sheet. Throughout the day the Teacher will continue to take head counts.
 - a. Remain in your area at all times unless you notify another adult who can take your place.
 - b. Until clean-up time is announced by the teacher, wait to close down/put away your area.
 - c. No child shall be in a play area, i.e., outside playground, downstairs or classrooms without an adult.

Art Projects

The art project for the day will be presented in the Great Room on the tables. Check with the teacher for facilitation objectives and goals. Be sure you have a working pen or marker in your apron pocket to write children's names and any words they may wish to include with their art. Before writing a child's name, please ask where they would like the name written and whether or not they prefer to write it themselves. (If their writing is hard to make out, or they have no preference, discreetly print the name in an appropriate place, such as a corner or back of paper or bottom of sculpture.)

When facilitating art, foster experimentation, inquiry, and language by keeping your comments reflective and/or open-ended, e.g., "I see lots of reds and blues mixing together!" or "I wonder how this sponge makes the paint look." Avoid critical judgments and/or closed-ended statements, e.g., "What is it?" or "That looks pretty." You'll find focusing on the creative process, rather than a preconceived notion of an end product, will naturally inspire your best facilitation skills. Avoid making art models in any medium. The child is unable to do what you do, so don't frustrate them.

Interest Centers

Interest centers are located throughout the preschool and include such areas as Dramatic Play, Puppetry, Musical Instruments, Dress-ups, Housekeeping, Library/Listening Center, Art Easels and Nature Center. The purpose of the self-directed activity areas is to foster creative/imaginative thought, experimentation, and play. In these centers children explore materials and their relationships, testing out many social, physical, and cognitive hypotheses. You may observe them trying roles they see modeled by adults. Two children may test wills over a coveted drum. A quiet child may suddenly grow boisterous behind the puppet curtain, demanding audience participation.

Your non-directive, facilitating role may be most needed to extend play and/or foster cooperation. Observing, open-ended comments are helpful, e.g., "Oh, here comes Raul, and he's looking at the table of food. Marcella is taking food from his hands. I wonder how you both can make the dinner!" or "Oh! Louisa is holding up an alligator puppet. Oh my, how fast is it moving? I wonder why you're in

such a hurry, Alligator? Are you going somewhere?"

Invite children to your area to try new experiences. Add extra activities to extend their interests and involvement as needed. If interest seems low in your area, take some fun sample activities from your area to show other children around the school. Your enthusiasm is contagious! Encourage outcome predictions. An excellent way to facilitate and extend thinking, language expression, and play is to ask children open-ended questions, e.g., "I wonder what would happen if you tried..."

Suggestions for Successful Facilitation

1. Be relaxed. Sit down with the children and enjoy the activity.
2. Listen to the children. Be a good listener. Parenting is a hectic occupation that can limit the time we have to listen and fully respond to our children. School is a great opportunity to give all children the feeling that we do have time to listen. You can further validate their thoughts and words by writing them down for sharing in group time and/or hanging on the wall. In this way, we are giving children vital practice in expressing their ideas and feelings as well as enriching their literary experience.
3. When children are working or playing well, don't interfere, just observe.
4. Allow the children to experiment. Encourage children to discover.
5. When commenting on artwork or other creative projects, avoid the question, "What is it?" Instead, comment on the activity of the child. For example, "you have been working on that for a long time" or "it looks like you are having fun working on that." Ask open-ended questions.
6. Encourage self-help.
7. Encourage the children to help each other.
8. Explain to children the desired behavior. For example, "We walk inside," rather than the negative comment "No running".
9. Let the children choose their own activities and materials. Do not provide models. Avoid making models in any art medium. The child can't do what you do, so don't frustrate them.
10. When managing a required activity, don't ask if they would like to participate. Instead, say "It is time to ___ now" or "I need you to ___ now."
11. Accept and respect each child, remembering that each child is unique. Remember how much your child looks forward to the days that you parent teach. Come with the idea that your experience will be fun and it will be! Realize that there are few of these special days and make them child-oriented.
12. Use three-minute warnings as an effective way to let children know it's nearly time to stop what they are doing and/or transition from one activity to another. They are always given by the teacher prior to clean-up time before Story Circle and during outside play before the Closing Circle. Although the final clean-up does not occur until the end of the Free Choice period, you may always encourage children to put away items they are finished playing with if no one else is using them.

OUTSIDE GUIDELINES

- Position yourself so that you can watch an area of the playground.
- Sticks may be used for digging or to walk with; they are not for using on play equipment, in running games, on bikes, or to point at people.
- Balls are for throwing; bark chips and toys are not.
- Bikes may be on the basketball court or the sidewalks. Children may not push a bike from behind or crash into things while riding.
- Let children climb where they are comfortable. Do not help children into places on the play structure they cannot reach on their own.
- If something looks dangerous it probably is. Use your best judgment. The children will find new ways to use the equipment. This is usually a good thing, but if it looks unsafe stop the activity and ask the teacher later.
- If you witness an accident, report it to the teacher immediately and fill out a school incident report. (See Health and Safety Policy for more detail.)
- Shoes must be worn while riding bikes.

DOWNSTAIRS GUIDELINES

- Kids should stay off the stage unless engaged in group activity with teacher.
- Ball play is reserved for outside as the sprinklers are sensitive.
- All play equipment should be set up away from the stage. Encourage climbing around, under and through but no climbing on top of equipment. Impromptu obstacle courses can very successfully divert the desire to climb in this situation.

SAFETY, SECURITY, DISCIPLINE AND CONFLICT RESOLUTION

It is paramount for Brooklyn Preschool to be a physically and emotionally safe environment for preschoolers and their families. Our behavior policies focus on peaceful conflict resolutions skills as opposed to authoritarian or punitive actions such as time-outs and spanking. Our goal is to empower children to be problem solvers, to take responsibility for their actions, and to show empathy towards others as they develop their own internal controls for desirable behavior. We want to guide them towards gaining confidence in their own strength and judgment, providing limitations through simple rules established in the classroom. As a community we will maintain an atmosphere of acceptance and warmth wherein children can accept necessary limits and frustrations of group interaction while preserving a physically and emotionally safe environment for all students.

When young children play together, conflicts naturally arise. We use a problem solving approach to help children resolve their conflicts. We see these moments as valuable learning opportunities. The general approach used at Brooklyn is presented in the "How to Talk" series and books. The books How to Talk So Little Kids Will Listen by Joanna Faber and Julie King, Positive Discipline by Jane Nelson, and Taking Charge by Joanne Nordling are recommended reading and available in the school's parent resource lending library.

We encourage an atmosphere of mutual respect. We work to use effective communication and guide children in their development of good communication skills. We approach problems from the perspective of the children, basing our guidance on an understanding of child development. We encourage and model dialogue and careful, respectful listening. We help children process their feelings, such as anger, frustration or sadness, by being compassionate and by identifying and reflecting on their feelings. We use a variety of strategies to help children express their desires and emotions. We strive to have children feel encouraged, connected and loved as they solve their problems.

We base our discipline and problem solving with children on the following principles:

- Effective discipline is kind and firm at the same time.
- Effective discipline helps children feel a sense of belonging and significance.
- Effective discipline is effective long-term.
- Effective discipline teaches valuable social and life skills for good character.

From Jane Nelson (author of Positive Discipline)

- We learn, really learn, when the motivation to learn comes from within.
- Children make mistakes and it looks like misbehaving.
- Children can learn from mistakes, but only if our response includes a willingness to regard the mistake as a solvable problem.
- Problem solving is a logical consequence for children who have made a social mistake.
- Problem solving can be, for both adults and children, fun and interesting.
- Children are capable of solving problems.

From Betsy Evans (author of You Can't Come to My Birthday Party)

Whenever possible, allow children to solve their own problems rather than immediately providing a solution. Facilitate problem-solving by example. Additionally:

- Involve more than one adult if more than one child is involved.
- Go to child(ren) rather than yell across a room or playground.
- Get down to child's eye level and use a low voice.
- Withhold judgment. Give children the chance to tell you what the problem is (as if you don't know anything about the problem) and validate their experience by repeating their words.
- Use positive rather than negative statements to encourage desirable behaviors, e.g., "The

water stays in the touch table” rather than “No splashing,” or “Walk please” rather than “No running.”

- When responding to a child who is injured physically or emotionally, tell them you are going to help them feel safe.

It is important to accept all feelings when resolving problems, including negative and angry ones. Help children talk about and name their frustration, jealousy, and hurt feelings. After acknowledging feelings, it is acceptable to preserve safety in the environment by setting limits, e.g. “You sound very angry right now. I feel that way sometimes too. I can't let you hurt people in our school.” When less emotionally charged, ask children to help you figure out some ways to make better choices when angry/hurt/frustrated.

If you find yourself in a situation that you can't handle, ask for help.

SAFETY AGREEMENTS AND BOUNDARIES

Children learn the following safety boundaries during the first days of school. These boundaries may be valuable at school and other public places or homes.

1. We respect each others' bodies, feelings and our environment. This means:

- We take care of ourselves, not control others.
- We keep our hands and bodies to ourselves.
- We speak kindly to each other.
- We listen to each other.
- Stop means stop.
- Throwing items is an outdoor activity.
- We ride bikes with care and take a break if we crash. (“Riders are not crashers, crashers are not riders”)
- Sand stays in sand pit and we do not throw sand. (“Sand stays low, say hello. Sand goes high say goodbye.”)
- We do not hurt others by hitting, kicking, shoving, pulling hair, destroying personal property, or any other kind of physical aggression. (“I cannot let you hurt people at our school.”)

2. Children must remain in school boundaries.

- Children do not open closed doors. Only adults open closed doors.
- Stop signs mean stop. Only adults may move stop signs.

3. All adult members share the responsibility to introduce themselves if they meet a stranger in the school premises. Notify the Teacher and/or church staff if someone is suspicious or does not belong in the building.

4. Certain items do not belong at school. These include:

- Guns or knives or weapons, including costume accessories. *See note below.
- Chewing gum (unless therapeutic), candy, food, or juice.
- Bottles, pacifiers, balloons, whistles, or other things that could be passed from mouth to mouth.
- Clothes that cannot risk staining.

- Toys from home.
- Sippy cups. At school all children drink from open cups.

*A note on gun play:

While items that are ready-made as guns or knives are not welcome at school, it is developmentally appropriate to explore circumstances of power with gun play; children inevitably and naturally do explore this kind of play both with and without any actual props. For this reason, the single-most important support Parent Teachers provide at school is ensuring that children who are engaged in this play are doing so with children who want to play this way. Setting clear limits on whether someone wants to play this way provides a climate of safety regarding all comfort levels. It is okay for any child or adult to say you don't want to play that way. The Safety Agreements and Boundaries above support all kinds of play when Parent Teachers provide kids with communication support in their play.

If you find this kind of play uncomfortable, engaging kids in conversation about how their game works most often yields or inspires creative consideration and affords vocabulary development. Ask, "What does your shooter/gun launch? What happens when you get someone?"

Class breakouts at mandatory parent meetings are good places to share feelings and conversation on this topic. This kind of play triggers many feelings in today's social climate. In class breakouts, the teacher can provide support about how and why this kind of play is supported at Brooklyn.

WHEN SAFETY AGREEMENTS AND BOUNDARIES ARE COMPROMISED:

In the event of compromised safety situations involving behaviors with children, an Incident Report will be completed with copies provided to Teacher, Board President, and involved families. Incident Reports will be kept on file with school records. Teacher may also request that a caregiver join their child for the remainder of the school day or that a child be picked up early. In either event, teacher will follow up with family prior to next school day.

If a child has established a pattern of unsafe play such as aggressive, hurtful, or defiant behavior or language, the teacher will implement the Intervention Policy (see page 26) and work with the parent(s)/caregiver(s) to establish a Behavior Plan. Behavior Plans will include strategies for Parent Teachers to practice with children. Such strategies and behavior modifications for individual children will be shared with Parent Teachers on the morning of Parent Teacher shifts.

A Behavior Plan *may* include the need for the child to be sent home for the day. In the rare occurrence of egregious behavior, the child could be sent home without a behavior plan in place, at the discretion of the teacher.

The community is encouraged to ask for and offer special assistance to the parent(s)/caregiver(s) and the child who may be going through a period of challenging behavior at school.

If your child is experiencing a period of aggressive behavior, please discuss with the teacher how your child may be assisted and how other children can be protected.

CONFLICT RESOLUTION PROCEDURE

If any adult member of Brooklyn Preschool has a concern, conflict, complaint, or problem with any other adult member of the school, he/she will follow the steps of the conflict resolution described below. In the event that the concern is with the teacher directly, please follow the same steps if

possible – alternatively please skip to step 2 below:

1. One-to-one Communication

Adult members of Brooklyn Preschool are expected to contact an individual with whom they have a conflict directly, respectfully, and in a timely manner. The parties involved should use the “Conflict Resolution Model” (follows) and work toward a solution.

2. Calling the Resolution Team

If attempts to resolve the conflict one-to-one fail, the President is contacted and the situation is referred to the Resolution Team for mediation if deemed necessary. The Team consists of three people drawn from the members of the Executive Board. The team shall designate one member to be the primary point of contact. The Team follows the “Resolution Team Guidelines” (follows) and meets with the parties to develop an action plan. The Team is responsible for timely follow-up to assess the parties’ satisfaction with the action plan and to help modify the plan if needed.

3. Calling in a Professional Mediator

After working with the Resolution Team, if those involved find it necessary, a professionally trained mediator will be asked in and the process will continue with his or her support.

Keep it Confidential

All individuals involved in a conflict will maintain strict confidentiality.

Discussing the conflict with anyone other than those directly involved, the President, or members of the Resolution Team is not appropriate.

Documentation

- Any contacts made to or by the President and members of the Resolution Team will be carefully documented.
- Documentation will be written in a timely manner rather than replicated from memory at a later date.
- If the Teacher is involved in any way, he/she will also document all related contacts.
- Each documenter will keep a confidential copy of their records until the end of the school year when they will be turned over to the President. The President will keep all documents in a confidential file for 10 years. Duplicate documents will be destroyed.

RESOLUTION TEAM GUIDELINES

1. Listen actively to each person
 - Paraphrase what was said, check your understanding
 - Acknowledge the person’s feelings and clarify your understanding
2. Ask each person what his or her needs are in the situation
 - Paraphrase and help clarify
3. Jointly brainstorm many possible solutions to meet needs
 - Accept all suggestions as possibilities
 - Do not evaluate at this point
4. Evaluate possible solutions and select one
5. Make an action plan together
 - Distribute copies of the action plan to those involved
6. Implement the action plan
7. Check back
 - Phone the parties in one week to see how they are doing
 - Phone back one week after that
 - Modify action plan and/or call additional meetings as necessary

DEALING WITH CONCERNS ABOUT INDIVIDUAL CHILDREN'S DEVELOPMENT

*****Parents should address all concerns about classroom behavior directly to the teacher.*****

Every child develops in his or her own way and it is ultimately a family decision how to address any difficulties. However, it is also true that (A) families may not recognize a "difference" in their child unless a teacher brings it up, and (B) some children in need of intervention may display disruptive behavior that negatively affects the entire classroom. This is a sensitive matter and can be very upsetting to the child's family. This policy is intended to provide a road map to ensure that these situations are dealt with in a consistent and sensitive way.

1. **Professional judgment:** The teacher will use their best professional judgment when making a determination that a student needs to be professionally evaluated for intervention in an area of development. The teacher may notify the President if she deems appropriate.
2. **Initial Communication:** The initial communication to the family of the teacher's opinion and impressions should be made in private, either over the telephone or in a meeting outside school hours. Email is discouraged as a venue for communicating on sensitive subjects.
3. **Parent Observation and Plan of Action:** The parent should be invited to observe behavior (if applicable/appropriate) in the school setting, while parent helping or otherwise. The parent and teacher should communicate following the observation (also in private as described above). The goal of this conference should be to formulate a plan of action together with the family. This may take more than one meeting. At any time during this process the teacher or the family may separately meet with the President, in confidence, to discuss their respective perspectives.
4. **Impasse:** Occasionally, even after repeated good faith efforts to reach a consensus, the Teacher and the family cannot reach agreement on a plan of action. In such an event, the Teacher and the President will hold a meeting to determine how best to proceed for the good of the classroom as a whole. Reasonable accommodations for a child diagnosed with a condition recognized by the Americans with Disabilities Act must be incorporated into the determination, when appropriate. The process developed by the teacher(s) and President (which shall be presented to the family in writing after being reviewed by an attorney) may include a decision to require the family, as a condition to the child remaining in the classroom, to:
 - a. Seek professional help;
 - b. Provide a caregiver when the child is in the classroom; and/or
 - c. Any other solution the teacher(s) and President deem necessary and appropriate in the specific circumstances.
5. **Confidential Nature of Decisions:** All details pertaining to items 1 to 4 above will remain ***CONFIDENTIAL*** to the Teacher(s) and the President unless the family involved wishes it to be discussed by the Board as a whole. This is intended to preserve the privacy of the child and the family.
6. **Deferral to Teacher's Judgment:** No policy can cover all aspects of this sensitive subject. At all times the professional judgment of the teacher will be recognized and deferred to. The teacher is strongly encouraged to consult with their fellow teachers and/or PCPO, and from an administrative point of view with the President (or Vice President if the President is unable to serve) before taking and definitive action.
7. **Continued Concerns from Parents:** All continued concerns regarding classroom behavior should be directed to the teacher and/or President directly and confidentially.

SCHOOL POLICIES

Protection of the Co-Op Concept

It is the expectation of Brooklyn Preschool that anyone entering into a cooperative preschool will be willing to and able to participate in all activities. The one exception will be that those parents whose working hours are the same and conflict with a responsibility as listed under "Parent Responsibilities" may appoint a specific, permanent representative for that activity only. They may also make a private arrangement with another preschool parent to help with some of their responsibility. Not more than 25% of each class may consist of parents who must use a representative in this manner.

The permanent proxy appointed to replace the absent parent will have all the privileges and responsibilities of a co-op parent. All references to parents in both the Policies and Bylaws are read to include this proxy. Parents are responsible for making sure their proxies understand and adhere to co-op policies.

Non-Discrimination

Membership shall be available without regard to race, ability, color, religion, national or ethnic origin, or sexual orientation.

Harassment Policy

It is our policy that all employees and co-op members be able to work in an environment free from discrimination, including sexual harassment. Sexual harassment occurs when a worker is subjected to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to such conduct is made explicitly a term or condition of employment, or is used as a basis for employment decisions affecting employees, or has the purpose or effect of unreasonable interfering with work performance or creating an intimidating, hostile, or offensive working environment. Such conduct is specifically prohibited by this corporation. Any employee or applicant for employment who believes himself or herself to be subjected to sexual or other unlawful forms of harassment is encouraged to bring such incidents to the immediate attention of the preschool President or other Executive Board member.

This policy applies to all forms of harassment prohibited by state and federal law, including harassment based upon race, national origin, religion, or disability.

Conduct Policy

All adults and children have the right to be treated respectfully. Any inappropriate actions (such as yelling at someone else), language, or subject matter will not be tolerated. If you display disrespectful behavior or language in the preschool, the teacher or a board member will ask you to review your handbook. If the conduct policy continues to be ignored, the conflict resolution system will be implemented.

Student Eligibility Policy

Students who turn 3 on or before December 1st are eligible for the 2-day class. Students who turn 4 on or before September 1st must enroll in the 3-day class.

Students who turn 4 on or before September 1st are eligible for the 3-day class. Returning students who turn 4 between September 1st and December 1st are eligible with teacher approval. This is most often done to allow children to stay with their peer class for their second year of school. Students who turn 5 between June 1st and September 1st of the enrolling school year are eligible

with teacher approval.

Students who fall outside of the age guidelines described above who wish to enroll in one of our classes may request to be placed on an inquiry list. If a class is not fully enrolled by the July board meeting, students on this list may be invited to apply to the most appropriate class. A child's developmental readiness including cognitive, social-emotional and motor skills will be reviewed prior to approving eligibility.

Enrollment Procedure:

Returning students who submit their registration forms on or before January 31st will receive priority registration. A non-refundable registration fee is due no later than June 1st.

New students who submit their registration forms on or before March 1st will be enrolled via lottery.

Enrollment shall be prioritized as follows. In the event there are fewer spaces remaining than applications at any priority level, spaces will be awarded via lottery. The order of priority is as follows:

1. Returning Students
2. Alumni Families (siblings or children of former students)
3. All Other Applicants

Lottery may be weighted to achieve our desired gender balance (50/50 preferred; no more than 60/40) and age-eligibility ratio (no more than 25% of students per class who are younger than 3 or older than 5 by September 1st of the enrolling school year).

Any exceptions to the age eligibility guidelines must be approved by the teacher and the board.

Family Eligibility

All families with preschool age children (see Student Eligibility Policy above) who are able to fulfill the requirements of a Brooklyn Co-op member are eligible. Each family-appointed Parent Teacher must have an Oregon State Criminal Background check prior to volunteering in the classroom. No person convicted of a felony involving child abuse or violence is allowed on the premises to parent help, to drive on a field trip or to teach.

Responsibilities are determined by the number of children enrolled. For example, if a family has two children enrolled, they would be responsible for holding two parent jobs and paying two fundraising buyouts. See 3a below for more information on parent teaching days regarding more than one child.

Parent Responsibilities as a Co-op Member

1. It is mandatory that anyone parent teaching attend the May and September training orientations. As members join mid-year, an orientation must take place no later than one week after their student's first day of school. This orientation is arranged with the Membership Coordinator and Parent Teaching Coordinator.
2. **Member meetings are mandatory** for at least one family member. Dates are listed in the year-at-a-glance calendar. Meetings are scheduled from 6:30-8:30 pm, with the exception of the September Orientation meeting which goes until 9:00pm. If you are unable to attend a member meeting, you should contact the President and attend the Board meeting for that month instead. Failure to attend a mandatory member meeting without attending a Board meeting in its place will constitute a missed family responsibility. The first missed family responsibility will result in member reeducation, the second missed responsibility will incur a \$40.00 fine, and the third missed responsibility will incur another \$40.00 fine coupled and members will be asked to engage in conflict resolution with the Board. Missing more than two member meetings may be ground for dismissal.
3. One parent is required to work in the school as a Parent Teacher as needed to maintain

the required teacher/child ratio. If unable to work on a scheduled day, the parent must find a substitute from within the co-op or a parent/caregiver who has attended classroom orientation.

Note: If you would like someone who has not attended an orientation to substitute for you it is your responsibility to contact the Parent Teacher Coordinator in advance. This will allow the person substituting for you to receive an orientation prior to working in the classroom. This substitute also must have submitted the required criminal background check and been cleared by the Criminal Background Checks committee, prior to working in the classroom.

- 3a. Parents with more than one child in the preschool may lessen their Parent Teacher days for the second child by 50% OR take a tuition break of 20% for the second child. (The child who attends fewer days will be considered the second child.)
- 3b. Failure to show up for a Parent Teaching day will count as a missed family responsibility. The first missed family responsibility will result in member reeducation, the second missed responsibility will incur a \$40.00 fine, and the third missed responsibility will incur another \$40.00 fine coupled and members will be asked to engage in conflict resolution with the Board.
4. At least one parent per family must hold a Family Job or an Executive Board position. The child will be dismissed from the school if the parent will not participate and/or fulfill said duties.
5. Each family must fulfill their financial fundraising obligation through a combination of fundraising work and/or out-of-pocket payment. In addition, all families are required to work at least one volunteer shift at the annual rummage sale, and possibly other mandatory activities as determined by the Board. Failure to participate in any mandatory fundraising activity will count as a missed family responsibility. The first missed family responsibility will result in member reeducation, the second missed responsibility will incur a \$40.00 fine, and the third missed responsibility will incur another \$40.00 fine coupled and members will be asked to engage in conflict resolution with the Board.
6. Each family shall participate in school cleaning responsibilities during the year.
7. All members must follow the Parent Teacher policy given below.

Parent Teacher Scheduling and Shift Swap Policy

Each month's schedule is made by the Parent Teacher Coordinator (see list of current Board members). If Parent Teachers have any specific requests regarding work days, these must be submitted to the Parent Teacher coordinator in writing, **by the 10th of the preceding month**. An online form will be provided for parents who wish to make such a request. Please submit these requests online, or by putting a hand-written request in the Parent Teacher Coordinator's file. All requests will be taken into account, but in the event of multiple requests for a single day, flexibility may be necessary on the part of the Parent Teachers to ensure adequate staffing.

After the 10th of the month, Parent Teachers will be responsible for trading any days on the following month's schedule with other members.

Shift Swap Policy: In the event members require a substitute for a scheduled parent teaching day, it is their responsibility to find another member to trade shifts with. Members may offer their substitute \$30.00 in lieu of trading shifts if they prefer. Parent Teacher Coordinator must be notified of all changes and changes should also be written on the master schedule posted on the bulletin board in the school hallway.

Emergency Substitution for Parent Teaching

Only in last-minute emergencies should the Alternate Parent Teacher be called. This person is reserved for illnesses or emergencies that occur during the night or on the morning of your scheduled workday. Please honor this policy so that all members may benefit from this service. If

you are scheduled as the alternate Parent Teacher, please don't leave school until you have verified that all of the scheduled Parent Teachers have arrived. Do not schedule appointments on your alternate day and have necessary child care pre-arranged in case you are needed at school. In the case that the Alternate Parent Teacher is needed to work, be sure that the teacher is informed of the change by calling the school at (503) 234-7103.

Non-Emergency Substitution for Parent Teachers

There may be circumstances which prevent you from working on your assigned day, such as illness or changes in your personal schedule. In this non-emergency situation, when you know in advance of a schedule conflict, you are responsible for arranging for your own substitute by calling another member (even the night before). If you trade workdays with a member, please notify the Parent Teacher Coordinator and change the class schedule on the bulletin board. We ask that trading parent teaching days be kept to a minimum to avoid confusion and burn-out.

School Structure

- **Tuesday and Friday** classes are held from 9:30 a.m. - 12:30 p.m., for students ages 2 $\frac{3}{4}$ to 4 years of age
- **Monday, Wednesday, and Thursday** classes are held from 9:30 a.m. – 12:30 p.m., for students 4 to 5 years of age
- Minimum class size for the 2-day class: 14. Maximum: 16.
Minimum class size for the 3-day class: 16. Maximum: 18.
- Boy/girl ratio (try to maintain 40/60, 60/40).

School Closure

Brooklyn closes for Portland Public Schools vacations, holidays, and emergency weather closures. If there is a 2-hour emergency delay for Portland Public Schools, Brooklyn may also have a delayed start. This will be determined at the discretion of the Teacher and President and a phone tree or email will be used to communicate this decision. Other emergencies that close the school will be determined at the discretion of the Teacher and the President.

Visitors

All outside visitors must be checked in and approved by the teacher.

Prospective members may visit the school by arrangement with the Membership Coordinator. Teacher must be notified.

Parents may not bring siblings to school on their Parent Teacher days. The one exception is for babies 6 months old or younger if other arrangements cannot be made. (Our insurance only covers enrolled students). Bringing older school-age siblings on Parent Teacher days, if other arrangements cannot be made, should be approved ahead of time by the Teacher as well.

Exceptions may be made with Board approval.

Field Trips

The teacher and Field Trip Coordinator are responsible for carrying out field trip policies. A ratio of no more than 3:1 children: adults is required (in automobiles as well.) If your child has a Brooklyn t-shirt, they are encouraged to wear them on field trips. Each child receives a free Brooklyn t-shirt as part of their membership and is asked to wear this shirt to school on field trip days.

The Field Trip Coordinator is responsible for:

1. Sending out advance field trip information to families.
2. Arranging for helpers and drivers one week prior to any trip, including copies of proof of valid auto liability coverage and driver's license. (These can be kept in the coordinator's file.)
3. Making a master list which will show which children are on the field trip, and whose car they are riding in. The teacher will hold this during the trip.
4. Providing name tags with the school name and phone number for each child.
5. Giving the driver of each vehicle or the named responsible adult (if using public transportation or walking) an envelope with the medical releases for the children they are transporting and first aid supplies.
6. Providing each driver with directions to the field trip location, a meeting place at the location, departure time, and other particulars/rules for the trip.
7. Providing all information about field trip to Secretary so that insurance forms may be submitted. (Ideally several weeks in advance.)

The teacher is responsible for:

1. Assembling the group of students and adults in the school prior to departure, again on the site of the field trip, before leaving the field trip site, and after returning to the school. Groups will depart one at a time, a head count will be taken, and each child and adult will know who is in their group.
2. Carrying the master list of students' names and which car they are in as well as conducting the head count.
3. Carrying the list of emergency numbers and health information for each child.
4. Giving the children instructions as to behavior requirements and a brief outline as to what will take place.

The driver or named responsible adult is responsible for:

1. Supervising and knowing the whereabouts at all times of the children they have transported. The children leave the school with that adult, stay with her/him on the trip, and re-enter school with that adult.
2. Holding children's hands in parking lots and when crossing streets.
3. Making certain that children under 40 pounds use car seats in private vehicles. Parents shall install their child's seat into the car they are riding in.
4. Waiting for all cars to be ready before the first leaves.
5. Following the designated route together with other drivers.

School Library

Brooklyn maintains a small collection of parenting books focusing on child development, education, child rearing, and more. Parent education is also included in some of our member meetings.

Check out policy:

- Parents choose books.
- Books are signed out on the clipboard located near the sign-in sheets.
- Please return books two weeks after checkout date.
- Return books to Return Basket. Note book's return on clipboard.

Childcare for Mandatory Meetings

The Parent Teacher Coordinator will arrange childcare for two mandatory parent orientation meetings, in May and September. There will be a four children to one caregiver ratio. Parents will pay \$8.00 per child at the meeting. Payment MUST be made in cash.

Violation of Policies

A member may be dismissed for failure to meet the obligations listed in the Policies/Rules/Bylaws or if, in the opinion of the board, a child or parent disturbs the unity of the group.

Teacher Hiring

In the event of a teacher vacancy, a teacher Hiring Committee will be formed with a minimum of three people including one Board member. Current teachers may be members of this committee. After establishing procedures with the guidance of PCPO and reviewing the preschool's Hiring Policy, the Committee shall advertise for, interview, and screen applicants. The Committee shall recommend to the Board a single candidate for hiring, providing that two-thirds of the committee concur in making such a recommendation. The Board may vote to hire immediately or to instruct the Committee to continue to solicit applications and inform the candidate that they is under consideration.

The Board shall make final decisions on teacher contracts. The President and the Treasurer shall process all appropriate contracts with the teacher(s) in the following manner:

- On or before February 1st, when possible, the Executive Board shall offer an invitation to the teacher to return.
- The teacher(s) shall give a letter of intent to the Executive Board by March 1st.
- Negotiations between the teacher(s), President, and Treasurer will follow.
- The contract will be signed by April 1st for the following school year when possible.

To fill an emergency vacancy, a substitute may be hired by a two-thirds majority vote of the Board.

The number, selection, salary, and continued employment of the teacher(s) shall be the responsibility of the Board. Salary shall be informed by PCPO recommended guidelines if possible. The school will negotiate individually with each employee to create a salary benefit package acceptable to both parties. In matters regarding the number, selection, salary, or continued employment of the teacher(s), it is within the rights of the Board to meet without the teacher(s).

A probationary term of two months (eight weeks) shall be in effect. At the end of this term, the contract will be continued for the remainder of the school year if performance has been satisfactory, according to the Executive Board. Thereafter the contract will be reviewed on a yearly basis. Teachers cannot vote as Board members. Teacher responsibilities are stated in each individual teacher's contract with the preschool.

Any complaints by or about the teacher should be addressed in writing to the Executive Board.

Mid-Year Withdrawals

Sometimes a member family may find that they need to withdraw their student(s) before the completion of the school year. We strongly request that any families considering early withdrawal bring any needs or concerns to our Membership Coordinator, Teacher, or any Board Member prior to making their final decision. We at Brooklyn pride ourselves on our strong community and our commitment to listening to and supporting families. If there are modifications we can reasonably make to help a family, we will always strive to do so.

In the event your family must withdraw from school prior to the end of the school year, this is the process that shall be followed:

1. The family must submit written notice of their withdrawal to the Board President. We request at least two weeks' notice so that we can cover any scheduled Parent Teaching shifts and complete the Exit Process.
2. The family must contact the Teacher or Membership Coordinator to schedule a last school day for your child(ren). The students at Brooklyn form close bonds and a formal "goodbye" is very helpful to both the departing student and their peers. All student items should be picked up on this day including extra clothes boxes, emergency kits, art work, keepsakes, and immunization forms.
3. The family will be contacted by the Membership Coordinator and Accounts Receivable Treasurer to discuss any final paperwork or payments due. The withdrawing family agrees to forfeit the remainder of the current month's tuition. The withdrawing family also must pay any remaining balance due toward their Fundraising Obligation for the current semester. In the event the family has prepaid tuition for the year, the family will be refunded for the remaining months, less any money owed (e.g. nursery fees or Fundraising Obligation).
4. The family will return their handbook to the Secretary. Failure to return the handbook will result in a \$10 fee. The family will also return any borrowed school property, including books to the school library, if applicable.
5. The family is strongly encouraged to communicate directly with the Membership regarding their withdrawal and the scheduled last day of school for their child(ren). We find it is helpful for members to hear this information firsthand, whether in-person or via email. This also allows the parents of your child(ren)'s classmates to give them advance notice of the change.

Exceptions to part or all of this policy may be made at the discretion of the Executive Board

Intervention Policy

Brooklyn Preschool strives to provide a successful experience for all enrolled children. If a child does not appear to be benefiting from the program or environment, or if a child's behavior prevents other children from having a safe and successful experience, the intervention procedure below will be followed to facilitate a successful experience for all. This policy can be activated at the discretion of the teacher at any time, and for any reason that the Teacher deems the child is not having a successful experience at school, but it will definitely be activated after a maximum occurrence of three incidents that directly compromise the safety of other students.

Throughout every step of the procedure, strict confidentiality will be maintained. Records of each meeting will be written and distributed to each person present. An additional copy will be filed with the President. The teacher may use email communication with the President, as a method of recording and filing all intervention policy and behavior plan related information. All communications regarding the Intervention Policy for the child in question will be kept on file with the school.

STEPS:

1. The Teacher will contact the parent(s)/caregiver(s) of the child in question, as well as the Board President, and let them know that the Intervention Policy is being activated. At this time, the family will be asked to respond to a request for an in-person meeting. If the family chooses not to respond to this request, and if the Intervention Policy is being activated for reasons of safety, the Teacher will notify them that their child cannot return to school until the meeting is accomplished. This protects the safety of all children in our community.

2. The Teacher will meet privately with the parent(s)/caregiver(s) of the child in question. Parents and Teacher, in a mutually supportive atmosphere, will address specific concerns and expectations. Together, they will decide upon a Behavior Plan designed to meet the child's needs

and help him or her achieve any specified expectations within a designated time frame. This plan is tailored to the individual child and family and can involve a variety of strategies, including requiring a parent or caregiver to shadow the child at school, ending the school day early if unsafe behavior occurs, and deciding upon specific words and actions that Parent Teachers will use with the child in question. Before the close of the meeting, a future meeting will be scheduled to review the success of the plan. Meeting notes will be filed with the President.

3. The Behavior Plan will be implemented. This step will involve notifying all Parent Teachers, using written instructions as well as verbal instructions before school starts, of how to best work with the child in question. The child's progress will be documented and kept on file with school records.

4. The Teacher and parents will meet a second time, as scheduled. They will evaluate the progress and determine the success of the implemented plan. Meeting notes will be filed with the President. If the expectations have not been satisfactorily met, the Teacher may choose to modify or redesign the action plan. In this case a second evaluation meeting will be scheduled and handled as above.

5. If sufficient progress is not made within the time allotted, a professional assessment will be required. Continued enrollment at Brooklyn Preschool may be contingent upon the parents' obtaining such an assessment. This assessment must include a classroom observation of the child by a Multnomah Education Service or private professional. The President will be notified in writing when this step occurs.

6. After the assessment is completed, the parents will meet with the Teacher and consulting professional to review the professional's assessment and recommendations. If the professional considers that a co-op is not an appropriate learning environment for this child, the parent(s)/caregiver(s) may choose to withdraw him or her from Brooklyn Preschool. Otherwise, the consulting professional, Teacher, and parent(s)/caregiver(s) will jointly design a new Behavior Plan.

7. The new Behavior Plan will be implemented, and the Teacher will continue to document the child's progress.

8. A meeting of the Teacher, parent(s)/caregiver(s), and consulting professional will be scheduled to evaluate the success of the new Behavior Plan. Meeting notes will be filed with the President.

8. Brooklyn Preschool will explore all reasonable approaches to meeting the child's needs within this co-op setting. If at this point the child still does not appear to be benefiting from the program or continues to prevent other children from having a safe and successful experience, an Executive Committee of the Board of Directors may terminate the child's enrollment. Input from the Teacher and the consulting professional will be weighted heavily. Assistance in finding a more appropriate preschool program will be offered to the parents.

PERSONNEL POLICIES

Our cooperative is organized and administered by the Executive Board and operated under the direction of a qualified teacher(s). Parent members hold offices as membership duties, work on committees, and assist the teacher in the classroom on assigned days each month. The teacher(s) are hired by the Executive Board at the recommendation of a Hiring Committee which includes parent members. Teachers determine the curriculum and maintain standard procedures for the school program.

Brooklyn Preschool seeks to employ an experienced teacher(s) whose personal philosophy of and background in early childhood education is compatible with the play-based philosophy of the preschool. Teacher(s) must have knowledge and understanding of the co-op philosophy. Brooklyn Preschool is, and shall be, an equal opportunity employer and shall not discriminate because of race, color, creed, religion, national or ethnic origin, or sexual orientation.

Our school's philosophy emphasizes the developmental approach. We believe in learning through play. Our major goals are to provide a school environment in which children develop a positive self-concept and social skills. We feel that parents are an important part of a child's education.

We expect our teacher to have the following traits and entrust our teacher with these responsibilities:

Personal Qualities and Classroom Presence

- Has genuine love and understanding for young children.
- Possess emotional stability and maturity and good mental health.
- Has ability to work as a team with parent members.
- Maintain good eye contact, model working with children at eye level.
- Speak with a voice that is gentle, quiet and firm to send direct and clear messages.
- Has a clean, healthy, professional appearance and wears appropriate clothes.
- Listen carefully and respectfully, uses positive statements.
- Has a high tolerance for noise and movement, doesn't expect order in everything.
- Touch children with movements that soothe, guide, redirect, reassure and reinforce.

Environment

- Create an environment of choice where children are comfortable to verbalize feelings and gain trust in new adults meaningful in their lives.
- Create an atmosphere that is comfortable, home-like and safe.
- Provide an organized, structured schedule to reassure children.
- Maintain an organized, clean classroom.

Working Responsibilities

- Plan, implement and supervise a preschool program of highest quality.
- Manage time well.
- Must be present at each class session.
- Prepare materials to be ready for use when children arrive.
- Close the school at the end of each class session.
- Greet children at the beginning of the class day.
- Direct Parent Teachers in their tasks.
- Attend Board meetings and parent meetings.
- Participate in training Orientation meetings in Spring and Fall.
- Participate in the Open House on a Saturday in February.
- Complete CPR/First Aid certification prior to start of class.
- Complete fingerprinting and criminal background check (police record) prior to beginning of school.
- Advise on matters of equipment, supplies, books and supporting materials.

- Provide health certificate showing good general health and freedom from tuberculosis or any other communicable disease upon request.

Teaching Style and Strategies

- Focus on individual children while being aware of what is happening throughout the classroom, stay relaxed and comfortable and alert.
- Relate to each child's personality and developmental level.
- Is willing to learn from children and follow their lead.
- Is empathetic, able to feed back to the child an understanding of the feelings behind his words or behavior.
- Make opportunities for one-to-one activities with children.
- Perceptive to differing moods of children & make adjustments when tired, irritated, stressed...
- Remain in control in startling and difficult situations.
- Enjoy humorous incidents with children, enjoys laughing with them.
- Actively participates with children, has a plan for each day.
- Set consistent, realistic limits and focus on behaviors rather than children when teaching and modeling conflict resolution.
- Provide guidance in the development of good habits for eating, toileting and exercise.
- Provide experiences that foster independence and self-reliance and are new.
- Plan and implement curriculum to help children achieve developmental and learning goals.
- Position self in strategic spots during the school day.
- Support cultural differences and use an anti-bias approach to curriculum.
- Show enthusiasm for the day, question and explore with children so that all learn through discovery.
- Create verbal contract with students about classroom rules and boundaries, physically and emotionally.
- Identify overarching goals for the class at beginning of the year and talk with parents about how the teacher's goals may be the same and may differ from parent goals.

Relationship to Parents

- Communicate with parents via regular methods, at class meetings and debriefs, at drop-off and pick-up times, via newsletter and scheduled conferencing.
- Always discuss a child's behavior privately, never when student is present.
- Respect families' right to privacy by not discussing problems with others.
- Perceive self as part of a support system for parents.
- Make parents aware of their strengths and value to membership community.
- Use insights of parents about children, listen, and understand their needs.
- Effectively guide and instruct Parent Teachers about classroom parent teaching support.
- Articulate the importance of a developmentally appropriate program.
- Support community development of trust and camaraderie among adult members.
- Enrich parenting lives.

Professional Growth & Education

- Conscientious effort to expand knowledge of good early-childhood teaching.
- Belong to early childhood professional organizations such as ONAEYC.
- Attend PCPO colleague meetings.
- Attend annual conferences such as PCPO and/or PCPI or OAEYC.
- Willing to try new things, not afraid of failing or making mistakes.
- Demonstrate pride in being an early childhood educator.
- Early Childhood Education preferred.

Includes information from a form developed by *Exchange Press* and the PCPO School and Teacher Evaluation materials.

HEALTH & SAFETY POLICIES

If your child is overly tired, sick, or shows symptoms of a communicable disease, please keep them home from school. If illness becomes apparent during the school day, the teacher may send the child home. This is in the best interest of your child and the other children in the class. Health providers routinely recommend a full 24 hours of no fever, diarrhea, or vomiting before a child returns to a school setting. Remember that fevers are often gone in the morning, but can return later in the day.

Upper respiratory infections are very common during the fall and winter months. These viruses are most contagious at the onset of illness before your child may feel uncomfortable. It can be difficult to discern an illness in the very early stage, but if your child is obviously symptomatic and contagious with coughing and nasal discharge, your child should be kept home.

If your child becomes ill with a communicable disease or condition, please inform the teacher and the Health & Safety Coordinator so they can inform the co-op families to watch for symptoms in our children. This is very important because some children may be at greater risk of complications. Even a conscientious parent becomes more observant with forewarning.

In the event of head lice, which can occasionally be found in our school community throughout the school year, Brooklyn adheres to the following standards: Following the recommendations of the American Academy of Pediatrics and the CDC, we have adopted a policy that excludes students for live lice, but not for nits (lice eggs). In the event that head lice are found, the student will be sent home for treatment and then rescreened before returning to the classroom. The school must be notified immediately so that all families can be informed. The Health & Safety Coordinator will notify the Community. The Cleaning Coordinator is responsible for removing all washable items from the school and treating them appropriately.

Because of the small risk of blood-borne hepatitis B transmission from carriers who are not known to be infected and because most HTLV-111 and HIV infected children will not be identifiable, general precautions should be observed by first aid providers in all situations involving exposure to blood. These precautions apply to bleeding injuries of all children, not only those known or suspected to be infected:

1. Any injury requiring First Aid should be handled by the teacher or a parent who has a current First Aid card.
2. Whenever providing first aid to a child, you **MUST** wear gloves. Gloves are provided in the first aid kits and in your Parent Teacher apron.
3. You should wash your hands immediately after completing your first aid.
4. Avoid getting blood from an injured child in your mouth or eyes. If such an exposure occurs, rinse the eye or mouth thoroughly with water.
5. Clean up any spilled blood with soap and water, then disinfect with a freshly made solution of one part bleach to ten parts water.
6. Place blood-contaminated items such as gloves, bandages, and paper towels in a plastic bag, tie it closed, and put it in the garbage.
7. Any injury should be reported immediately to the teacher. A school incident report shall be filled out and one copy put in the corresponding parent file and one copy put in the teacher file.

Smoking, alcohol, and/or drugs are not allowed on the school premises or on field trips.

Immunizations

An immunization form is included with your copy of this handbook. The completed form must be returned to the school at the parent orientation meeting in order for your child to attend Brooklyn Preschool. Oregon law requires pre-kindergarten students (18 months of age or older) to have certain required vaccines or an appropriately signed exemption before school attendance takes place. Please refer to immunization form and/or current Oregon law for a list of these vaccines.

Accidents

For insurance purposes an accident report needs to be made out and forwarded to the PCPO within a week for any accident which results in an injury that requires medical attention beyond first aid. Report forms are available through the teacher.

A school incident report needs to be filled out for anything leaving a mark or potential mark on a student's physical person, so that the parent knows what to expect. Incident report forms are found in front of the parent files. One copy should be put in the corresponding parent file and one copy in the teacher file.

Bathroom Policy

All children are encouraged to use the toilet independently throughout the day. Our expectation is that all children entering preschool will be potty-trained. That said, we recognize that potty-training is a process and accidents are an expected part of the preschool experience.

If a child needs assistance in the bathroom, the door must always be left open. Adults will never be alone in a bathroom with a child. In the event of an accident, parent teachers will attempt to give students verbal cues to help them clean and re-dress themselves, but are not permitted to physically assist children with undergarments, wiping, etc. If this level of support is needed, only the teacher may provide this type of assistance. In the event that additional help is needed, beyond what the teacher is able to provide, parents may be called during the school day to return to school and assist their child.

Allergic Reaction Policy

Upon enrollment, each parent/guardian will fill out a registration form which includes food allergy information. Specific allergies noted by the parent/guardian will be posted by the health and safety representative in the child's classroom, along with the type of allergic reaction, symptoms, and the usual treatment the child requires. In order to prevent an allergic reaction, it is the responsibility of the health and safety representative and parents to inform the other parents/guardians and teacher of the child's allergy history.

Medication: No prescription medication or non-prescription medication may be given to a child except under the following conditions:

- (a) prescribed medications ordered by a healthcare provider for a specific child with written permission of the parent or a legal guardian for life-threatening condition;
- (b) non-prescription(over the counter) medications recommended by a healthcare provider for a specific child with written permission of the parent or legal guardian for life-threatening conditions.
- (c) Only a child's parent, legal guardian or the teacher may administer medication.

It is the responsibility of the parent or guardian to train the teacher in proper administration of the medication.

Nuts: Brooklyn Cooperative Preschool is a nut-free environment. This includes any food you or your child may bring to school for consumption on the premises, including in our outdoor play area.

Emergency

Dial 911 in an emergency. Always call for an ambulance for any situation that would require an ambulance for an adult. Do not transport children in private vehicles in an emergency.

In the event a fire alarm goes off when you are parent teaching, gather the children in your room around you, bring emergency contact cards and go to the farthest basketball hoop at east end of blacktop. Check children's names on the sign-in sheet; proceed to northeast corner of parking lot near shed. Teacher must remain behind to double-check rooms, bathrooms, etc., to make sure all children are outside. Parent from the Wonder Space will go to nursery to assist in exit of nursery caregiver and nursery children. In the event of a disturbance on the playground, gather children and go into the preschool building. Report the disturbance to the church office. Call 911 if necessary.

Emergency Preparedness Kit

Each family provides an Emergency Preparedness Kit for each child in the preschool and the nursery at the beginning of the school year. These provisions may be used in case of earthquake, ice/snow storm or any other emergency that may delay parents, to help provide comfort to your child. This kit is due on Welcome Day; they are stored in the Wonder Space throughout the year (nursery kits are stored in the nursery).

Please pack an emergency kit as follows:

In a 1 gallon Ziploc-style bag:

1. 2 or 3 boxed drinks or a small bottle of water
2. 1 can of food with a pull-top lid and spoon – or a non-perishable substitute that your child will eat.
3. 1 can of dessert with a pull-top lid and spoon – or other sealed non-perishable dessert that your child will eat.
4. 1-2 granola/dry fruit snacks
5. several moist towelettes in a small Ziploc bag
6. a small package of facial tissue
7. 1 plastic poncho or two 30-gallon trash bags to be used as raingear in case of building evacuation
8. 1 "space blanket" (available in camping sections of Fred Meyer, GI Joe's, etc.)
9. 1 or 2 comfort items such as a small toy and/or a picture of family
10. If your child has special medical needs, please be sure to include medications and instructions for a 24-48 hour period.
11. If your child is not potty-trained, include diapering supplies in a separate bag.

Label the bag with your child's name and the date the contents were assembled.

BACKGROUND CHECK POLICY

This policy is adopted in order to be in accordance with Oregon State Law (ORS 657A.250 to ORS 657A.450). Whereas, the Board of Trustees (the "Board") of Brooklyn Preschool (the "Preschool") realizes that educating preschool children in a cooperative setting creates risks to the children incumbent upon their being present in a room with an unsupervised adult other than their parent, as a volunteer;

And whereas, the Board considers these risks will be minimized by the use of background checks to screen parents and other volunteers for past convictions that might make them inappropriate candidates to assist in the education of young children or in service to the Board;

And whereas, the Board wishes to act to reduce those risks;

Now, therefore, the Board declares it the policy of the Preschool that all parent and other volunteers who assist with the operation of any Preschool program, including but not limited to classroom activities and field trips, or service on the Board, will biannually (once every two years) complete and submit to the Oregon Department of Education (the "ODE") the documentation required by the ODE for a background check in conformance with ODE requirements, beginning in the 2016/17 academic year.

The material will be collected by the President or the immediate past President of the Board at the Board's discretion, who will review that information with the Secretary and one other elected Board Member (the "Committee") to determine whether it suggests that the volunteer should be disqualified from or limited in service to the preschool based on the following criteria:

1. Whether the misconduct was serious and recent enough to affect the volunteer's service;
2. Whether the misconduct was repeated;
3. Whether state or federal laws were implicated;
4. Whether the misconduct is closely related to the individual's responsibilities as a volunteer;
5. What level of threat the volunteer would pose in the position;
6. Whether there is evidence of rehabilitation; and
7. Whether the volunteer's background would reflect poorly on the institution.

If the Committee determines that the misconduct is sufficient to warrant limiting or prohibiting the volunteer's service, the President or past President will so notify the individual in writing. At the discretion of the Committee, the individual may submit information pertinent to the report issued by the ODE and bearing on the seven points above within ten days of notification by the Committee. If one of the members of the Committee or the Chair is the perpetrator of the misconduct, that person will remove himself or herself from consideration of or participation in the decision on the matter.

The Committee will strive to keep information it obtains confidential and use it only for purposes related to determining whether the individual is a suitable volunteer for the Preschool.

FINANCIAL POLICIES

Tuition for Brooklyn Cooperative Preschool Program

Tuition for 2016/17 school year. **Tuition is subject to change, pending budget approval.**

Two days per week	\$ 135 / Month
Three days per week	\$ 195 / Month

Families with more than one child enrolled in the preschool will receive a 20% reduction of tuition for the second child OR a 50% reduction in parent teaching requirement for the second child. (The second child is the one who attends fewer days.)

Starting in September, each month's tuition is due on the first of the month. A \$25.00 late charge will be assessed after the 10th of each month. Tuition is not due in June, July, or August, when school is not in session.

Repeated failure to pay tuition (two months in arrears) will be grounds for dismissal at the Board's discretion.

Payment should be made by check or money order. Please no cash. **Any charges for bounced checks will be charged back to the member.**

Fundraising

Fundraising obligation is subject to change, pending budget approval.

Fundraising obligation for 2016/17 school year:

Each family is responsible for raising \$370.00 per child enrolled, either through fundraising activities or by paying this fee out-of-pocket. Nursery families will have an additional fundraising obligation of \$35.00 for each nursery child for the school year. See fundraising section for more information.

Application Fee

An application fee of \$20.00 will be paid when a family applies to register a child in the preschool. This fee is non-refundable and supports the school's financial aid fund. Returning students (those who were enrolled the previous year) are not required to pay the application fee.

Registration Fee

At the time of enrollment, a non-refundable registration fee of \$75.00 will be paid to hold a child's position in their class.

Oregon Criminal Background Check Fee

The preschool will pay for up to 2 criminal background check fees for Parent Teacher volunteers. If a family would like to have additional family members teach in the classroom or otherwise volunteer, that family will be responsible for paying any additional criminal check fees.

Withdrawal

If a member family withdraws a child, they agree to forfeit the remainder of the current month's tuition. The member family must also fulfill their buyout obligation for the current semester. Notice of withdrawal must be made in writing to the Executive Board. Exceptions to this policy may be made at the discretion of the Executive Board.

Car Pools That Require Payment: DO NOT JOIN ANY CAR POOL THAT REQUIRES PAYMENT.
Paying for rides can automatically void insurance liability coverage.

FINANCIAL AID POLICY

The financial aid policy, established in the fall of 1990 and amended in August 2016, was created to preserve access to our preschool experience for current members of good standing and/or prospective members for whom the full cost of our program would present a barrier to membership. All other aspects of school policy and procedures will remain the same including, but not limited to, classroom work obligations, fundraising, attendance at member meetings, and family job responsibilities. Financial aid does not supersede any other rules of the preschool, and continued granting of scholarship funds will be dependent upon the satisfactory fulfillment of member responsibilities as outlined in this handbook.

1. The Financial Aid Committee will consist of the President, Accounts Receivable Treasurer, and Accounts Payable Treasurer. If any member on this committee has a conflict of interest, the President will name another Board member to take their place. This committee will determine the amount of financial aid to be provided based upon need as expressed on the application, the total amount of need identified by membership, and the amount of scholarship funds available.
2. The Financial Aid Fund will be financed primarily through a combination of application fees and fundraisers, including but not limited to dine-ins and summer camp. In the event of low funds, the Board may vote to approve the augmentation of the fund by use of the School's retained earnings.
3. Financial Aid may be awarded to represent a 10% to 50% reduction in monthly tuition. Financial aid is only applicable to monthly tuition. Fundraising obligation, nursery, registration and supply fees are not eligible for financial aid.
4. The Accounts Payable Treasurer will receive all Financial Aid requests and completed applications. Initial requests for the year should be made by August 15th and will cover the entire school year unless otherwise indicated on the application. Applicants will be notified of their financial aid status within 15 days of the committee receiving their completed application.
5. Upon approval, applicants will be required to provide their prior year tax return or three most recent paystubs to verify their income. Applicants need only show their documentation to one committee member who will verify the information in their presence and return the documents immediately. Brooklyn Preschool will not retain copies of these documents.
6. Emergency funds for families that find themselves in an unexpected financial situation may be applied for in writing to the committee at any time. Mid-year applications will be subject to funds available. The Board may vote to release more funds for mid-year applications if great need is demonstrated. If approved, the tuition reduction will begin on the first day of the following month.
7. Those families receiving financial aid will still be responsible for the full registration and insurance fees, as well as their remaining monthly tuition and fundraising obligation.
8. Receipt of financial aid does not necessitate extra member duties.
9. All information concerning financial aid applications will be kept confidential.
10. Brooklyn reserves the right to cancel financial aid at any time if recipients do not fulfill their member responsibilities or if the school experiences a lack of funds.

LATE POLICY

Parent Teaching

Parent Teachers and the Alternate must be at school and ready to work 15 minutes prior to the class start time. Parent Teachers utilizing the nursery will arrive no later than 30 minutes prior to the class start time, so that their nursery child can settle in. Please treat parent teaching like the critical job it is and plan your morning so that you will be on time. Late arrivals will be handled in the following manner:

First late arrival – member family receives a written warning and reminder of Brooklyn Preschool's late policy.

Second and subsequent late arrivals – member family is fined \$5.00, billed and payable with monthly tuition.

Chronic late arrivals – a member family that is repeatedly late to arrive on assigned Parent Teacher/Alternate days is considered unable to meet the obligations of membership (as stated in the School Policies section of the handbook). Chronic late arrival is therefore grounds for dismissal from the organization

Picking Up Your Child

It is crucial that you pick up your child from school on time. Pickup time is 12:30 p.m. The teacher is counting on you. Your fellow co-op members are counting on you (as you count on them on your parent teaching days). But most importantly, *your child is counting on you!* Late pickups will be handled in the following manner.

There is a clock on the sign-in/out clipboard. A Parent Teacher will be responsible for writing down the time when you sign out your child. Parents are allowed a five-minute grace period, after which parents will be assessed a fine of \$1.00 per minute, billed and payable with monthly tuition.

Parents who repeatedly (more than three times in a calendar month) arrive after the designated pick up time will waive the right to a grace period for the remainder of the semester and will be fined \$1.00 per minute after pickup.

FUNDRAISING

Why do we fundraise?

Brooklyn Preschool families fundraise in order to generate essential funds for our school. Without fundraising, our tuition rates would need to increase and our students would not have access to opportunities that extend beyond our minimum operating costs. When our fundraising efforts generate surplus funds, the money can be used to fund special programs and equipment.

What do I need to do?

Each member family has a two-part fundraising obligation: (1) Raising revenues that meet or exceed our current fundraising obligation amount and (2) participating in any mandatory fundraising activities as identified by the Board.

1. **Raising revenues:** Each family is responsible for raising the total fundraising obligation amount set forth at the beginning of the school year. This may be done via participation in fundraising activities throughout the year for which your family will earn credit, by paying the required amount out-of-pocket, or by a combination of these two methods.

Participation in fundraising activities: In addition to earning credit toward your fundraising obligation for volunteering, there are some events where all families are needed to volunteer regardless of their fundraising obligation status. Traditionally, this has meant working at least one volunteer shift at our annual rummage sale, but it's possible the required activities may change from year to year depending on need. Failure to participate in a mandatory fundraising activity will be considered a missed family responsibility. The first missed family responsibility will result in member reeducation, the second missed responsibility will incur a \$40.00 fine, and the third missed responsibility will incur another \$40.00 fine coupled and members will be asked to engage in conflict resolution with the Board.

Half of the yearly fundraising obligation must be met by the end of the first semester. Statements will be distributed in January and any first semester fundraising obligation balance owed will be due at that time. If a family has earned more than is required for the first semester, any overage will be applied to their second semester balance.

Each family will receive an overview of the fundraising plan for the year, including details about if and how each fundraiser may be used to meet families' fundraising obligations, at orientation in September. At this time, families will also be notified of any mandatory fundraising activities they can expect during the school year so they may plan accordingly.

YOUNGER SIBLINGS AT BROOKLYN PRESCHOOL (NURSERY)

Brooklyn Preschool is pleased to have an on-site nursery available for younger siblings of preschool students (six months of age and older) while parents are teaching in the classroom. A childcare provider is paid to staff the nursery, provided there is sufficient need. Families who have mentioned the need for childcare on the preschool application form will get specific information for the coming year during the summer. They will be required to attend a Nursery Orientation before school begins.

Infants

The Nursery is available to younger siblings six months of age and older. If you have a younger child under the age of six months you have the option of wearing your infant while you work. If another child care option is not available to you, infants up to six months of age may be carried in a sling, front pack, or back pack while you are parent teaching. Be aware, however, that our accident insurance only covers the enrolled students and their younger siblings (six months and older) using the Nursery. Infants present in the classroom (under six months of age) ARE NOT covered by the school's insurance. To minimize the risk of accidents, Parent Teachers who bring infants with them on their scheduled work day must carry their babies at all times.

Financial Obligation

The fees for using the nursery are a daily fee (\$20.00), an annual fundraising buyout (\$35.00), and an annual supply fee (\$75.00). The nursery is operated on a nonprofit basis and is intended to break even each month. In order for this to happen we need to have three nursery children scheduled on each nursery day. Therefore, if you sign up to use the nursery for the month, you will be required to pay the fee for each day you are scheduled to parent teach, **regardless of whether or not you use the nursery.**

Nursery Scheduling

Each month you will be given a Parent Teacher availability sheet by the Parent Teacher Coordinator for the following month's schedule. This is where you will indicate whether or not you will need to use the Nursery for the month. Once you are on the schedule for the month, you are responsible for paying the nursery fee for the days that you are scheduled to parent teach. If you are unable to work on a day that you have been scheduled to parent teach, it is your responsibility to find another nursery family to trade with. If you have a sick child the night before you are scheduled to parent teach, it is your responsibility to find someone to trade with. If you are scheduled to use the nursery and decide that you will make other arrangements for your child that day, you are still responsible for the nursery fee.

Exceptions:

Last minute illness – Only if able to swap with another nursery family.

To allow time for your child to get settled in the nursery, Nursery families are required to arrive 30 minutes prior to the start of school; this allows for 15 minutes with your child in the Nursery, and 15 minutes of prep time for your Parent Teacher job.

Nursery families must follow the same sign-in / sign-out policy outlined for preschool students (see 'School Day' section of handbook).

In order for this system to work, every effort should be made to be available to work on the days you have been scheduled to parent teach.

Nursery Alternate

Most years, the Nursery Caregiver has a Back-up Caregiver lined up to cover for them in case of illness or unforeseen circumstance. If both the Nursery caregiver and the Back-up Caregiver are

unavailable, you will be asked to step in and provide nursery care for the day. If you are on the Nursery schedule for the month, you will be listed as a Nursery Alternate approximately once a month (this is in addition to being scheduled as a Parent Teacher Alternate). In the event that the nursery caregiver and back-up caregiver are unavailable to work on the day that you are scheduled as the Alternate, you will need to be prepared to stay and fill in. If you provide Nursery care for the day you will be compensated by receiving a full-day parent teaching credit. If you work, please make sure you write it down on the master schedule (calendar) in the front hallway so you receive the appropriate credit for the shift.

BOARD POSITIONS AND FAMILY JOB DESCRIPTIONS

Each family must commit to a job for the entire year. Family jobs include all board positions and other roles as described below. Family jobs may change from year to year depending on need and enrollment numbers. Returning and alumni members have priority choice of their family job and are given first right-of-refusal over a job held the previous year. A job request form will be made available in late spring for the following year. New members will be given the job request form with available job choices at the May orientation. The forms will be returned to the Vice President who will assign family jobs.

BOARD POSITIONS

The Board of Directors sets and enacts policy for the preschool. The board will meet on a regularly scheduled basis and these dates will be posted. Meetings are open to the membership, unless indicated. The board may hold emergency closed meetings. The board plans and attends general membership meetings and parent orientations.

Board Position Descriptions

The members who fill the following positions will be full-voting members of the board and will attend board and parent meetings, unless otherwise indicated.

President: Oversees the running of the school. Presides at parent and board meetings and prepares meeting agendas. Assists teachers in preparing calendar. Serves as a liaison between teacher(s), member families, church, and other stakeholders as needed. Coordinates and oversees all operations of the preschool, including contracts, leases, audits, policies, etc.

Vice President/Job Coordinator and Hospitality Coordinator: Assigns family jobs and assists with job orientation as needed. Follows up with members throughout the year to answer questions and make sure that members can fulfill their responsibilities. Confers with the president and teachers to decide if new jobs are needed. Rewrites job descriptions. Assists President as needed. Responsible for notifying families of upcoming Parent Meetings and coordinating refreshments and childcare for Parent Meetings.

Membership: Ensures that our school has the fullest possible enrollment. Returns phone calls and emails from people interested in the school. Connects prospective families to tour leaders and new families with appropriate orientation person. Keeps the teacher and other members informed of changes in membership. Facilitates annual Open House and helps with other marketing events. Manages lottery and registration process for upcoming school year.

Fundraising Chair: Develops fundraising plan for the year. Oversees fundraising team to plan and organize school fundraising activities. Tracks each family's fundraising contributions and updates families on progress towards meeting their fundraising obligation.

Treasurer-Accounts Payable: Manages the accounts payable finances of the preschool. Oversees all vendor and employee payments. Supplies board and membership with monthly financial status reports. Teams with accounts receivable to propose annual budgets and proposes recommendations for process improvements and cost saving opportunities. Prepares and pays taxes.

Treasurer-Accounts Receivable: Manages the accounts receivable finances of the preschool. Receives and deposits tuition and other payments. Enters all accounts receivable transactions into the accounting system. Teams with accounts payable to propose annual budgets, recommendations for process improvements, and cost saving opportunities.

Secretary: Takes minutes at Board and parent meetings. Manages the distribution, collection, and filing of all membership paperwork, including updates to our member handbook, board bylaws, and membership forms. Maintains hard copies of school and membership documents distributed

over the course of the school year. Submits insurance applications for field trips and community events. Manages the school library and collects and distributes the mail from our PO Box.

Parent Teacher Coordinator: Orients members to their Parent Teacher duties. Prepares monthly Parent Teacher schedule. Acts as liaison between teacher and parents on parent-teaching issues. Coordinates the running of the nursery with the nursery care provider and nursery parents. Works with Health and Safety Coordinator to ensure nursery safety and Cleaning Coordinator to organize monthly “deep cleaning” of nursery.

PCPO Representative/Education Coordinator: Represents Brooklyn Preschool at all PCPO meetings and events. Attends monthly PCPO meetings and Brooklyn Board meetings & conveys relevant information between the two organizations. Works with membership and Board to determine parent education topics and secures appropriate speakers.

Marketing and Alumni Liaison: Plans and executes publicity for the year including, but not limited to, times of open enrollment, open house, and fundraising events. Maintains website and outdoor signage. Markets the preschool when opportunities present themselves and by using website, Facebook, Next Door, Craigslist or other Yahoo/email groups. Maintains database of alumni families and shares information about special events and fundraising opportunities with this group. Coordinates t-shirt printing for school and produces a supply of t-shirts for distribution to current students. Graphic Design background highly desirable.

FAMILY JOB DESCRIPTIONS

Auction Chair/Fundraising Assistant: Part of fundraising team. Works closely with fundraising chair to coordinate all aspects of the Auction. Heads committee to solicit donations for silent auction (through businesses, membership and alumni). Solicits donations of recurrently needed goods. Maintains a donation history and thanks donors with school letterhead. Assist Fundraising Chair in securing date and location for next year’s auction.

Cleaning and Sustainability Coordinator: Sets schedule for and coordinates bi-monthly family deep cleanings of the classrooms by delegation/sign-ups at the beginning of year. Coordinates monthly family deep cleanings of the nursery by delegation/sign-ups (obtain list of nursery families from Nursery Coordinator at beginning of year). Provides reminders to parents who are scheduled to deep clean. Maintains list of jobs to be completed at each deep cleaning (Schedule A and Schedule B), modifying as needed. Ensures rags/aprons are washed weekly (take home or designate launderers through classroom job lists). Creates sign-up sheet for end of the year cleaning/take down of the classrooms for all members and task distribution related to jobs (work with teachers). Oversees our continual efforts to make the preschool a more environmentally friendly place to play including collaboration with snack buyer to maximize sustainable purchasing, monitoring of classroom water filtration and composting, and other activities.

Class Cook: Assists teachers in executing class cooking projects. Attends and prepares for monthly class cooking days in addition to parent teaching days. Preschool will provide all needed equipment and supplies, but Class Cook may need to assist in procuring them and complete some preparation at home in advance of cooking day. ***This position is ideally suited for a NON-Nursery family or a family with alternate childcare readily available for siblings.***

Community Builder and Field Trip Coordinator (1 MWTh, 1 TF): Fosters class community connections and opportunities for social engagements. Coordinates and publicizes informal family social events, such as morning coffee talks, after school picnics, park play-dates, etc. Works with Community Builder in other class to plan school-wide social events per calendar. Coordinates family support as needed, e.g. meal calendars for new babies. Coordinates class gifts for teachers as desired for holidays, birthdays, end of year. Makes reservations regarding field trips, as designated by teacher(s) and manages all details including permission slips, transportation planning, name tags, etc. Maintains file on prior trip contacts/information.

Gardener and Grounds: Coordinates with teacher(s) to develop the garden spaces at the school. Tends to weeding and general upkeep of beds inside fence and in parking lot. Organizes garden workdays, weeding parties and spring and summer (following the school year) watering schedules. Replenish sand, gravel and soil. Coordinate with church liaison monthly to determine need for volunteer work parties to upkeep church grounds. May help with garden design, integrating the garden into the curriculum, and supporting it in the classroom. Access to a truck and garden tools is helpful but not required.

Health and Safety Coordinator: Acts as the liaison between the Health Department and the school. Presents health and safety information at parent orientations and facilitates collection of immunization forms. Creates emergency information cards for field trips at beginning of year. Responsible for filling/updating first aid kits and medical information packets. Reviews children's immunization forms and reports this information to the health department. Makes periodic checks of classrooms, nursery and playground to inspect equipment and environment for safety. Provides information on this subject for the newsletter. Makes sure first aid supplies, bleach, anti-bacterial soap, gate locks and electrical outlet plugs are in good supply all year. Advises teacher and president when illness/epidemic may require school closure. Makes sure every child has a disaster preparedness kit and/or comfort kit at school. Coordinates with church and teachers to schedule monthly fire drills. Reviews applications and polls membership for allergy information and compiles list of students' allergies to post in food preparation area. Alerts all teachers and Parent Teachers of any student with life-threatening allergies.

Memory Book/Photographer (1MWT, 1TF): Facilitates or creates keepsake scrapbooks for each child for distribution at end of year social. Ensures that each child has photos taken of them throughout the year. Takes pictures at school functions, in class, and on field trips. Arranges for yearly school photos with a portrait company (or to be taken by member family), and distributes order forms and pictures. Obtains and maintains a photo sharing site such as Snapfish or Shutterfly. **MUST have a functioning digital camera and have access to a photo-share program on-line.**

Newsletter Editor: Publishes monthly school newsletter for membership September – May. Collects newsletter information, including Teacher and President reports, PCPO report, event updates, photos and artwork. Formats, edits, copies, and distributes newsletter monthly. Contacts members to request additional articles. Posts cutoff date for article submission (28th of the month with distribution on the first Thursday of the month). **(Must have access to personal computer. Access to scanner preferable.**

Rummage Sale Coordinator/Fundraising Assistant: Part of fundraising team. Works closely with fundraising chair, especially during rummage sale. Heads rummage sale committee and oversees all tasks related to running of sale, including donations of items, publicity, set-up/clean-up and staffing of volunteers for rummage sale.

Scrip Coordinator/Fundraising Assistant: Part of fundraising team. Works with fundraising team throughout year on all fundraising events. Collects, processes and tracks all scrip orders. Maintains scrip order form file and makes forms available to members. Informs members of ordering options, procedures, and deadlines. Provides monthly scrip buyout earnings reports to Fundraising Chair. Drives to Tigard monthly to pick up scrip orders. Distributes orders to members and reports scrip sales to AP treasurer.

Snack Coordinator/Buyer: Coordinates monthly snack calendar with teachers. Purchases, delivers and stocks all snack food items. Coordinates with membership to provide homemade snack items as available. Purchases additional snack food ingredients for class cooking projects by teacher request. Keeps cupboards and refrigerator organized and cleaned out as necessary. Creativity is a plus – any and all ideas are welcome in making snack a creative and fun food adventure for the kids.

Substitute Teacher: Assumes teacher's duties in their absence during conferences, workshops, and sick days (approximately 4-8 days per year). Experience teaching young children (e.g., Sunday school, daycare) is preferred, as well as certification in CPR/First Aid, which is required and can be obtained at school's expense after jobs are selected. Ideally, this person would be available to cover all 5 days of the week if needed, but must be able to cover T/Fr or M/W/Th at a minimum. ***This position is ideally suited for a NON-Nursery family or a family with alternate childcare readily available for siblings.***

Supply Organizer / Buyer: Buys bulk consumables and buys or gathers other supplies that are not purchased through school supply catalogs. Maintains record of quantity of goods used throughout the year. Creates a system to track supplies of consumables (i.e. cups, staples, foil, wax paper, garbage bags, cleaning supplies, etc.) and keeps them in stock. Interest in bargain shopping/garage sales is helpful for this position.

Teacher's Assistant: Assist teacher(s) by helping with upcoming projects, school set-up (name tags, bulletin boards, portfolio files, etc.) and dramatic play themes. Organizes and maintains creative construction and art supply areas and store room. Helps teacher with inventory & keeps inventory list current. Makes play dough / Flubber / bubble solutions at the teacher's request. Coordinates creation and/ or acquisition (primarily gathering donations) of materials and books for dramatic play area (i.e. refrigerator/stove boxes from Standard TV and Appliance) and helps teacher make changes to dramatic play area monthly. Completes other take-home projects as needed. Maintain playground equipment on a monthly basis (oiling bikes, airing balls) Ensures that industrial vacuum is in working order, has replacement belts and bags on hand, and schedules servicing at Stark's Vacuums every two years, and as needed.

BYLAWS

Article I: Name – The name of this corporation is Brooklyn Preschool, Inc.

Article II: Offices – The corporation shall maintain in the state of Oregon a registered office and a registered agent located at the registered office. The Board of Directors may, at any time, change the location of the registered office and the person designated as the registered agent. The corporation may also have other offices at such places as the Board of Directors may fix by resolution.

Article III: Purpose – Subject to the limitations stated in the Articles of Incorporation, the purposes of this corporation shall be to engage in any lawful activities, none of which are for profit, for which a corporation may be organized under Chapter 65 of the Oregon Revised Statutes and Section 501 (c) (3) of the Internal Revenue Code of 1954 (or their corresponding future statutes).

This corporation's primary purpose will be to:

- (a) Provide a preschool program for young children which involves their parents/caregivers on a regular basis and
- (b) Provide adult education for the parents/caregivers of enrolled children.

Article IV: Membership

Section 1. Qualifications – Enrollment of a child(ren) in Brooklyn Preschool creates a family membership. The additional enrollment of siblings does not create a separate membership. Each family membership has one vote and responsibilities as may be established by the Board of Directors. Membership shall be available without regard to race, ability, color, creed, religion, national or ethnic origin, or sexual orientation.

Section 2. Classes and Voting – There shall be one class of members of this corporation, called a "family membership." Each family membership shall be entitled to one vote on all matters for which a membership vote is required by the law, the Articles of Incorporation, or the bylaws of this corporation. If the family membership cannot agree on its vote, the vote shall not be counted.

Section 3. Expulsion – A member may be expelled by the Board of Directors after giving the member at least 15 days written notice of the expulsion and the reasons for the act. The member shall be given an opportunity to be heard by the Board or its designated agent, orally or in writing, at least 5 days before the effective date of the expulsion. The written notice of the expulsion shall be given by first class or certified mail and sent to the last address of the member shown in the corporation's records. The decision of the Board or its designated agent shall be final, and shall not be subject to any review or appeal by any court or other persons. Expulsions may occur if members do not fulfill requirements and/or violate member policies set forth in these bylaws.

Section 4. Annual Meeting – Four annual meetings of the members of this corporation shall be held during the year at the registered office of the corporation.

Section 5. Special Meetings – Special meetings of the members of this corporation may be called by the Board of Directors or by petition of one-third of the membership to the President by a demand signed, dated and delivered to the corporation's secretary. Such demand shall describe the purpose of the meeting. Notice of the following: dissolution, merging, indemnification, amending articles, conflict of interest situations, or selling assets, must be given personally or by first class mail seven days prior to meetings.

Section 6. Notice – Notice of all meetings of the members shall be given to each member via the yearly calendar and/or by telephone as well as by postings on the Events Bulletin Board. The notice shall include the date, time, place, and purposes of the meeting.

Section 7. Quorum and Voting – Those members present at an annual or special meeting constitute a quorum. Action is taken by a majority vote of members present, unless these bylaws or the law provide differently. There shall be no voting by proxy.

Section 8. Action by Consent – Any action required by law to be taken at a membership meeting, or any action which may be taken at a membership meeting, may be taken without a meeting if a consent in writing, setting forth the action to be taken or so taken, shall be signed by all the members.

Article V: Board of Directors

Section 1. Name – The Board of Directors is a.k.a Executive Board.

Section 2. Duties – The affairs of the corporation shall be managed by its Executive Board.

Section 3. Number – The number of Board members may vary between a minimum of 3 and a maximum of 15, the exact number of which shall be fixed from time to time by resolution of the Board. Each Board member shall hold or share at least one office and shall be elected to so hold or share that office.

Section 4. Term – The term of office for Board members shall be one year. A Board member may be re-elected without limitation on the number of terms they may serve. The members shall elect the Executive Board at their spring meeting with the term to begin following the June board meeting.

Section 5. Removal – Any and all Board members may be removed with or without cause, at a meeting called for that purpose, by a vote of a majority of the members entitled to vote at an election of Board members.

Section 6. Vacancies – Vacancies on the Executive Board and newly created Board positions will be filled by a majority vote of the number of Board members then on the Executive Board no later than the 2nd regular meeting of the Executive Board following the vacancy.

Section 7. Quorum and Voting – A quorum at a Board meeting shall be a majority of the number of all Board members in office immediately before the meeting begins. If a quorum is present, action is taken by majority vote of the directors present. Where the law requires the vote of a majority of the directors in office to amend the Articles of Incorporation, to sell assets not in the regular course of business, to merge, or to dissolve, such action is to be taken by that majority as required by law.

Section 8. Regular Meetings – Regular meetings of the Executive Board shall be held at the time and places to be determined by the Executive Board. No notice of the date, time place, or purpose of these meetings is required.

Section 9. Special Meetings – Special meetings of the Board shall be held at the time and place to be determined by the Board. Notice of special meetings of the Board describing the date, time, place and purpose of the meeting shall be delivered to each Board member personally or by telephone or by mail not less than 2 days (48 hours) prior to the special meeting. A special meeting of the Board may be called by the President or by twenty percent of the directors then in office.

Section 10. Meetings by Telecommunications – Any regular or special meeting of the Executive Board may be held by telephone or telecommunications, as long as all members can hear each other. Computer communication is not acceptable.

Section 11. No Salary – Board members shall not receive any salaries for their Board services, but may be reimbursed for expenses related to Board services.

Section 12. Action by Consent – Any action required by law to be taken at a meeting of the Board, or any action which may be taken at a Board meeting, may be taken without a meeting if a consent in writing, setting forth the action to be taken or so taken, shall be signed by all the Board members.

Section 13. Conflict of Interest – A transaction in which a Board member has a conflict of interest may be approved in advance by a vote of the Board of Directors or a committee of the Board of Directors if the material facts of the transaction and the Board member's interest are disclosed or known to the Board of Directors or a committee of the Board. Only those Board members not having a conflict of interest may vote on the transaction.

Article VI: Committees

Section 1. Executive Committee – The Executive Committee shall consist of the President, Treasurer and at least one other Board member. The Executive Committee shall have the power to make ongoing decisions between Board meetings and shall have the power to make financial and budgetary decisions.

Section 2. Criminal Background Checks Committee – The Criminal Background Checks Committee shall consist of the President, Secretary and one other Board member. The Criminal Background Checks Committee shall have the responsibility of collecting Criminal Background Checks on all volunteers and staff, as directed by The Child Care Division of the Employment Department of Oregon (ORS 657A.250 to 657A.450). The Criminal Background Checks Committee shall have the power to make decisions regarding the eligibility of volunteers and staff.

Section 3. Other Committees – The Executive Board may establish such other committees as it deems necessary and desirable. Such committees may exercise functions of the Executive Board or may be advisory committees.

Section 4. Composition of Committees Exercising Board Functions – Any committee that exercises any function of the Executive Board shall be composed of 2 or more Board members, elected by the Executive Board by a majority vote of the Board members in office at that time.

Section 5. Quorum and Action – A quorum at a committee meeting exercising Board functions shall be a majority of all committee members in office immediately before the meeting begins. If a quorum is present, action is taken by vote of a majority of directors present.

Section 6. Limitations on the Powers of Committees – No committee may authorize payment of a dividend or any part of the income or profit of the corporation to its directors or officers; may approve dissolution, merger, or the sale, pledge, or transfer of substantially all of the corporations assets; may elect, appoint, or remove directors or fill vacancies on the Board or on any of its committees, may adopt, amend, or repeal the Articles, bylaws, or any resolution by the Executive Board.

Article VII: Officers

Section 1. Titles – The officers of the corporation shall be the President, Membership Coordinator, Fundraising Coordinator, Secretary, Treasurer, PCPO Representative (as appropriate), Job Coordinator/Vice President, Nursery Coordinator and Parent Teacher Coordinator. An office may be shared among more than one officer.

Section 2. Election – An officer may be re-elected without limitation on the number of terms s/he may serve.

Section 3. Nominating Committee – By March, a nominating committee composed of at least 2 Board members will advise the current Executive Board of potential candidates to comprise the following year's Board.

Section 4. Vacancy – A vacancy in any office shall be filled no later than the 2nd regular meeting of the Executive Board following a vacancy. If there is a vacancy in the position of President, the Board will identify a person from the Board or the general membership who is most qualified to fill the position.

Section 5. Other Officers – The Executive Board may elect or appoint other officers, agents, and employees as it shall deem necessary and desirable. They shall hold their offices for such terms and have such authority and perform such duties as shall be determined by the Executive Board.

Section 6. President – The President shall be the executive officer of the corporation, shall prepare meeting agendas and preside at all meetings of members, shall have responsibility for the general management of the corporation, and shall see that all orders and resolutions of the Executive Board are carried into effect. The President attends PCPO meetings, revises the handbook, prepares the calendar, and writes a monthly newsletter column.

Section 7. Job Coordinator/Vice President – The Job Coordinator confers with the President in order to decide if new jobs are needed, rewrites job descriptions and submits them for approval by the President, helps orient new members to their jobs, and follows up to make sure that members are able to fulfill their responsibilities. The VP shall assist the President and Secretary with the revision of the handbook, as necessary.

Section 8. Membership Coordinator – The Membership Coordinator ensures that our school has the fullest possible enrollment, returns phone calls from people interested in the school, connects prospective families to tour leaders and new families with appropriate orientation person, and keeps the teacher and other members informed of changes in membership.

Section 9. Fundraising Coordinator(s) – The Fundraising Coordinator position can be a single or shared position. The coordinator(s) plans and organizes fundraising activities and is supported by the fundraising assistants. S/he determine fundraising obligations and buyouts and attends Board meetings.

Section 10. Treasurer – The Treasurer shall have custody of the corporation funds and shall keep full and accurate accounts of receipts and disbursements in books belonging to the corporation. S/he also make the budget, presents a monthly statement of the current budget and prepares the year-end financial statement. **(Must have access to a PC – not exclusively MAC).**

Section 11. Secretary – The Secretary records and distributes the minutes of parent and board meetings, types and revises roster and signup sheets, helps President with the revision of the handbook if necessary, and opens and distributes the mail **(Must have access to a home computer).**

Section 12. Parent Teacher Coordinator – The Parent Teacher Coordinator orients members to their parent teacher duties, writes newsletter articles on parent teaching and scheduling, prepares monthly parent teacher schedule, and acts as liaison between teacher and parents on parent teaching issues.

Section 13. PCPO Representative – The PCPO Representative attends PCPO general meetings and reports back relevant information to the Board, writes reports for the newsletter, posts PCPO information, advertises PCPO conferences and workshops on hallway bulletin board, and organizes carpools to PCPO events.

Section 14. Nursery Coordinator – Attends Board meetings, helps develop nursery plan over summer, checks in with nursery workers once a month and brings issues/needs to the Board, works with nursery members and parent teacher Coordinator to set up an appropriate rotating schedule of who will be working in nursery each work day for the month, works with Health and Safety Coordinator to make sure the room is safe, stocks cupboard in nursery with snacks and needed supplies, orients new nursery families, works with President.

Article VIII. Corporate Indemnity of Officers and Directors: This corporation will indemnify its officers and directors to the fullest extent allowed by Oregon law.

Article IX. Dissolution: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of 501c (3) of the Internal Revenue Code, or shall be distributed to federal, state, or local government for a public purpose. Any such assets not so distributed shall be disposed of by the appropriate court for such purposes.

Article X. Amendments to Bylaws: The bylaws may be amended or repealed and new bylaws adopted, by the Executive Board by a majority of directors present, if a quorum is present. Prior to the adoption of the amendment, each Board member shall be given at least 2 days notice of the date, time, and place of the meeting at which the proposed amendment is to be considered, and the notice shall state that one of the purposes of the meeting is to consider a proposed amendment to the bylaws and shall contain a copy of the proposed amendment.

Adopted 1995

Revised 2002

Revised 2010

BEGINNING A PRESCHOOL EXPERIENCE

Expectations of children

Some children adapt readily to preschool while others take their time. No matter how your child reacts to their school experience, allow them to do it in their own way.

What will my child do the first day?

- Explore the environment.
- Observe other children and parents.
- Become acquainted with the teacher.
- Have the option of participating in different activities.

How can I help prepare my child for school?

- Avoid building expectations too high.
- Casually suggest what to expect: other children of the same age, toys to be used, and friendly adults.
- Dress your child comfortably, appropriately, and in clothes that can get dirty.
- Give the teacher any information that will help make the adjustment easier, as the teacher will probably become the child's first focal point at school.
- Refrain from directing the child's activities and behavior at school. Let your child use materials in their own way. It is the process that is important, not the final product.

It is not uncommon for children to:

- Say very little about preschool at home.
- Remain very close to you at preschool.
- Interact very little with other children at first.
- Change their behavior at home as they try out new independence.
- Have more colds and illnesses from contact with more people.

What is it like to begin preschool?

Parents are often surprised to find they have adjustments to make at preschool. Keep in mind that it is common for parents to feel a little lost too.

You may feel a bit overwhelmed:

- How do I function as a Parent Teacher?
- What are the procedures?
- Where are all the supplies and equipment located?

You may be somewhat fearful:

- You may feel awkward working with other children.
- You may feel afraid to make a mistake.

You may feel isolated:

- There will be many people you don't know.
- You may find it difficult to ask questions of a busy teacher.

Try to remember:

- You can't learn everything at once. Dealing with children, learning guidance techniques, and learning to use equipment and supplies is a continuous process. Don't be afraid to ask questions. It's an excellent way to meet others and feel less isolated.
- When possible, do activities you enjoy. If you don't enjoy reading to a small group, find another activity you enjoy, such as an art project or table game.

The teacher is a resource person. Consult him or her when you have questions about handling situations or need help at preschool.

EASING SEPARATION FOR ADULTS AND CHILDREN

The transition from home to school can represent a challenge to both parent/caregiver and child. Brooklyn's policy for separation strives to acknowledge and validate a child's anxiety while at the same time facilitating their confidence in the safety and care offered by the teacher, Parent Teachers and preschool environment. At Brooklyn, separation is viewed as an incremental, step-by-step process that is never rushed.

1. Home preparation is essential. Talk about school and what it will be like. The night before, do all that you can to ease the morning rush.
2. Develop a fun "good-bye ritual" together, e.g., three kisses, a wink, and a hug. Some children enjoy waving good-bye a second time from the window overlooking the parking lot below.
3. Use non-clock time indicators to say when you will return, e.g., "I'll see you during playtime after snack."
4. Keep your promise by being on time!

It is normal to have mixed feelings about saying good-bye to your preschooler, but transferring those anxieties to your child can turn separation into a difficult scenario. If you have a cheerful, matter-of-fact manner, you show your child that you know she/he can handle the situation, and this will instill confidence. An affectionate brief hug and kiss, or a cheerful wave, and you're off. Children often handle transitions with a brief cry and then run off to play. Tears can be a healthy outlet for your child's overflowing emotions, and saying good-bye is an emotional time.

When Children Need Parents to Stay

Do not be dismayed if your child takes longer than you expected to comfortably say good-bye. Parents of new students, in particular, should plan to be available with their children during the first weeks of preschool. The following is a basic approach to gradually increasing the length of time your child is separated from you. Do not plan to leave your child until this has been worked out with the teacher.

1. We ask that you remain in view but out of the mainstream of activity. This is a good opportunity to observe and note questions you may have.
2. Bring a book or quiet activity which lets your child know you are present as a "security base" but not as an active play facilitator. Do not leave your seat to help her/him. Instead, direct her/him to a Parent Teacher, teacher, or child she/he is comfortable with. Our goal is to help children develop trust by experiencing the responsive support of others at the preschool.
3. Be patient. Children often need to observe an active environment before choosing how to participate. In time, the distance between you and your child will increase as she/he gains confidence in other children and adults at the preschool.
4. At an agreed-upon time, you will leave your child for a brief period the first time, gradually increasing the length of time you are away.

Adjustment Difficulties

While Brooklyn strives to meet the needs of all children and families, there are circumstances unique to cooperative schools in general, and in Brooklyn's educational and disciplinary philosophies, as well, that are not suited to every child and family.

The daily bustle of activity, the number of children and adults each day, the number of transitions

and daily change of Parent Teachers can prove confusing, over stimulating, and uncomfortable for some children, including those who are healthy, intelligent, and developing normally. In such cases a team effort among teachers, parents/caregivers, and a board representative is made to assess appropriate action. In most cases a trial period is agreed upon and every reasonable effort is made to meet the needs of the child within the preschool environment. If, at the end of this trial period, it is still felt by the teacher(s) that Brooklyn is unable to meet the child's needs, the family will be asked to withdraw the child from the school and seek a more appropriate environment. The teacher maintains a resource file of schools, professional counselors, and assessment specialists which is available to all members.

A WORD PICTURE OF THREE-YEAR-OLDS

Social-Emotional Development

Highly imitative of adult
Playmate-conscious
Plays "animal"
Beginning to share and take turns
Enjoys contacts, especially with adults
Wants to please adults, to conform
Spontaneous
Goes after what he/she wants and fights for it
Jealous
Asserts independence often
Exuberant – very talkative
Lively humor (mixed identities, incongruities)
Avid "me-too'er"
Surprise-conscious
Often gets stymied and frustrated

Mental Development

"Here and now" age
Makes simple choices
Alert, excited, curious
"Shy" constantly
Number concepts: "one" and "two"
Understands: "It's time to ___"
Attention span: 4-8 minutes
Better understanding of "biggest"
Names and matches simple colors
Difficulty in combining two activities (eat and talk)
May see vague cause-effect relationships
Lively imagination
Very talkative, regardless of listener
Moves and talks at the same time
Puts words into action
Tries new words
Talks about non-present situations
Vocabulary: 800-900 words
Understands 2 directions in sequence
Letter substitutions: *w* for *r*, etc.
Increase in pronouns and prepositions
"Is that all right?" is a favorite phrase

Motor Development

Well-balanced bodylines
Walks erect
Activities with drive and purpose
Nimble on feet
Can carry liquids
Gallops in high, wide steps
Enjoys rhythm
Rides a tricycle
Alternates feet in stair climbing

A WORD PICTURE OF FOUR-YEAR-OLDS

Social-Emotional Development

Dominates, is bossy and boastful
Hits, grabs for what he/she wants
Loyalties shift frequently
Cooperative play (with two or three others)
Assertive
Show-off, cocky, noisy
Loves to tease or outwit
Terrific humor, nonsense-loving, silly
Alibis frequently
Covers up uncertainty with swagger and bravado
Explosive, destructive
Resistant, tests limits
Easily overstimulated, excitable, goes "out of bounds"
Impatient and intolerant in large group
Insists on what he/she wants

Mental Development

Idea-boy/girl
Likes variety of materials
Accepts changes with preparation
A fabricator – confuses fact and fantasy
Concepts of life and death
Discovers forms while using materials
Produces recognizable forms – constructive
Slapdash experimentation
Dynamic intellectual drive
Begins to generalize (often faulty)
Understands today, tomorrow
Age-conscious and birthday-conscious
Can do two things at once
Has concept of "three" but names more
Judges which of two is bigger
Dramatic in play – uses simple props
Attention span: 8-12 minutes
Greet people with "Hey" or "You know what?"
Calls people names and is argumentative
Enjoys silly words, rhymed without meaning
Uses "bathroom" words, swears
Able to talk to solve conflicts
Comments, criticizes, compares
Vocabulary about 1500 words
Tells tall tales

Motor Development

Longer, leaner body build
Vigorous, dynamic
A "workman" – builds, drives, pilots
Accurate, but rash in body movements and jumps body height, and upright
Acrobatic
Throws balls, catches, kicks with some accuracy
Dresses self except for back buttons

A WORD PICTURE OF FIVE-YEAR-OLDS

Social-Emotional Development

Becoming poised, self-confident
Copies adult behavior, acts grown-up
Aware of rules, defines them for others
Plays in groups of 2 to 5 children
Enjoys group play, circle games
Less combative, more controllable than when four years old
Conscious of sex difference of playmates; sex play
Sensitive to ridicule
Harbors wounded feelings
Likes companionship with adults
Persistent, patterned
Has to be right
Talks about home, possessions; reveals family secrets
A visiting age – sociable
Accepts and respects authority, will ask permission
Growing competitiveness
May get high, wide, wild
Silly, giggling
Enjoys pointless riddles and jokes

Mental Development

Curious about everything
Seeks information on “how, why?”
Ready for short trips into community
Knows name, address
Talks to clear ideas
Self-centered in thinking
Likes to be busy making something; industrious
Makes a plan before starting a project
Attention span: 12-28 minutes
Can carry over play interest for more than one day
Defines familiar objects in terms of their use (Broom-sweep)
Dramatizes house-play on realistic level
Enjoys making up songs, dictating stories
Uses complete sentences readily
Counts ten objects
Assertive in use of language – “I know”

Motor Development

Enjoys activities requiring hand skills
Draws a recognizable man
Learning to tie a bowknot
Skill and accuracy with simple tools
Can sit still for brief periods
Enjoys running, jumping, stunting
Adult-like posture in throwing and catching a ball
Skips
Culmination of most basic coordination
Surging physical drives
Likes dancing – rhythmic, grace