

Parent Handbook

2020-2021

Ashcreek Parent Cooperative Playschool
A Parent Cooperative Preschool since 2016

Handbook & Bylaws Received Form 2020-2021

Child's Name: _____

Child's Name: _____

Child's Name: _____

Parents' Names: _____

I have received a copy of the Ashcreek Playschool's 2020-2021 Handbook and a copy of the Ashcreek Playschool Bylaws or the updated pages.

Parent's Signature: _____ **Date:** _____

Returning member: _____ **New member:** _____

Ashcreek Parent Handbook

Table of Contents

Part 1: PROGRAM OVERVIEW	4
OUR PHILOSOPHY	4
WHAT IS A CO-OP?	4
ASHCREEK PLAYSCHOOL CURRICULUM OVERVIEW	5
SOCIAL MEDIA	7
HEALTH AND SAFETY	7
BEHAVIOR MANAGEMENT PLAN.....	8
SCHOOL CLOSURES.....	8
Part 2: PROGRAMS AND FEES	9
ADMISSION AND ENROLLMENT POLICIES	10
ENROLLMENT FORMS AND REQUIREMENTS	11
FEES AND TUITION	11
2019-20 FEES AND TUITION SCHEDULE	12
QUESTIONS	13
Part 3: MEMBER REQUIREMENTS	13
CLASSROOM PARTICIPATION	13
FUNDRAISING AND SCHOOL PROJECTS	14
BOARD OF DIRECTORS	15
ASHCREEK COMMITTEE POSITIONS 2020-2021	16
Part 4: PARENT TEACHING GUIDELINES	17
EMERGENCY PROCEDURES	22
PARENT RESOURCES.....	22

PART 1: PROGRAM OVERVIEW

Ashcreek Playschool is a non-profit 501(c)3 organization. This handbook, combined with our Bylaws, is offered as a comprehensive guide to our program. Please use it to become familiar with our methods of operation and educational philosophies and keep it available throughout the year for easy reference. A cooperative school functions only as well as its members! We look forward to working together to provide the best educational experience and developmental environment for our children.

Ashcreek Playschool is a safe, nurturing community of families and staff working together to foster the creative, social, physical, emotional and cognitive development of our children.

MISSION STATEMENT We believe in nurturing curiosity, creativity and kindness through play-based learning and parent collaboration. Our mission is to enrich the lives of children, their families, and the community they live in through play-based education, parent education and being active participants in our surrounding community.

OUR PHILOSOPHY Play is the work of young children! Research shows that young children learn best by doing and play provides the essential foundation for academic or school learning. It is the personal development time and preparation children need before they learn highly abstract symbols such as letters and numbers. We place great emphasis on the acquisition of social skills, equipping children with tools to develop satisfying social relationships with other children and adults, to experience and express their own feelings and emotions, and to resolve conflicts without fighting and aggression. In order to foster child-led learning and allow them to explore the space on their own, minimal direction from adults is given. Safety is maintained and the teacher provides structure, asks questions and encourages the expansion of vocabulary, partnering with children as they develop and grow. A rich, developmentally appropriate classroom environment provides the ideal backdrop for this learning, both indoors and outdoors. This provides the child many opportunities to discover concepts involved in math, science and language arts and to develop auditory and visual discrimination skills which are necessary for learning to read and write.

A PLACE FOR CHILDREN Our program is designed for children between the ages of two and six. It is run by the parents/guardians who work together on a daily basis under the guidance of our teachers to offer an enriching learning experience.

A PLACE FOR PARENTS AND GUARDIANS Children are not the only ones who grow and learn at Ashcreek Playschool. Participating parents/guardians have the opportunity to work directly with children alongside our experienced teachers. Central to our philosophy of early childhood education, and overwhelmingly supported by current research, is the belief that parental education and involvement play crucial roles in assuring a child's success, both in school and in life. Parents bring unique understanding of their children to the classroom, and with this knowledge, teachers and parents can work together to create a learning experience that meets the needs of each child. Ashcreek Playschool aims to provide opportunities for parents to learn about the development of their child(ren), the use of educational play materials, and to learn how to become more effective parents through participation in the classroom and through ongoing parental education.

WHAT IS A CO-OP?

DEFINITION A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.

VALUES Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

PRINCIPLES These principles are guidelines by which co-operatives put their values into practice.

1st Principle: Voluntary & Open Membership Co-operatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political, physical handicap or religious discrimination.

2nd Principle: Democratic Member Control Co-operatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Members serving as elected representatives are accountable to the membership. In primary co-operatives, members have equal voting rights (one member, one vote).

3rd Principle: Member Economic Participation Members contribute equally to, and democratically control, the capital of their co-operative. At least part of the capital is usually the common property of the co-operative. They usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surplus for any or all of the following purposes: developing the co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting activities approved by the membership.

4th Principle: Autonomy & Independence Co-operatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

5th Principle: Educating, Training, & Information Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operatives. They inform the general public — particularly young people and opinion leaders — about the nature and benefits of co-operation.

6th Principle: Cooperation among Co-operatives. Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional, and international structures.

7th Principle: Concern for Community While focusing on member needs, co-operatives work for the sustainable development of their communities through policies accepted by their members.

ASHCREEK PLAYSCHOOL CURRICULUM OVERVIEW

The most important goal of Ashcreek Playschool’s early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their own ideas and thoughts. We are allowing them to learn at their own pace and in the ways that are best for them.

Our preschool program offers a play-based curriculum designed to promote the growth of each child, individually, in all spheres of development. The program is open to children aged 2 through 5. Remaining developmentally appropriate, the focus is not on rushing towards specific academic skills, but rather, we implement a play-based approach helps children “learn how to learn.” Through exploration, experimentation and play, children develop a concrete understanding of the world, which is the crucial foundation for all higher learning. The acquisition of positive social skills is also emphasized at Ashcreek Playschool. It is our goal to help children become creative, independent learners who grow in both self-esteem and self-control.

Our kindergarten program is designed to ready students for 1st grade. Play-based curriculum is still very important for this age group. Students will learn through a combination of all-class, small group, individual, and 1:1 learning. This program is open to students who are age 5 by September 1. Following Oregon Department of Education and other age appropriate standards and benchmarks, students will receive the same education as they would in public school, however with our small class size and student to teacher ratio (5:1), students will receive more 1:1 attention and personalized education than a regular kindergarten class.

Our curriculum identifies goals in all areas of development:

Social: To help children feel comfortable in school, trust their new environment, and feel they are a part of the group.

Emotional: To help children experience pride and self-confidence, develop independence and self-control, and to have a positive attitude toward life.

Cognitive: To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.

Physical: To help children increase their large and small muscle skills and feel confident about what their bodies can do.

CLASSES

Kindergarten: This class meets daily Monday-Friday, students are expected to attend all days, there is no part time option. This class is open to students who turn 5 by September 1st.

Mixed Age: This preschool class is open to students ages 3-5 and meets daily Monday – Friday. Students may enroll any combination of days, ranging from 2 days per week to 5 days per week.

2's and Young 3's: This preschool class meets on Tuesdays and Thursdays and is open to students ages 2-3. Age exceptions may be granted for children under 24 months of current members with additional students enrolled.

CURRICULUM GOALS

- To provide an ~~preschool~~ education program promoting the social, physical, emotional and intellectual growth of each child.
- To acknowledge children as creative, self-directed learners, and support them as they increase their knowledge and understandings.
- To facilitate social, physical, emotional, and intellectual development in order to prepare children for success in future educational experiences.
- To guide children in developing a sense of self-worth and self-confidence while developing self-control, social skills and responsibility.
- To enable children to learn how to learn, rather than just to learn specific academic skills.
- To permit children the freedom to explore their feelings and environment in imaginative, play-type activities.

TEACHER'S OBSERVATION RECORDS

It is the teacher's responsibility to be aware of each child's development. The teacher spends time observing the children and directs the curriculum to make sure it is meeting each child's needs. If the teacher is concerned about a child's development, she may choose to use the procedure outlined below.

This procedure is not used routinely but is designed to help assess developmental concerns such as language delays, difficulty with age-appropriate tasks or consistently inappropriate behavior that may affect the overall safety of the children (See behavior management plan section for more details) . It is always our goal that the parents and teachers work together in the best interest of the child.

The teacher will observe the child for two class sessions and record her findings on the appropriate form. The teacher may request that the parents observe their child outside the school environment and record their findings as well.

The teacher will hold a conference with the parents to discuss the observations. The teacher may make recommendations for remediation, if possible, within the school and home.

The teacher will reassess the situation after two more class sessions. The teacher may make a recommendation for additional evaluation or remediation outside the school. This will be done in written form and will be signed by the teacher, director, parents and Board president.

The teacher will hold a conference with the parents following additional evaluations in order to propose a plan for meeting the child's needs. Additional conferences may be held as needed. If the parents do not comply with the professional recommendations, the Board may request that the parents withdraw the child from Ashcreek Playschool.

All families will have the opportunity to meet with teachers in the Spring (February/March) to discuss their child's development.

BIRTHDAYS

Birthdays will be recognized with a birthday greeting from your child's class and the reading of your child's birth story. If the family wishes to bring in special treat to share with the class they must coordinate with the teacher. Any food treats must be healthy snacks; we will not be sharing cake or cupcakes.

CHANGE OF CLOTHING

Each child should have a complete change of clothing at school. This is not just for bathroom accidents. Children paint, play in water, get in mud and may get their clothing wet or dirty in many ways. Please bring underpants, pants, socks and shirt for each child in a

backpack every day. If your child is not potty trained, also send diapers and wipes. There will be a spot to store a change of clothing, as well as boots and rain gear in the classroom if you wish to leave these items at the school. Please make sure to routinely change out clothing depending on the season and as your child grows.

DRESS

Children are encouraged to wear play clothes and play shoes. Daily activities sometimes include active and messy play and the children should feel comfortable enough to enjoy themselves without worrying about their clothes. Your child’s name should be on all outdoor clothing and other belongings to help ensure the return of all the proper possessions and clothes.

All students, staff and parent teachers must change their shoes to “indoor” shoes that will only be worn in the classroom. These shoes will stay in the classroom (except for parent teachers). Indoor shoes allowed are: crocs, slippers, house shoes, or socks.

SOCIAL MEDIA

We wish to protect the privacy of our families. Parents are not permitted to post pictures of any children at Ashcreek Playschool, other than their own, on their personal social media sites, unless they have received express permission from the parents or guardians on any children in those photographs to do so.

Ashcreek Playschool will keep a Publicity Release Form on file for our students and reserves the right to use photographs taken during class or other events for marketing, including use on our public Facebook page and website.

Ashcreek Playschool has set up a private Facebook group for sharing photos taken at our school that will only be accessible to parents of currently enrolled students. If you would like to be added to this group for sharing photos of the preschool class you should email the board at ashcreekplayschool@gmail.com

HEALTH AND SAFETY

SNACKS

Ashcreek Playschool is a nut-free school. Please do not bring any nuts or nut- butter products to school. Please notify the teacher if your child has any food allergies.

Kindergarten: Children are expected to bring their own snack and lunch daily. Snacks are served mid-morning and lunch will be served early afternoon.

Mixed Age: Children are expected to bring their own snack and lunch daily. Snacks are served mid-morning and lunch will be served early afternoon.

2’s and Young 3’s: This class has a shared snack, each parent will be assigned 1-2 times per month to provide snack on their parent-teaching day. Snacks are served mid-morning. There should be enough for 9 children to have some of each item. We do want snack to be brought daily to encourage fresh items. However, we understand-things happen – if you are not able to provide snack on the day you are assigned Ashcreek can provide a snack from our shelf stable back ups. You are then responsible for-restocking shelf stable items for our back up snack supply. All snacks should contain a protein item. Remember, this is just a snack not a full meal!

Our school has a NO NUT policy!

Proteins	Fruit/Vegetables	Grain
Turkey	Carrots	Rice crackers
Salami	Celery	Granola
Hard Boiled Eggs	Kale Chips	Tortilla
Yogurt	Salad	Whole grain crackers
Cheese	Olives	Pita chips
Cereal/Milk	Bell Peppers	
Grilled Chicken	Cuties (tangerines)	
Hummus	Bananas	
Sunflower butter	Guacamole w/chips	
Turkey meat		

ILLNESS

We request that your child remain at home if he/she has a fever, sore throat, severe runny nose, or unusual rash. Children must be free of fever and vomiting and diarrhea for 24 hours before returning to school. If you discover that your child has been exposed to a contagious disease, please notify the teacher of these details as soon as the diagnosis is made.

Please notify us if your child will be absent from school. If your child becomes ill while at school, you or your authorized guardian will be notified to take the child home.

If your child appears noticeably ill when you arrive at school the teacher may request that the child may not attend school that day.

There are no refunds or make up days for days missed due to illness. Exceptions will be made for extenuating circumstances with the Board of Directors.

SUPERVISION OF ILL/INJURED CHILDREN

If a child becomes ill or injured during the school day, parents are notified immediately and the child will remain in supervised isolation until a parent assumes responsibility.

GENERAL CLEANLINESS

Children are encouraged to clean themselves to the extent they are capable. Children are supervised in toileting and washing hands. They receive age-appropriate training in personal hygiene to include proper hand washing and bathroom procedures.

SMOKING AND CONTROLLED SUBSTANCE POLICY

There is no smoking of tobacco or being under the influence of a controlled substance permitted on school grounds.

BEHAVIOR MANAGEMENT PLAN

Biting, excessive hitting and kicking and other aggressive or unsafe behaviors may need to be addressed more seriously than through our typical classroom discipline policies. Severe incidents may result in the removal of a child from class for the remainder of the day and will result in a parent being called to pick up the child. If the Teacher is not able to do their job and attend to the needs of the class while managing problem behavior, they may request a meeting with the parents to create a Behavior Management Plan that works to address the needs of the child in question while maintaining a safe environment for the whole class. Specific courses of action should be put into writing by the Teacher or Director and signed by the parents. If the parents and teacher cannot agree on a mutually acceptable solution the Executive Board has the authority to approve a final behavior plan and the family must agree to it in order to keep their child enrolled.

Teachers should document incidents of behaviors to be addressed prior to proposing a Behavior Management Plan. Once established, the Behavior Plan is in place for four weeks and then re-evaluated every two weeks. The Behavior Plan is in place for any time the child is on the premises, not only during regular class hours. The child's parents or teachers may suggest modifications to the Behavior Management Plan but the Director must approve them.

The goal of a Behavior Management Plan is to provide help and support with clear strategies for Teachers and Parents to use in addressing the behavior. The intent is not to punish the child or parents for a child's behavior.

Recommendations for a behavior plan may include:

- Requiring extra supervision for the child, which may result in extra teaching shifts from the family, up to every day the child is enrolled
- Requesting the parents consult an appropriate behavior specialist
- Creating specific instructions for parent teachers on how to address or respond to certain actions
- Defining consequences in the case the behavior continues or escalates
- Suggested actions to take at home

SCHOOL CLOSURES

In the occurrence of a BSD (Beaverton School District) cancellation – Ashcreek will be cancelled for the day. In the occurrence of a BSD 2-hour late start, the Teachers and Board of Directors President will make a decision before 8:00am on the safety of the roads around the school, as well as the availability of parent teachers that day.

The scheduler will communicate with the Teachers, President, and Parent Teachers scheduled that day to determine the availability of parent teachers. If substitutes are needed, the scheduler will work to find substitutes before the call at 8:00am. In the event that not enough parent teachers can make it in safely, school will be cancelled on the 2-hour late start day.

The Board of Directors reserves the right to cancel school for other reasons besides weather such as school-wide illnesses, the closures will be communicated to the Membership via e-mail.

If Ashcreek is closed more than 5 days for any reason (weather or otherwise) during a school year the lost class hours will be added as additional days to the end of our school year.

PART 2: PROGRAMS AND FEES

Rose Room Sample Daily Schedule

9:00-10:10 Free Play (start outside)
10:10-10:15 Clean Up
10:15-10:45 Circle Time
10:45-10:50 Hand washing/Potty
10:50-11:15 Snack/Transition Time activity
11:15-11:30 Circle Time
11:30-12:00 Table Stations
12:00-12:30 Hand washing/Potty/Lunch
12:30-1:00 Outside
1:00 Dismissal

Azalea (Kinder) Room Sample Daily Schedule

9:00-9:15 Morning Work
9:15-9:25 Morning Meeting
9:25-9:35 Calendar & Number Corner
9:35-9:45 Snack & Read Aloud
9:45-10:30 Reading Workshop
10:35-11:05 Recess
11:10-11:40 Writing Workshop
11:40-12:00 Lunch
12:00-12:30 Math Workshop
12:30-12:55 Free Choice
12:55-1:00 Pack Up
1:00 Dismissal

ARRIVAL PROCEDURE

STUDENT DROP OFF – In order to reduce cohorts of students crossing paths and reducing gathering. The following arrival procedure will happen for the 2020/21 school year, this may change as the year progresses. The Rose Room (Mixed Age) will arrive at the playground each morning. The Azalea Room (Kinder) will be dropped off at our normal entrance around the corner from the playground. While dropping off students, please maintain 6 feet from all other students and parents. All students will be temperature screened and parents will be asked a series of health screening questions each day. Parents will not be allowed inside the school unless they are parent teaching. If you have matters to discuss with other parents, please move away from the check in area.

***Please make sure to remember to have your child use the bathroom before they are dropped off at school, and for those who aren't potty trained, please drop them off wearing a clean diaper. Additionally, it is very important that each child have a complete change of clothing at school, regardless of whether or not they are potty trained, as well as extra diapers and wipes for those children who need them.*

PARENT TEACHING – Each day that you are scheduled to work in the classroom, you must arrive to start work at 8:45 a.m. Arriving late without notice or not at all for your parent teaching shifts may mean a fine of up to \$50. All parent teachers will be required to be temperature screened and fill out a health form.

DEPARTURE PROCEDURE

STUDENT PICK UP – Children are to be picked up promptly at their designated dismissal times. Dismissal times and locations are as follows:

Kindergarten: 1:00 pm from the main door with Ashcreek sign

Mixed Age: 1:00 pm from the playground

2's and Young 3's: 12:00pm from classroom

Upon dismissal, complete the sign-out sheet, pick up artwork, and give your child a chance to say good-bye. Please be prompt when picking up your children. Any parent who arrives to pick up their child more than 5 minutes late will be assessed a late fee of \$10.

Children will not be released to anyone other than the parents or those listed on the information form, unless prior arrangements have been made with the child's teacher. **Proper identification will be required. IF SOMEONE ELSE IS PICKING UP YOUR CHILD, WE NEED TO KNOW!**

If you want to talk to your child's teacher, please wait until most of the other parents have left with their children. This will enable you to have an uninterrupted private conversation. If you are unable to wait, please email your teacher to arrange a time to talk.

Parent Teachers – Parent Teachers should plan to depart approximately 20 minutes after class ends.

DROP-IN ATTENDANCE

For the 2020-21 school year, registered students may attend class on days for which they are not enrolled for a daily rate of \$25, subject to availability. If enrollment reaches the maximum of 12 students, drop-in attendance may not be available on certain or any days. Drop in must be requested by emailing AshcreekDirector@gmail.com a minimum of 48 hours before class to reserve a spot and is on a first-come, first-served basis.

If you are using drop in attendance four times or more per month you may be assigned an additional parent teaching shift to keep parent teaching proportional to your child's attendance. This will depend on if drop in attendance increases the number of overall parent teaching shifts that need to be assigned. Siblings of current students or child of a staff are eligible for drop in attendance if they were between 2 and 8 years old if there is space in the classroom, please let us know prior to your shift if you will need to bring another child. Older siblings may sit in another room with a computer or book but will be unable to attend class.

Siblings of current students who attend on their families scheduled parent teaching days must sign up as drop in students and pay the applicable fee, unless that child is a non-walking infant. Drop in fees are not applicable for those parents who are covering a shift for another sick parent.

ADMISSION AND ENROLLMENT POLICIES

Children are admitted regardless of race, creed, color, sex, national origin, religion, or disability.

Children will be placed in classes according to age. The dates used are based on the age requirements for Kindergarten enrollment of the Beaverton School District. The cut-off date for placement is a birth date on or before September 1.

The Kindergarten class will have a 5:1 parent-child ratio. The mixed-age class will have a 4:1 parent-child ratio. The 2's and Young 3's class will have a 3:1 parent-child ratio. While we strive to follow these ratios each day, be aware that these are goals set by Ashcreek and not legal requirements. Adult to student ratios may be flexed temporarily with teacher approval on a case-by-case basis, such as due to an absent parent teacher. Classes are filled based on seniority and for returning families, contingent upon fulfillment of all cooperative school requirements each year. Seniority is based on the date of the original enrollment application the first time the family enrolled.

If the classes are full, an outside family can opt to pay a waiting list fee and the child's name will be put on a waiting list to fill vacancies as they occur during the year. Upon payment of the wait list fee, the child will remain on the wait list for 12 consecutive months. As vacancies occur during the year, they will be filled from the waiting list or from new registrations according to the above procedures. If after the in-house and alumni registration period, space is available, the person on the wait list will be contacted. If they choose not to take the spot, they will be moved to the bottom of the wait list.

In the case of a family wishing to enroll more than one child when only one vacancy exists, once the family has enrolled in the program, the second child will be given priority status over any prospective members.

The teacher is available to meet with the parents or guardian of a child with special needs at the time of enrollment. A planning session will be coordinated with the child's parents or guardians, health, and/or education specialists.

Registration for the next school year is held in February or March. Currently enrolled cooperative families will be able to request a spot for the next school year by completing a registration form with a first and second class choice (where applicable) and paying a registration fee before a pre-determined date. The submission of a registration form in no way represents a contract between Ashcreek Playschool and the registering family nor does it guarantee a spot in the requested class. All registrations and placements for the next year are contingent upon the family's fulfillment of all cooperative school requirements for the current year. In addition, specific class assignments are assigned based on seniority, so members may not get their first choice in class assignment. If a member is not considered in good standing (as defined in the bylaws), Ashcreek Playschool reserves the right to refuse and revoke registration, enrollment, and/or seniority. All waitlist, registration and supply fees are non-refundable.

After current families enroll, enrollment opens to alumni and waiting list families. After this period, enrollment opens to the community. Once the in-house registration deadline passes and enrollment opens to alumni and/or community, all families are placed on the waitlist and in classes based on a first come, first serve basis. Seniority is forfeited if registration and class placement requests are not submitted during the in-house registration period.

In the case where there are more children wanting to enroll in a particular class than there are spaces available, an opening will go to the member with the most seniority based on their family's original registration date. In the case of alumni with a break in attendance, their original family registration date will be modified as follows:

- For a one-year break in attendance, there will be no change in their family registration date.
- If more than one year passes between attendance dates, one year will be added to their family registration date for each year they are gone.
- If a family drops midyear, they will lose all seniority. If they re-enroll, they will get a new enrollment date based on the date they re-enrolled.
- Families may take a "leave of absence" for medical reasons or if they temporarily move out of state. In this case, their seniority will follow the alumni with a break in attendance rule.

ENROLLMENT FORMS AND REQUIREMENTS

Before any child can attend classes at Ashcreek Playschool, the following forms must be on file:

- Ashcreek Playschool registration/enrollment form
- Emergency information form
- Immunization record
- Oregon Background Check form for parent volunteers
- Parent responsibilities checklist
- Publicity Release
- Permission to Release Information
- Other forms as needed

It is required by law that a parent working in the classroom must have filed an Oregon Background check. The form must be turned in to the school to file with the appropriate agency for review. Background checks will be conducted annually. The Executive Board will review any issues raised by the background checks.

It is required by law that you provide your child immunization records and we keep them on file at school. You must be current with the immunizations or your exemption by February or you may jeopardize your membership at Ashcreek Playschool. We are required by law to post our immunization rates.

FEES AND TUITION

A non-refundable registration fee is due from each enrolling family. This fee must be paid before your child can be assigned to a class. Registration fees are determined each year and are set forth on the registration form.

Tuition is determined each year by the governing Board based on expenses and enrollment and is due on the first day of each month for the following month's classes. Tuition is considered late after the tenth (10th) day of the month and a late fee of \$25 will be assessed. Full tuition is due each month and is not affected by holidays, vacations, breaks, illnesses, or absences. Children will not be allowed to attend class if tuition has not been paid by the 30th day of the preceding month. If a family's circumstances change and they experience financial hardship, they should approach the Board of Directors right away to see if a solution can be worked out. Decisions will be made within 30 days.

Since tuition does not meet all of our financial needs, parents/guardians are expected to assume the following additional responsibilities:

- For 2020-21 each member family is required to contribute \$250 for one child or \$300 for those who have more than 1 child to our fundraising efforts. Any remaining balance on your fundraising account will be billed on June 1. The fundraising requirement will be prorated for families who withdraw during the year or enroll late (each month enrolled will be equivalent to \$25-30).
- Each family will also be required to purchase at least one \$30 ticket to our annual fundraising auction, in addition to the \$250-300 fundraising contribution.

Each year Ashcreek Playschool will provide a revised Financial Obligation and Commitment sheet that states the financial guidelines and penalties in use. The sheet contains billing and collection procedures and the year's current fee assessments. A signed copy by each member will be kept on file.

Delinquent accounts will be reviewed by the Executive Board of Directors and handled in accordance with the Bylaws of Ashcreek Playschool. A returned check fee will be assessed for any returned checks.

MISCELLANEOUS FEES — a member's accounts may be subject to miscellaneous fees for missed business meetings, late tuition, not working when scheduled, etc. These fees are due and payable within thirty (30) days of billing. After thirty (30) days of billing, if the amount is not paid, that member's children will not be allowed to attend class until the account is current.

2020-2021 FEES AND TUITION SCHEDULE

Monthly Tuition

2 days per week: \$140/month

3 days per week: \$210/month

4 days per week: \$280/month

5 days per week: \$350/month

Drop-In Daily Rate \$25

Sibling Drop-In Rate \$15

Tuition Late Fee (After the 10th of the month) \$25

Returned Check Fee \$20

Multiple Child Discount: First Child is at Full Tuition Rate, 15%* Discount will be applied to the lowest tuition rate.

Registration/Supply Fees* – Non-Refundable

Preschool and Kindergarten Registration \$150 per Year for First Child

\$100 for each Additional Child

Kindergarten Supply Fee: \$100 per year per child
Preschool Supply Fee: \$50 per year per child

Fundraising Requirement: \$250 for families with 1 child, and \$300 for families with more than 1 child

Buyout/Member Fees*

Parent Teacher Substitute Fee \$40 (This fee paid directly to the substitute in cash)

Working Parent No-Show/Late Fee \$50

School Set-Up Buyout \$60

Business Meetings, 1st Missed Meeting \$100

Committee Non-Compliance Fine TBD by Board of Directors

School Closing Buyout \$60

Late pick-up fee \$10

***All Fees Are Subject To Change Annually**

QUESTIONS

If you have any questions concerning your child or the program, please feel free to discuss them with your child's teacher. Please do not bring up sensitive issues or concerns in the presence of your child or any other children of the school. We want the best possible program for your child and welcome your suggestions and assistance.

Discussions with other parents regarding school procedures, or other parents' children, and "gossiping" are strongly discouraged. Solutions to problems are rarely found under these conditions. Most often problems are compounded by resulting misunderstandings. The parents and teachers at Ashcreek Playschool are in very close contact and this provides the opportunity for very strong mutual support. However, parents are encouraged to discuss their child's development and specific behavior with the child's teacher. Parent Teachers should not discuss other children's behavior in class with children's parents or anyone else.

We urge you to notify the teacher of any oversights, inconsistencies, unfairness or any other unacceptable situations. You are welcome at any time to have an audience with the Board of Directors or the Board President individually. We welcome your input to help us find solutions together. Contact information for the Staff and Board of Directors is listed under separate section.

Contact the school at ashcreekplayschool@gmail.com if you would like to be directed to the correct Board or Committee member to answer any questions.

Members have the right to an expectation of confidentiality concerning their children. Employees, teachers, and members of the co-op are not permitted to provide any information regarding any child enrolled in the school to anyone other than the parent or legal guardian unless the parent or legal guardian of the child grants specific written permission. Parents having concerns about a child should address those concerns to the director.

DISCLOSURE OF INFORMATION

Playschool teachers and Board Members all have access to your child's file. Any of these parties may access student files to ensure that Ashcreek Playschool is in compliance with the requirements as set forth by each of the above listed organizations.

PART 3: MEMBER REQUIREMENTS

CLASSROOM PARTICIPATION Member families are required to participate in their child's classroom. Families often choose to have a parent work in the classroom, but some instead designate a representative to work on their behalf in the classroom: grandparents, aunts, uncles, or any family member or close friend over the age of 18. Duties may be split between any combinations of these people, as selected by the family. Individuals that work in the classroom must complete the Oregon Background check.

Parent scheduling is done on a rotating basis; usually two in each class, depending on enrollment. Schedules are flexible and can be made to accommodate other activities and/or responsibilities by simply contacting the Scheduler. The scheduler will send out an email or form during the month prior; this will be your opportunity to request a certain day off due to appointments or other commitments. If you do not fill this form out, you can be scheduled on any day your child attends. After the schedule is released, it is your responsibility to find someone to switch or cover your shift. All changes in schedule must be communicated to the Teacher and Ashcreek Playschool Handbook 2020-2021*

Scheduler (via email or Google Form). All schedules will be posted via Google Calendar and shared via email, Facebook and printed in the classroom.

Parents are expected to arrange for a substitute parent teacher if they cannot participate on one of their scheduled days, including in the event your child is sick and will not be in school. You may contact other parents directly to request a substitute or trade assigned days and you must notify the Teacher and Scheduler of the trade. Contact the Board regarding substitutes only as a last resort.

A more detailed description of parent teaching duties is included later in this Handbook.

MATERNITY/MEDICAL LEAVE POLICY Ashcreek offers a pregnancy and postpartum leave in which you would be excused from your classroom participation duties for six consecutive weeks and are excused from one business meeting. This can be scheduled with your Class Representative. You are still required to complete duties associated with your committee position during this leave unless you are granted special consideration (see below). Upon written request, members may receive special consideration because of a medical condition and/or other extenuating circumstances approved by the Board of Directors. Requests must be in writing, and contain reason and estimated time of leave. The Director and Board of Directors review requests. Medical leave does not excuse member from fulfillment of committee position duties or Business Meeting attendance unless the Director grants permission.

BUSINESS MEETINGS Co-operative members (one member per family) are required to attend all regularly scheduled business meetings. Meetings are scheduled three times a year in August, October, and January. If you are unable to attend due to an emergency, your class coordinator must be notified within 24 hours prior to the meeting. Failure to contact your coordinator within this time will result in automatic fine of \$100. No children, with the exception of nursing infants, will be allowed at business meetings.

Upon the first missed meeting, the member will be required to perform a three-hour cleaning shift or pay a financial penalty of \$100. Upon the second missed meeting, the member will be required to complete a three hour cleaning shift, pay a \$100 fee and may be asked to appear before the Board of Directors and may be subject to termination of enrollment.

FUNDRAISING AND SCHOOL PROJECTS Ashcreek Playschool is a non-profit organization. We strive to keep tuition at a reasonable rate. Tuition only covers our daily operating expenses, if all classes are at capacity. In order to provide the school with educational materials, supplies and equipment, additional funds must come from other sources. The family fundraising requirement for the 2020-21 school year is \$250 per family with 1 child and \$300 per family with more than 1 child.

Fundraising events have been extremely successful at other cooperative preschools because of parents like you, who care about the school and want to provide the best for their children. This enables us to maintain a quality early childhood program for our children that will set the stage for a lifetime of learning.

Fundraisers are considered and scheduled throughout each year on an as-needed basis. Factors such as enrollment, expenses and tuition are all considered when deciding which fundraisers are needed and when. This first year will not have mandatory fundraising. Information on events will be provided well in advance of the events.

Auction An annual auction will be held in May. Attendance is required by at least one person from each family. Members are required to buy tickets for \$30 each, however if you donate at least \$100 worth of items to our auction (approved by the auction committee) then you will be given an additional 2 complimentary tickets.

SCRIP What is Scrip? Through the Scrip program, Ashcreek families can purchase gift cards for everyday shopping, and for each gift card ordered, Ashcreek receives a fundraising kickback (anywhere from 2 – 19% back depending on the retailer). Gift cards include major retailers for gas, groceries, clothing stores, restaurants, home improvement, entertainment, etc. Other than some advanced planning, there is no cost to our families.

Profit Distribution of Scrip: The profits from all Scrip purchases will be used to acquire teaching materials and equipment that are not provided for in the regular school budget. Should there ever be a significant surplus profit, it will be used to augment the school- operating budget.

How to Purchase Scrip: Sign up and create an account at shopwithscrip.com. The school's enrollment code is EFA3DBB7511L3. Scrip can be ordered through shopwithscrip.com and will be released the 1st and the 15th by 8 p.m. of

each month. Any orders not in by 8:00 will automatically be rolled into the next order date unless you make arrangements with the scrip coordinator.

Special Orders: Any order that is not placed by the deadline may be ordered as a special order. Any special orders will be made available to you for a service fee of \$8. You may also make a special order of next day delivery for a service fee of \$13. Scrip Coordinators are flexible and are willing to work with families and their special requests.

Scrip Payment and Pick Up: Scrip may be paid for by personal check or money order and is paid for at the time of your order. Please put scrip on the memo line. Insufficient funds checks will be charged the amount the bank charges Ashcreek Playschool for returned checks. Pick up is usually available in four business days after the order is placed. You may pick up your scrip Monday-Friday between 9:00-9:30 a.m. or coordinate with the scrip coordinator.

Any payment to the Scrip program is not tax-deductible by purchasers; any attempts to deduct such payment would jeopardize the tax-exempt status of the Ashcreek Parent Cooperative Playschool.

PARENT EDUCATION Each business meeting includes a parent education portion. There may be other parent education nights planned throughout the year. As with business meetings, there are no children allowed (except nursing infants).

SCHOOL SET-UP In August, a number of days are set aside for organizing and cleaning the school in preparation for the new school year. Each family is required to fulfill a three-hour shift for set-up. A non-participation fee will be assessed.

SCHOOL CLOSING In June, a number of days are set aside for organizing and cleaning the school. Each family is required to fulfill a three-hour shift for-tear down. A non-participation fee will be assessed.

MEMBER NOTIFICATION

All members should familiarize themselves, at the beginning of the year, with member requirements and expectations. A written "Member Notification," will provide immediate notice to members for the following reasons:

- Missed Business Meeting
- Missed Board Meeting
- Late tuition and/or fees
- Not working when scheduled to do so and not securing a substitute to cover you
- Not fulfilling your committee position and tasks required
- Excessive tardiness when scheduled to work in class
- Not fulfilling any other member requirement

Upon receiving three Member Notifications, your account and membership is reviewed by the Board to determine if further action is required.

GRIEVANCE PROCEDURES

From time to time, grievances may arise between members of the Ashcreek Playschool, including member families and staff. The following sets forth the school's guidelines for settling disputes and grievances:

- Settle the matter informally. Ashcreek strongly urges members and staff to attempt to resolve any grievances amicably, informally, and privately. Please attempt to do this off school property and outside of school hours.
- Bring a grievance to the Board. In the event that the grievance cannot be satisfactorily resolved, the matter will be brought to the Board for discussion and resolution.

BOARD OF DIRECTORS AND COMMITTEES Each family is required to hold a Board of Director position OR serve on a Committee each year. If you enroll midyear, the Vice President will contact you for Committee placement.

Committee tasks are not to be completed during time as a parent teacher. Committee Chairs should instruct members to make other arrangements to complete tasking, such as before or after school, on a weekend, or a morning when they are not a parent teaching.

BOARD OF DIRECTORS

The Board of Directors volunteer their different skills and interests to work as a team. The Board is the governing body of the school, responsible for the functioning of the school and ensuring its financial viability for the future. Board members should make decisions in the best interests of the school.

Positions are as follows: President, Vice President, Secretary, Treasurer, Registrar, Fundraising Chair, Maintenance Chair, PCPO Representative, Class Representative(s) and the Director (non-voting board advisor). If all positions are not filled and the Board has actively tried to fill the available positions, the Board may carry on with "business as usual" including full voting capability to enact or change policy. For a complete list of the Board positions and responsibilities please refer to the Bylaws.

The Board is made up of elected officers who meet once each month. Board members can be parents of currently enrolled children or alumni. Each officer shall keep records of the year's activities and make recommendations for the following year.

The Board exercises the right to review and/or terminate any family's membership for failure to comply with the rules and regulations as set forth in this handbook (i.e., failing to work on scheduled work days, failing to attend the business meetings, failing to participate in the fundraisers, etc.).

ASHCREEK COMMITTEE POSITIONS 2020-2021

The following descriptions are not complete, the Board of Directors reserves the right to add committees as needed, change duties as needed, and prioritize which committees need filled first.

Teacher Support: Responsible for assisting teacher in assembling and maintaining student portfolios for end-of-year distribution. Assist with other classroom organizing as needed.

Communication: This parent is responsible for making reminder posts on Facebook, placing handouts in parent folders, coordinating with the Director to share the monthly newsletter digitally and in print on the bulletin board, keep the bulletin board up to date, and any other communication needed by the Board of Directors.

Inventory/Purchase Teacher Supplies: Parent works with the director to create, maintain, and update the inventory list of teaching, staff, cleaning, and other office supplies. Parent purchases supplies as needed or as requested by the teacher with reimbursement from the school. Also responsible for monitoring snack cupboard to sure school has back-up items for snack in the event the assigned snack parent does not bring in food on a given day.

Bookkeeper: Assist the treasurer with maintaining financial records for the school.

Assistant Registrar: Assist with managing student paperwork. Compile immunization records in February. Make sure new families joining mid year are given all necessary information.

Grant Writer: Parent researches possible grant opportunities and funding sources and are responsible for presentations to potential grant governing boards. Parent handles the administrative tasks associated with applying for the grant.

Fundraising Committee: All members of this committee collectively work together on all fundraising endeavors. Individual assignments or positions may be assigned by the fundraising chairperson or by the board of directors. Assignments on this committee include, but are not limited to, restaurant fundraisers, the annual auction, acquiring business raffle items, wreath sales/flower basket sales, and pledge drive.

SCRIP/Scholastic Manager: Manages SCRIP program, distributes physical gift cards to families and keeps track of rebates for family fundraising commitments. Share special SCRIP promotions with families. Parent organizes and places Scholastic book orders every 4-6 weeks. Responsible for distributing order forms and informational emails to families, compiling all received orders, placing order with Scholastic and then separating and distributing filled orders to families.

Maintenance Committee: Parent(s) are responsible for working on projects to enhance the outdoor space and classroom. May also be asked to maintain or repair school property and furniture. (Note: Does not include building maintenance or grounds keeping of MHCC property.)

Garden Manager: Monitors the garden area to make sure it is being maintained and maintains as needed. Notifies the Inventory/Purchasing committee or the board when any items are needed for garden maintenance. May oversee planting/garden work on parent teaching days.

Laundry Parent: On a weekly basis, bring home cleaning towels to wash and occasionally dress up clothes and other items as needed.

Scheduler: Responsible for creating a monthly parent teaching schedule

Event Coordinator: Responsible for assisting the teacher/Director in organizing field trips and communicating with parents about details, planning and parent participation. Also coordinates class events such as Sharing Soup, Spring Tea, etc.

Memory Book Committee: Organizes photos throughout the year and creates custom memory books for sale at the end of the year.

Substitute: Qualified to serve as a substitute for the teacher if needed. School will provide opportunity for CPR/safety training and additional training beyond typical parent teacher training. Should be someone who typically has a flexible schedule and likely to be available last minute.

PART 4: PARENT TEACHING GUIDELINES

This section describes parent teacher responsibilities in the classroom, including guiding students' behavior, Ashcreek policies on discipline, siblings in the classroom and emergency procedures.

CLASSROOM MAINTENANCE

Parent teachers are responsible for helping set up and maintain the classroom. Parent teachers must arrive 15 minutes prior to the start of the class to assist in setting up and getting activities ready. During cleanup time, parent teachers should put up paintbrushes and paint and then direct students where to place toys and classroom items, ensuring everything is returned to the right place.

Prior to snack, parent teachers clean the tables with the soap water spray found in the closet. After snack, parent teachers ensure students clean up and put away their snack and assist students in getting ready to play outside.

Before leaving, parent teachers clean up the classroom: wipe the tables and chairs again, wash any dishes, clean paint brushes and cover paints, and vacuum as needed. Each day part of the classroom must also be dusted and sanitized, using the hydrogen peroxide solution. The chart posted in the classroom indicates which area should be sanitized each day of the week. Parent teachers are responsible for communicating with each other if they will split the duties or who will do which cleaning tasks.

Classroom cleaning may be done while students are being supervised outside, only at the discretion of the teacher, ensuring that there is adequate supervision on the playground.

STUDENT BATHROOM POLICY

When students need to use the restroom outside of designated breaks, a parent teacher or teacher must accompany them. Whenever possible, only one child should leave the classroom to use the restroom. Only one child allowed per stall at a time. Students must wash their hands before returning to class. If a student needs help changing diaper, pull-ups, or clothes – the teacher must be the one to help, not the parent teacher (unless it is the child's parent).

STUDENT SAFETY

- When the mixed age class is in session both doors to the Ashcreek classroom must remain closed

- The door on the west side of the classroom (near the bathrooms) can be opened to improve airflow, however, both gates in the hallway must be closed and locked
- The door to the 2's and Young 3's classroom may remain open if the gate in the doorway is secure and the gates in the hallway are closed and locked
- The door to the Kinder classroom may remain open if the gates in the hallway are closed and locked
- Do not prop open the exterior door, except during pick up and drop off times
- Parent teachers should count students at least every 15 minutes
- Before class begins fill in the student count form (posted on the teacher cabinet) with the number of expected students for the day
- After drop off fill out how many children are currently present, and update as needed

STUDENT INTERACTION AND PLAY

One of the great benefits of a co-op preschool is the parent education and participation of families in the classroom. The teachers will provide training and ongoing support for parent teachers as they engage with children, using principles consistent with our Ashcreek Playschool philosophies and guidelines. This is a great time to create memories with your child, get to know their peers and other parents in the school, and to enjoy playschool together.

Parent teachers are asked to remember that this space is intentionally crafted for the children to learn and grow. Stay focused on the class; cell phone use is not allowed during class. (Please step out to take any urgent phone calls).

During open play in the morning, parent teachers can read to students, engage in dramatic play, and encourage students to play with any of the materials available in the classroom. The main goal during this open playtime is to ensure students are able to explore safely and choose activities for themselves. Often times parent teachers must help students communicate and negotiate with one another and when conflicts arise.

Do not try to force children to play or participate in activities during non-directed playtime. If a child wants to sit quietly and watch, let him. Above all, do not try to entertain the child by doing things for him.

Do not always insist that children finish an activity before going on to another. Children's attention spans are often very short. Allow them to stop and put away materials at any time (With assistance if necessary).

During outside play, parent teachers should ensure students are playing safely within the designated area and assist students on the swings, play scape, with toys from the shed, etc.

During circle time, help students stay engaged and prevent students from distracting others. If a student cannot sit still and listen to the story or teacher instructions, parent teachers can take the student into the hall until he/she is ready to sit and participate.

Here are some additional guidelines:

- Make directions clear and precise
- Use visual clues often
- Avoid interrupting
- Find out what is relevant to the child
- Use appropriate physical and verbal signs of affection often
- Let the children know you like them
- Remain aware of the expected behavior at various ages at all times. We do not expect 2 year olds to act like 4 year olds
- Try not to play favorites, as much as possible treat all children the same even though it is natural to feel more positively toward some children than others. On the other hand, if your own child is in your area try not be harder on him or expect more from him than from the other children.
- Pay attention to what is going on at all times. Do not become too involved in conversation with other adults or children
- Try to remain in the background as much as possible. Do not become the center or director of children's activities. You are there primarily to supervise and observe.
- Do not discuss a child with other adults in the children's presence.
- Get down to the children's level when you talk to them. Squat, kneel or sit on a low chair at their eye level.
- Children constantly have the need for POWER: Provide lots of activities that include getting POWER and let children take risks. Offer choices.

- Remain calm if children are hurt or injured. If you get upset and emotional the children will do so also.
- Above all relax. Be cheerful. Smile. Cultivate a sense of humor. Laugh with and enjoy the children.

HANDLING CONFLICTS BETWEEN STUDENTS

Conflicts are very common among preschoolers, and provide excellent opportunities for children to learn how to communicate and develop empathy, delayed gratification and problem solving. Below are some common conflicts and guidance on how to handle them.

Avoid rushing in to help a child. Allow the children, as much as possible, to solve their own problems with other children or with materials. However, if you see a child is becoming frustrated or upset, ask if he needs help.

Always listen to both sides of the controversy. You may have only seen half of the situation, and the child who looks like the victim may have actually caused the problem.

Never initiate competition between children. Don't ever point out how much better another child can do an activity.

Sharing/Taking Turns: Children do not share well, so we try to provide lots of material. Avoid saying, "we share our toys in school" The child keeps the toy until they are finished.

When multiple students want the same toy, encourage them to take turns, by telling the student who wants the object to ask the other student if he can have a turn when the other finishes. This gives the first child control and helps the second child learn delayed gratification.

Altercations:

Children are not allowed to hit, bite, or scratch other children (or adults) under any circumstance. Children who are wronged against are encouraged to use verbal rather than physical force, such as, "Tell Eric that it is your shovel and ask him to wait until you are through."

Avoid asking children to say they're sorry. Encourage them to ask the harmed student what they can do to make it better.

Don't make judgments on what children say.

Communicating:

Interpreting one child's actions to another is sometimes needed. "Jim is trying to help you. He did not mean to knock down your blocks." Children are encouraged to stand up for their own rights. It is legitimate for a child to hold on to a toy that another child unjustly tries to snatch away or to ward off any offender by pushing him away. Encourage the timid child to stick up for himself — don't always step in to protect him. **EXAMPLE** Children don't have words to express their feelings: help talk them through it.

Including/Excluding:

Try to discourage children from excluding other children from play activities by suggesting some way the child can be included. "Maybe Paul can be the uncle or grandpa," "There is room for 4 in the boat," or "How about letting Janie be the building inspector?"

Try to discourage the dependence of one child on another special friend by suggesting activities with different children whenever possible.

GUIDING APPROPRIATE BEHAVIOR

Parent teachers are responsible for helping students understand and follow school rules. When students do not follow the rules, state the appropriate behavior, for example, "when the clean up music comes on we stop playing and clean up" or "we do not throw play dough; we keep it on the table." Explain the rule as needed. **EXAMPLE** "these toys are hard, they will hurt if they hit someone, so we need to keep them in our hands."

Help the children put away materials. Even if they end up doing most of the work, children are not nearly as overwhelmed by the job initially if you say, "I will help you," "Let's put the blocks away now," or "Do you want to do it yourself or would you like some help?"

Do not ask children to help you put toys away. Make it clear that it is the child's responsibility to put toys away after they have used them but that you will help them. "You can go paint as soon as the blocks are put away."

Here are some additional guidelines:

- Do not shout or yell to children across the room. Approach a child, make sure you have his attention, then give directions or make suggestions.
- There must be no throwing of equipment or materials (except balls and bean bags).
- Before asking a child to change what he is doing you can say, "You are welcome to play blocks with us as long as you aren't throwing them."
- Do not push being "big" too much or tell a child he is acting like a baby. Expect a child to cry when he is hurt or unhappy.
- Treat the children as you like to be treated. Use "please" and "thank you." Children learn by imitation. "Please clean up the blocks." "Your feet belong on the floor, thank you."
- Use the words "let's" and "we" often. They give a sense of togetherness.

DISCIPLINE

Our parent teaching philosophy and purpose encompasses compassionate and supportive interaction with our children. Corporal punishment is not an accepted method of dealing with young children's behavior at Ashcreek. Children will not be hit, slapped, spanked, verbally or emotionally abused in any manner while attending this school and on school grounds. Rather, as parent teachers, we use positive reinforcement techniques. While our school teachers respect the right of every parent to discipline his or her own child in their own way (except where child abuse or neglect is suspected), parents who participate in the school may not hit or use name calling at any child, including their own. At times it is preferable to allow the teacher to suggest appropriate responses to a child's behavior.

The policies of our school regarding discipline do not mean that we permit inappropriate behavior. Instead, we work to change behavior by modeling or redirection. Some of these techniques include:

- Developing with children rules that are stated to the children at their developmental level.
- The use of natural or logical consequences.
- Having age-appropriate expectations for children.
- Allowing children time to practice new guidelines.
- Ignoring some kinds of inappropriate behavior. Misbehaving can be an attempt to get attention. The more attention the child gets, the more likely it is that the behavior will be repeated.
- Reinforcing desirable behavior by praising and encouraging the child. When the child realizes that attention comes from appropriate behavior, that behavior is more likely to continue. Children are most likely to respond to attempts to discipline them when the adults involved are consistent; that is, when every adult who disciplines the child uses similar techniques.

One of the many goals of Ashcreek Playschool is to work together with parents to help children develop appropriate behavior. Parents are invited and urged to discuss their concerns about their children's behavior with teachers during private parent conferences.

Below are several guidelines for providing limitations and discipline in the classroom.

- Be positive! Try as much as possible to eliminate the words "no," "don't," "can't," "quit," "bad," etc., from your vocabulary while in the classroom.
- Tell children what they can do, not what they can't do:
 - Instead of: Say:
 - Don't sit on the table; Chairs are for sitting
 - Don't hit the puzzle with the hammer; You may hit the pegs with the hammer
 - Quit hitting Pete It hurts Pete when you hit him; Tell him if he is doing something you don't like
 - Don't throw the clay; You may play with the clay on the table.
 - You may throw the bean bags inside or we will find you a ball to throw when we go outside
 - Be quiet we use inside voices when we are inside; You may yell when we go outside
- Unless a child is hurting himself, another child or toys and equipment, try as much as possible to ignore inappropriate behavior. Pay attention to children when they are behaving appropriately.

- EXAMPLE You have asked the children to put away the toys, after reminding Jeff several times, he still isn't helping. Name the children who are helping and be sure to recognize Jeff if he puts away even one toy. (After a while he will want to earn your praise by helping.) "Johnny is putting blocks away, and Suzy is cleaning the table."
- When a child is being disciplined, always tell him how and when the consequence will end. "You may go back to the sandbox when you are ready to play without throwing sand," "You can join us when you have calmed down."
- Try to help the child who is being disciplined understand that you do not like what he is doing, but that you still like him.
- If a child hurts another child ask him if he would like to tell the other child that he is sorry. However, do not force a child to say he is sorry. When he is not, nothing will be gained by saying he is. You can model that you are sorry, "I'm sorry Billy hit you."
- Let one adult handle a situation to the finish whenever possible. Do not "gang up" on a child. If you want the teacher's assistance, however, always feel free to ask.
- Once a child has been disciplined, do not continue to try to make him feel guilty. When it is over, let it drop.
- Never hit or spank a child! This includes your own, not even in the parking lot. There may be times that an angry child needs to be restrained, but try to do it in a calm fashion, or let the teacher do it.
- Do not feel responsible for disciplining your own child while he is at school. Allow the adults who are supervising his area to guide him if necessary. (Try to treat him as you would any other child.)
- When you become irritated and upset, the children usually get worse, not better. If you find yourself getting angry, count to 10 or leave the area temporarily.
- Try to anticipate problems rather than waiting for them to happen. Often just moving close to a possible problem situation calms the children.
- The few "hard and fast" rules we have are for the safety of the children and the equipment. They apply to all children at all times and are to be consistently enforced.
- When you see a child behaving inappropriately tell him what he is doing wrong, explain to him the consequences if he continues, and then follow through if he continues the behavior.
 - EXAMPLE Johnny is throwing sand. Go to him and tell him, "Sand is not for throwing. You are welcome to play in the sandbox as long as the sand stays low." If he continues to throw sand, tell him to go to another activity.
- Generally the only punishment used in the school is removal from a desired activity. Continued disobedience may require placing a child temporarily on the chair or bench, but this is usually not necessary.
- Help a child to find an outlet for his hostility or anger. "You feel like hitting something, you may hit the pegs with the hammer," "Tell Pete that you are angry with him."
- If a child sulks after some difficulty or after being disciplined, ignore it. You may suggest a new activity, but not in a manner of pacifying the child. If he refuses to join the activity, ignore the sulking; do not reinforce it with further attention.
- Look for genuine opportunity for fun with, or appreciation of, a child you have had to discipline. It helps him to like himself again and to believe that you still like him.

SIBLING PARTICIPATION

Children ages 0-8 years old may participate in class if you need to bring a sibling with you for parent teaching days. To ensure any accidents are covered by insurance the school needs a registration fee paid and registration form filled out for each student on campus. Siblings must pay a discounted drop in rate of \$15 per day to attend; this fee is waived for non-walking infants. You must let the teacher and President know the sibling will be attending as soon as you can to maintain the desired parent child ratio. Younger siblings will be assigned to be in the 2's and Young 3's classroom on days when that class is in session. The sibling will be treated just like another member of the class (unless they are an infant), older siblings will be treated as special helpers to help engage them in the class. As a parent teacher with a sibling along you are still required to do all of the general parent teaching duties.

ABUSE AND NEGLECT REPORTING PROCEDURE

The Director and Staff of Ashcreek Playschool are required by law (ORS 329A.255) to report suspected child abuse/neglect in child's home, facility or elsewhere to a reporting agency, such as the Child Abuse Hotline (1-800-275-8952) or Child Protective Services. Failure to report is a misdemeanor per ORS 329A.255. Staff is trained in reporting requirements.

CPR AND FIRST AID

Ashcreek Playschool teachers are trained in CPR and First Aid. Certifications are located in their employee files.

EMERGENCY PROCEDURES

Our teachers are trained in emergency procedures through state requirement to have biennially training in first aid and CPR training. The child's parent, guardian or authorized person shall be notified immediately in the event of a serious accident or illness requiring emergency care. We discuss safety issues on an ongoing basis.

Primary Evacuation Site

Southwest Bible Church
14605 SW Weir Rd
Beaverton, OR 97007

Secondary Evacuation Site

Safeway
14555 SW Teal Blvd
Beaverton, OR 97007

Emergency evacuation procedures are posted in the classroom. All Ashcreek parent teachers are required to review these drawings and follow the exit routes indicated in the event of an emergency.

PARENT RESOURCES

Play Today?

*You say you love your children, and are concerned they learn today?
So am I - That's why I'm providing A variety of kinds of play.
You're asking me the value of blocks and other such play?
Your children are solving problems. They will use that skill each day.
You're asking what's the value Of having your children play?
Your daughter's creating a tower; she may be a builder someday.
You're saying you don't want your son To play in that "sissy" way?
He's learning to cuddle a doll; He may be a father someday.
You're questioning the interest centers; they look like useless play?
Your children are making choices; They'll be on their own someday.
You're worried your children aren't learning And later they'll have to pay?
They're learning a pattern for learning; For they will be learners always.*
Leila P. Fagg

ABC'S and 123'S EARLIER IS NOT BETTER

Many parents are concerned when their children aren't practicing letters and numbers. They feel that ditto sheets and homework will prepare their children for elementary school. We could give your children workbooks. We could make them memorize the alphabet. We could drill them. We could test them. But if we do, your children may lose something very important.

Children who are rushed into reading and writing too soon miss important steps in learning and may suffer later on because they lack the foundation they need for using language. Children who are taught to read before they are ready may be able to sound out and recognize words, but they also have little understanding of what they are reading. If they haven't been given time to play, They won't have explored objects enough to know what words (like "hard, harder, and hardest") mean. If they aren't allowed to string beads, button, dress up, cut, paste, pour, and draw, they won't develop the small muscle skills they need for writing.

Because math involves more than memorizing facts (like $2+2=4$), because it involves logical thinking, children shouldn't be pushed into paper and pencil arithmetic too soon. To acquire the foundation for logical thinking, children need many opportunities to count objects, sort them into piles, and add some to a pile and take some away. It is by playing games like these that they will learn to truly understand addition, subtraction, division, and multiplication. Without these concrete experiences, children may give correct answers but probably won't understand what they are doing and why.

Worst of all, if children are rushed into academic subjects too soon, they may lose their enthusiasm for learning and lose their sense of themselves as learners. If children are told what to learn and memorize by the teacher, they may become more passive and dependent learners, and be less excited about learning something new.

Children who are given plenty of time to play, however, learn to ask their own questions and figure out their own answers. They are responsible for their own learning. They see themselves as explorers, discoverers, problem solvers, and inventors.

The Language of Encouragement Phrases that communicate confidence: “Knowing you, I’m sure you’ll do fine.” “You’ll make it.” “I have confidence in your judgment.” “That’s a rough one, but I’m sure you’ll work it out.” “You’ll figure it out.” “What do you think?” “Keep trying; you can do it.” “Just a little more and you’ll have it!” “Would you like to tell me about what you have done?”

Phrases that focus on contributions, assets, and appreciation: “Thanks; that helped a lot.” “It was thoughtful of you to.” “Thanks, I really appreciate, because it makes the job easier.” “I need your help on.” “You have skill in. Would you do that for the family?”

Phrases that recognize effort and improvement: “It looks as if you really worked hard on that.” “It looks as if you spent a lot of time thinking that through.” “I see that you’re moving along.” “You’re really improving in…” (Be specific) “I can see the effort that went into this.”

Phrases that value the child as he or she is: “I’m glad you enjoy.” “I like the way you handled that.” “I’m glad you’re pleased with.” “It looks as if you enjoyed that.” “How do you feel about that?” “Since you’re not satisfied, what do you think you can do so that you will be?” “I love you, its (specific behavior) I don’t like.” “I guess you made a mistake. What can you do about it?” “You are very special.” “I love you.” “You’re a neat kid, you know that?”

Phrases that stimulate independence: “How do you think we should do this?” “You can handle it.” “You’re getting able to take care of that yourself now.” “Would you like to practice?” “Would you like or?”

Thank you for the work you are putting in as a member of the Ashcreek Playschool community. We look forward to seeing you and your child in the classroom!”