

SERRA PRESCHOOL

Work Day Guidelines & General Information



2017-2018

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INTRODUCTION

Welcome to Serra Preschool!

You and your child are about to enter a new world. Each day will provide your child with the opportunity to make new friends and experience a variety of new ideas and activities with the encouragement and support of the teacher/director, aide and assisting parents.

This handbook is your guide to Serra Preschool and explains the school's philosophy, history, specific practices, and policies. Read it through today and refer to its pages whenever you want answers to questions that others have asked before you. This book should also help you in all aspects of participation in the school. If, however, a question or concern is not adequately covered in this book, the preschool director, teacher, or president should be able to assist you. You should also read the Standing Rules and the Bylaws for more specific information about the rules that keep the school running smoothly and the governance of the school.

ORIGINS OF SERRA PRESCHOOL

Serra Preschool was founded by Lee Steelman and Dean Lyons, two women who had gregarious children that demanded to play with other children. The mothers were spending much of their time getting together so their children could play. Over a period of months the mothers discussed the possibility of starting a co-operative nursery school and by November of 1965, they were deeply involved in organizing one. When they learned from the Social Welfare Department that they must have a sponsor they approached the Serra PTA (now Palisades PTA). A committee was formed and the PTA did sponsor the preschool. In June of 1966, the first sessions were held. The preschool has been held in vacant rooms, in various elementary schools, a church, and at present we are fortunate to have use of the Youth Activities Association (YAA) facility on the Las Palmas campus.

CHAPTER 1: GOALS FOR OUR SCHOOL

Membership in a parent-participation preschool is a family experience. We share aims, benefits, and responsibilities...

For our children, an opportunity to:

- be themselves and develop at their own rate.
- increase their ability to handle their emotions constructively.
- build feelings of self---confidence and security.
- learn to be independent—able to solve their own problems and do things for themselves.
- be creative, cooperative, and imaginative.
- have social interaction with children their own age and adults other than their family members.
- extend and enrich their experiences.
- learn limits of behavior regarding safety, health and respect for the rights of others.
- express themselves through the use of art and play materials freely and constructively.

For ourselves, an opportunity:

- share our child's first school experience.
- understand the value of childhood play.
- recognize and respect the basic needs of children.
- be aware that growth is a continuing and individual process and that children grow and develop according to general patterns which can be recognized.
- discover specific needs and abilities of our own children.
- learn to observe objectively as children work and play.
- acquire knowledge of suitable play materials and learning experiences so that the home environment will offer creative and constructive opportunities for learning.
- gain skills in working with children in groups.
- achieve a more positive approach to our child-adult relationships through professional guidance and shared experiences with other parents.
- provide a worthwhile outlet for energies and abilities of the parents outside the home.
- grow in understanding the needs of the other adults and the needs of the group.

For the cooperative, we pledge...

- to provide an excellent preschool experience at a low cost.
- to emphasize the concept of leadership as a shared function of the members.
- to utilize the diverse interests and skills of all the parents.
- to provide opportunity for family friendships through social affairs.
- to participate wholeheartedly in membership discussions, present our own thoughts openly, and work toward consensus decisions.
- to maintain the highest possible standards for our preschool, and by sharing our ideas, help raise the standards of all of them.

CHAPTER 2: GETTING READY FOR SCHOOL

Your Child at School

For the protection of your own child and the other children in school, please keep your child at home if they have any of the following conditions:

- Temperature: If your child has a temperature he or she must be fever free for 24 hours before he or she can return to school.
- Red or sore throat
- A runny nose that is colored or cloudy
- Cough
- Unusual fatigue, or
- Any communicable rash

The teacher conducts a health check of each child as they arrive at school each morning. If you have overlooked any of the above symptoms, your child will be sent home. On your assisting days, you should be alert to the same symptoms in the children and inform the Director if you believe a child may be ill.

Clothe your child simply and comfortably in washable play clothes and closed-toe shoes. Please label sweaters, jackets, and rain gear. Don't be surprised if your child occasionally comes home dirty or with torn clothes. While reasonable care will be exercised, your child's freedom to play and explore is more important.

Send a change of clothes to school with your child in a re-sealable bag in their bucket in case their clothing becomes wet or soiled.

Do not allow your child to bring any of the following items to school: toys, guns, candy, gum, or money.

Do call the school and let the teacher know if your child is sick or will not be attending school on a particular day.

Each parent must sign an attendance sheet when the child arrives and later sign out when he/she leaves school. A notation must be made on the attendance sheet if someone other than a parent (e.g., a relative or friend) is picking up your child.

Parent at School

Although we do not do a health check of working parents, your health is expected to be able to pass the same requirement as those outlined above.

Wear washable, comfortable clothing on your assisting days.

Maintain an unhurried schedule. Try to get yourself and your child to school on time and in a relaxed, happy mood.

CHAPTER 3: MECHANICS OF ASSISTING DAYS

In a cooperative preschool, every assisting parent takes part in providing supervision and assisting the teacher at school. An adult family member or legal guardian who has provided all necessary documents as outlined in the enrollment documents and has been cleared by the enrollment coordinator qualifies as a working parent.

Assisting Days

- Each class has a Scheduling Chairperson who assigns assisting days to each parent on a rotating basis. If your child is in the 2-day class, you can expect to work two to three days per month. If your child is in the 3-day class, you can expect to work three to four times per month. The scheduler will notify you of the deadline for schedule requests. It is your responsibility to communicate with the scheduler.
- Families with more than one child enrolled in the same class will be scheduled to work one additional day per month. Families with more than one child enrolled in the school, but in different groups, will be scheduled to work twice in each class, not to exceed more than once a week.
- A written schedule will be given via email and posted at school. If you know in advance that you cannot work on a particular day, notify the scheduling chairperson as soon as possible so they can try to accommodate your request before the schedule is posted.
- Licensing requires us to maintain a ratio of one adult for every five children.
- On your assisting day, you must arrive a half-hour before the start of school. Failure to report to your working day on time will result in a fine.
- The parent responsible for bringing snack is listed first on the schedule and indicated by an “*”. When you are the snack parent, please prepare as much of it ahead of time as you can (unless it is a snack the children will be preparing themselves). This will give you more time to interact with the children and assist the teacher and other working parents.
- Assisting parents are not allowed to smoke at any time in or around the school.
- Cell phones may not be used during assisting days except in case of emergency and at the discretion of the teacher/director.
- If you are pregnant, notify your scheduler, in writing, of your due date. It is your responsibility to make up the missed time or obtain coverage for your working days.

What to do when you cannot work your assigned shift

- Once the schedule has been posted, you are responsible for covering your assigned shift—do NOT contact the scheduling chairperson.
- Arrange to swap working days with another parent.
- If you cannot find someone to work your shift and or swap with you, go to the paid sub list and pay someone on the list to take your shift for you.
- If on the morning of your shift you or your child wakes up too ill to attend school send out an email and begin calling around requesting someone trade days with you or cover your shift due. Let the Director know by calling school by 8am that you will not be a working parent that day and who will be covering for you.
- Note the change on the schedule posted at school.

You and your child on your assisting day

- It is our hope that your child will grow and mature through the experiences of a parent--- participation preschool program. Every child's readiness for group participation matures at a different rate.
- Encourage your child without competition or comparison.
- Your child may feel shy and refuse to participate in activities. Their behavior may be aggressive or clingy. Accept their behavior and if they need focused attention, give it.

Sibling Visits at Preschool

- Siblings may not company a parent on assisting days, even nursing infants.
- On field trips a parent is responsible for his or her own children and may, if there is room, bring along siblings. If a parent cannot attend, they can arrange for their child to go on the field trip with another parent who is only in charge of one other child.

CHAPTER 4: CLASS SCHEDULE & WORKING DUTIES

ASSISTING RESPONSIBILITIES - 2 DAY CLASS (thru December)

TIME:	SCIENCE/FLOATER (Red)	ART (Green)	SNACK (Yellow)	OUTDOOR (Blue)
8:30 - 9:00 Set Up	Sign in and put on an apron; clean one of the bathrooms; assist outdoor parent with duties; meet with teacher to hear plan for the day.	Sign in and put on an apron; clean one of the bathrooms; set up paint and paper at outside easel; meet with teacher to hear plan for the day.	Sign in and put on an apron; make coffee if desired. Write down what the snack is for the day along with the date on the clipboard and post it outside gate. Get as much of the snack ready as possible... fill waer bottles, put food in baskets, etc.; meet with teacher to hear plan for the day. Answer phone and take messages throughout the day.	Sign in and put on an apron; set up outdoor play equipment. Rake sand, check yard for animal droppings or other hazards and sweep sidewalk, meet with teacher to hear plan for the day
9:00 - 10:00 Indoor Activities	Facilitate activity at assigned table; assist children in exploring and using materials at your assigned table.	Facilitate art activity (provide children with materials and write name on project) - children may want to write their own name -ask children about what they did and comment on the process -avoid making value judgements	Once all children have arrived bring in sign-in sheet, note absences, and place clipboard in kitchen near black box. Go to assigned table and facilitate sensory and cooking activities. Discuss/emphasize manipulation, exploration, and properties of materials.	Assist children at assigned table/area. If teacher has an outdoor/indoor schedule be prepared to be outdoors with the children if needed.
10:00 - 10:15 Clean Up	Help put away games and materials.	Put away art materiasl, clean table, put projects on drying racks.	Assist children with cleanup.	Assist children with cleanup.
10:15 - 10:30 Circle Time	Guide children to the rug and stay on the rug with the Teacher and help children attend to circle time activities.	Guide children to the rug and stay on the rug with the Teacher and help children attend to circle time activities.	Prep tables for snack. Put large metal bowl on yellow table. Place garbage can (with lid) next to yellow table.	Guide children to the rug and help snack paren set up tables for snack.
10:30 - 10:45 Snack	Assist with handwashing. Sit at table with children and help them serve themselves and with manners.	Assist with handwashing. Sit at table with children and help them serve themselves and with manners.	Sit at table with children and help them serve themselves and with manners.	Sit at table with children and help them serve themselves and with manners.
10:45 - 11:30 Outdoor Playtime	Go outside with the children.	Wipe down tables and help snack parent with getting all plates etc. in kitchen. Clean tables, sweep floors, vacuum rugs, empty garbage cans to outside and tidy the classroom. Floors need to be mopped every Tuesday and Friday. Spot mop when needed.	Clean kitchen, wash dishes and art materials; sweep kitchen floor and mop, if necessary; empty garbage to outside; care for children who are inured during outdoor playtime. Prepare waters for children before end of outdoor play.	Supervise chidlren... have fun, play with the kids, and initiate games.
11:30 - 11:45 Clean Up	Help with outside clean up and assist/monitor with handwashing.	Make sure toys are put away in a neat and inviting fashion.	Put out library books and make sure sign in/out sheet is back outside on the post. ** Take soiled towels and aprons home on Fridays. Launder and return to school on Monday**	Assist children with outdoor cleanup.
11:45 - 12:00 Circle Time	Follow last child inside and assist teacher on the rug during circle time.	Sit with children on rug during final circle time.	Sit with children on rug during final circle time.	Pick up and put away any remaining toys, cover sandbox, and lock sheds. Take out trash on Thursdays and bring cans in on Fridays.
12:00:00 PM Dismissal	Assist teacher with dismissal, helping children to get their buckets, etc.	Assist teacher with dismissal.	Read stories to children while they wait to be picked up.	Read stories to children while they wait to be picked up.
12:10-12:30 Working Parent Meeting	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.

* Please not that the day will end at 11:30 for the first few weeks of school. You will be notified when the children have all adjusted and are ready to stay until 12:00

ASSISTING RESPONSIBILITIES - 2 DAY CLASS (from January on)

TIME:	SCIENCE/FLOATER (Red)	ART (Green)	SNACK (Yellow)	OUTDOOR (Blue)
8:30 - 9:00 Set Up	Sign in and put on an apron; clean one of the bathrooms; assist outdoor parent with duties; meet with teacher to hear plan for the day.	Sign in and put on an apron; clean one of the bathrooms; set up paint and paper at outside easel; meet with teacher to hear plan for the day.	Sign in and put on an apron; make coffee if desired. Write down what the snack is for the day along with the date on the clipboard and post it outside gate. Get as much of the snack ready as possible... fill waer bottles, put food in baskets, etc.; meet with teacher to hear plan for the day. Answer phone and take messages throughout the day.	Sign in and put on an apron; set up outdoor play equipment. Rake sand, check yard for animal droppings or other hazards and sweep sidewalk, meet with teacher to hear plan for the day
9:00 - 9:20 Arrival	Supervise children outside.	Supervise children outside.	Greet children inside and guide them outside.	Supervise children outside.
9:20-9:30 Circle Time	Assist teacher with children on the rug	Assist teacher with children on the rug	Assist teacher with children on the rug or continue snack prep.	Assist teacher with children on the rug
9:30 - 10:30 Free Choice Indoor & Outdoor Activities	Facilitate activity at assigned table; assist children in exploring and using materials at your assigned table.	Facilitate art activity (provide children with materials and write name on project) - children may want to write their own name -ask children about what they did and comment on the process -avoid making value judgements	Once all children have arrived bring in sign-in sheet, note absences, and place clipboard in kitchen near black box. Go to assigned table and facilitate sensory and cooking activities. Discuss/emphasize manipulation, exploration, and properties of materials.	Assist children at assigned table/area. If teacher has an outdoor/indoor schedule be prepared to be outdoors with the children if needed.
10:30 - 10:40 Clean Up	Help put away games and materials.	Put away art materials, clean table, put projects on drying racks.	Assist children with cleanup.	Assist children with cleanup.
10:40 - 10:50 Circle Time	Guide children to the rug and stay on the rug with the Teacher and help children attend to circle time activities.	Guide children to the rug and stay on the rug with the Teacher and help children attend to circle time activities.	Prep tables for snack. Put large metal bowl on yellow table. Place garbage can (with lid) next to yellow table.	Guide children to the rug and help snack paren set up tables for snack.
10:50 - 11:05 Snack	Assist with handwashing. Sit at table with children and help them serve themselves and with manners.	Assist with handwashing. Sit at table with children and help them serve themselves and with manners.	Sit at table with children and help them serve themselves and with manners.	Sit at table with children and help them serve themselves and with manners.
11:05 - 11:40 Outdoor Playtime	Go outside with the children.	Wipe down tables and help snack parent with getting all plates etc. in kitchen. Clean tables, sweep floors, vacuum rugs, empty garbage cans to outside and tidy the classroom.	Clean kitchen, wash dishes and art materials; sweep kitchen floor and mop, if necessary; empty garbage to outside; care for children who are injured during outdoor playtime. Prepare waters for children before end of outdoor play.	Supervise children... have fun, play with the kids, and initiate games.
11:40 - 11:50 Clean Up	Help with outside clean up and assist/monitor with handwashing.	Floors need to be mopped every Tuesday and Friday. Spot mop when needed. Make sure toys are put away in a neat and inviting fashion.	Put out library books and make sure sign in/out sheet is back outside on the post. ** Take soiled towels and aprons home on Fridays. Launder and return to school on Monday**	Assist children with outdoor cleanup.
11:50 - 12:00 Circle Time	Follow last child inside and assist teacher on the rug during circle time.	Sit with children on rug during final circle time.	Sit with children on rug during final circle time.	Pick up and put away any remaining toys, cover sandbox, and lock sheds. Take out trash on Thursdays and bring cans in on Fridays.
12:00:00 PM Dismissal	Assist teacher with dismissal, helping children to get their buckets, etc.	Assist teacher with dismissal.	Read stories to children while they wait to be picked up.	Read stories to children while they wait to be picked up.
12:10-12:30 Working Parent Meeting	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.

ASSISTING RESPONSIBILITIES - 3 DAY CLASS

TIME:	SCIENCE/FLOATER (Red)	ART (Green)	SNACK (Yellow)	OUTDOOR (Blue)
8:30 - 9:00 Set Up	Sign in and put on an apron; clean one of the bathrooms; assist outdoor parent with duties; meet with teacher to hear plan for the day.	Sign in and put on an apron; clean one of the bathrooms; set up paint and paper at outside easel; meet with teacher to hear plan for the day.	Sign in and put on an apron; make coffee if desired. Write down what the snack is for the day along with the date on the clipboard and post it outside gate. Get as much of the snack ready as possible... fill waer bottles, put food in baskets, etc.; meet with teacher to hear plan for the day. Answer phone and take messages throughout the day.	Sign in and put on an apron; set up outdoor play equipment. Rake sand, check yard for animal droppings or other hazards and sweep sidewalk, meet with teacher to hear plan for the day
9:00 - 9:20 Arrival	Supervise children outside.	Supervise children outside.	Greet children inside and assist with name sticks, library books and then guide children outside.	Supervise children outside.
9:20-9:30 Circle Time	Assist teacher with children on the rug	Assist teacher with children on the rug	Once all children have arrived bring in sign-in sheet, note absences, and place clipboard in kitchen near black box. Go to assigned table and facilitate sensory and cooking activities. Discuss/emphasize manipulation, exploration, and properties of materials.	Assist teacher with children on the rug
9:30 - 10:40 Indoor/Outdoor Activities	Facilitate activity at assigned table; assist children in exploring and using materials at your assigned table.	Facilitate art activity (provide children with materials and write name on project) - children may want to write their own name -ask children about what they did and comment on the process -avoid making value judgements		Assist children at assigned table/area. If teacher has an outdoor/indoor schedule be prepared to be outdoors with the children if needed.
10:40 - 10:50 Clean Up	Help put away games and materials.	Put away art materiasl, clean table, put projects on drying racks.	Assist children with cleanup.	Assist children with cleanup.
10:50 - 11:05 Circle Time	Guide children to the rug and stay on the rug with the Teacher and help children attend to circle time activities.	Guide children to the rug and stay on the rug with the Teacher and help children attend to circle time activities.	Prep tables for snack. Put large metal bowl on yellow table. Place garbage can (with lid) next to yellow table.	Guide children to the rug and help snack paren set up tables for snack.
11:05 - 11:20 Snack	Assist with handwashing. Sit at table with children and help them serve themselves and with manners.	Assist with handwashing. Sit at table with children and help them serve themselves and with manners.	Sit at table with children and help them serve themselves and with manners.	Sit at table with children and help them serve themselves and with manners.
11:20 - 11:50 Outdoor Playtime	Go outside with the children.	Wipe down tables and help snack parent with getting all plates etc. in kitchen. Clean tables, sweep floors, vacuum rugs and tidy the classroom. - Floors need to be mopped every Tuesday and Friday. Spot mop when needed. Make sure toys are put away in a neat and inviting fashion.	Clean kitchen, wash dishes and art materials; sweep kitchen floor and mop, if necessary; care for children who are inured during outdoor playtime. Prepare waters for children before end of outdoor play.	Supervise chidlren... have fun, play with the kids, and initiate games.
11:50 - 12:00 Clean Up	Help with outside clean up and assist/monitor with handwashing.		Put out library books and make sure sign in/out sheet is back outside on the post. ** Take soiled towels and aprons home on Fridays. Launder and return to school on Monday**	Assist children with outdoor cleanup.
11:45 - 12:00 Circle Time/ Library	Follow last child inside and assist teacher on the rug during circle time.	Sit with children on rug during final circle time.	Sit with children on rug during final circle time.	Pick up and put away any remaining toys, cover sandbox, and lock sheds. Take out trash on Thursdays and bring cans in on Fridays.
12:15 PM Dismissal	Assist teacher with dismissal, helping children to get their buckets, etc.	Assist teacher with dismissal.	Read stories to children while they wait to be picked up.	Read stories to children while they wait to be picked up.
12:25-12:45 Working Parent Meeting	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.	Finish any end of day clean up. Participate in end of day meeting, sharing your observations and insights and listening to feedback from the teacher.

CHAPTER 5: GENERAL GUIDELINES

What we teach may not be evident to the casual observer.

Setting the stage means guiding the group unobtrusively.

Place material where it is inviting for creative expression and cooperative dramatic play. Mostly adults should stay in the background ready to help if needed but allowing children to develop their own ideas.

Speak Slowly, simply, quietly and smile freely. If you relax and enjoy yourself, the children will feel your mood. Physically get down on the children's level when you are involved in their activity.

Be ready to take the children's cue for new play – dramatic, or other materials.

In general, cooperation in routines (story time, snack time, etc.) is expected of the children; but they have free choice as to play materials.

Creating a Favorable Climate: At school you are entering the child's world. The atmosphere should be one of freedom and friendliness.

Some children cannot participate freely; help them relax by being warm and interested in their problems.

Observe carefully; it increases your ability to understand and guide children. Be aware of the children in various situations, thus getting the feeling and tone of their play.

Do not feel you have to be busy all the time in order to be assisting. You should constantly be aware of what all the children are doing and be ready to step in when and, if possible, before trouble happens. Timing is important.

A cheerful, sympathetic manner when explaining limits makes them much more acceptable and understandable to children. Children need the security of knowing their strong emotions will not lead them to doing things they will regret. They need an adult who will take the responsibility to stop them. In school we try to keep controls at a minimum and to allow the children to make as many decisions as possible. You may expect a reaction to this decision-making at home. Sometimes, when children come from a home where there are many controls placed on them, they are not sure of themselves in this much freer climate of preschool and may be extra rambunctious if this is their first experience away from tight controls. Also consider that hitting, throwing things, etc. may be symptoms of fear, anger, fatigue, and shyness, or because of the need to fight controls at this point in their development.

Priorities: The safety and physical welfare of the children come first.

Watch the entire group. Don't lose interest in the group for which you are responsible by watching one child only. Never leave a group of children alone.

Respect the child as an individual. Be as courteous to him or her as you would be to an adult. Allow her to make choices.

School belongs to the children so please avoid excessive talking with other assisting mothers or visitors in the class on unnecessary matters.

Giving Help:

WHEN: Parent assistants need to know what is not allowed so that you can feel comfortable in giving guidance. Step in and give direction when a situation appears to be dangerous or when guidance is needed:

When the group's rights are being violated
When feelings need to be clarified
When an individual's rights are being violated
When a child cannot manage a difficulty
Help a conflict without passing judgment. Usually you have not seen the beginning of the interaction.

WHO: Let one parent handle a situation and see it through.

Due to emotions you may prefer to leave the guidance of your own child to another parent who can, perhaps, be more objective.

If you feel uncomfortable or unable to handle a situation, feel free to call upon the teacher.

WHAT: Examples.

Encourage another child to aid the child who needs help

Interpret a child's action to another when needed.

Give the child a choice whenever possible, a limited choice of two things when needed.

Help the children to learn to talk about situations, to verbalize their needs and emotions.
"Sarah has the ball and you want it. Ask her for it." Encourage the shy child to stand up for herself. "You don't have to let Sally do that."

If Tom has built something with blocks and Bill wants to join the fun, but Tom resists, tell Bill:
"Ask Tom where you can sit or stand, etc."

Throwing, except for balls and beanbags, is dangerous. You might say, "That could hurt another child," and suggest another activity.

Treat toilet accidents casually. Suggest toileting before putting on a change of clothes.

If a child is hurt, acknowledge hurt to him/her. "That really hurt, didn't it?" Comfort her first. If

first aid is needed, try to get the teacher's attention or take the child to her. Make a note of even minor accidents and give it to the director at the end of each school day.

Never discuss a child, including your own, when children are present, except for positive verbal acknowledgement.

HOW: To give directions, the parent gets the child's attention and states the request as simply and directly as possible. Expect the child to do what you ask him/her. Give positive direction when a choice is possible.

Give warning a change of activity ahead of time.

Invite participation in creative activities, music, and dramatic play.

Avoid making threats to children.

Ignore improper language in the presence of the group. If necessary, ask the teacher to speak with the parent.

Keep your emotions under control. Try to keep your tempo slow in speech and movement.

Never shove, push or pull children.

Avoid laughing at any activity of the children; laughing with them is different.

In limiting a child's behavior, show acceptance for the child. Restrain a child if he/she is going to strike you.

For extremely disruptive behavior, isolate. Be sure the child has something to do when removed. Be sure he/she knows why she was removed. The parents' attitude should not be one of punishing, but removing.

CHAPTER 6: HELPFUL HINTS WHILE WORKING IN SCHOOL

Avoid:

- Excess visiting with other adults, talking unnecessarily. Our acoustics are not good and voices carry.
- Smiling or laughing AT children's activities. DO smile and laugh WITH the children.
- Gasping or exclaiming if a child is hurt or in danger of being hurt. Your excitement will cause the child to become more frightened.
- Do not hesitate to protect the child if you feel there is cause.

Do not be disturbed if your child:

- Is shy in the group
- Refuses snack
- Does not join in story or singing time.
- Does not join in at all at first – she may be the type of child who does not plunge into a situation before appraising it. Watching is a form of participation.
- Please do not be embarrassed if your child:
- Takes toys from others.
- Refuses to give or take turns.
- Hits.
- Refuses to share.

This is the place for your child to learn to take his or her place among others of his or her own age. If social learning were complete the child would be a superior adult – not a child.

When creative materials are offered, please do not direct, suggest, question or comment except in connection with good housekeeping habits.

When we are doing certain projects we can help with the difficult parts – but avoid making suggestions.

If you see something that needs attention don't hesitate or be afraid to do it!

If you should ever need police, fire, or ambulance service dial 911.

CHAPTER 7: SUGGESTED READING

These three books are suggested reading by Serra parents.

It's OK Not To Share and Other Renegade Rules for Raising Competent and Compassionate Kids
By Heather Shumaker

How to Talk So Kids Will Listen & Listen So Kids Will Talk
By Adele Faber

Parents and Children Learn Together
By Katherine Whiteside Taylor

To give you an idea of the philosophies given in the book, which we use here at Serra Preschool, some quotes from some of the more important chapters follow:

Chapter 2: How Parent Cooperatives Help

"The characteristic element is the parents' cooperative, not only in the organization and business of the school but also in the education of the children, for parents service as teacher assistants. This process provides some of the training most parents lack in the vital art of guiding children: it also affords valuable experience in the discovering and utilizing one another's resources and those of their community."

"Cooperatives do not provide mothers the amount of free time needed to carry full-time outside jobs, but the several free mornings that are gained are felt by many to be a genuine help. Although some become so involved in the cooperative's activities that they have less free time than they hoped for, participants often feel they gain more than they give, both as parents and as persons in their own right."

"Clearly, a child's parents are her most influential teachers; therefore the greatest gift parent cooperatives can offer is to help parents and children learn together."

Chapter 4: The Three R's of Discipline

"Children reflect what they receive from the central figures in their lives – their parents and their teachers. When children are trusting and generous, loving and kindly, it is not because they have been cajoled or threatened, punished or rewarded, but because they have found these qualities in the adults closest to them."

"Certain kinds of discipline promote these attributes, and we can establish fundamental principles to be followed from the very earliest years. For ease in remembering, it may help to call these fundamental the "Three R's of discipline," each of which corresponds to one of the three basic needs set forth in the preceding chapter. The three R's are relationship, which meets the need for love, readiness, which provides outlets for the sense of power; and responsibility, which is the outcome of understanding one's self and one's world."

Chapter 8: Releasing Children's Potentials

"To release our children's creative capacities to the full, four elements are essential: an abundance of raw materials to improvise with, such as 'junk', and odds and ends; abundant freedom in space;

unbroken blocks of time; and adult guides who are sensitive, accepting, stimulating, and supportive.”

“...two of the basic elements in releasing creativity are intense experience and a medium for giving it back. Children often respond to beauty, even when they are very young; but all of their feeling and emotions need to be painted, sung, danced or acted out, the negative ones of fear and irritation as well as the positive ones of joy and love.”

“The important thing is for children to express their ideas and feelings in their own way, no matter whether it is ‘pretty’ or ‘ugly’, from our point of view. It may even be that we ourselves are a bit old-fashioned in some of our judgments. Our children may be much closer, for instance, to emotional understanding and enjoyment of the dissonances in modern music and the primitive elements in modern art than many teachers and parents reared in the more classical traditions.”

If you have any additional questions, please see our Family Growth Library.

CHAPTER 8: ORGANIZATIONAL STRUCTURE – THE MEMBERS

This is your preschool. In order to know real satisfaction from your preschool and its achievements, each member must become an active participant.

Be involved and care about the day-to-day operation of the school. The little touches you add on your assisting day, the suggestions you make at membership meetings, and your willingness to volunteer when called upon, add up to a high quality organization.

Support your Director. The Director of our preschool has a challenging job both planning the children's program and helping parents gain new insights into the children. You can help her to do both these jobs better by having a cooperative spirit.

Express dissatisfaction in the proper place. When you feel something is going wrong, speak to the proper person. Review Chapter 12 to know whom you should contact with your questions and concerns. Read the grievance policy in the Standing Rules to know what to do when you have a grievance.

Contribute new ideas. One of the remarkable characteristics of a co-op preschool is its ability to grow and change. It can be different from year to year, depending on how dynamic its members are. Make this a good year for your group.

Perform your family job to the best of your abilities. See below for a list of the job descriptions.

Board Positions

President

- Creates an agenda for both the Board Meetings and General Meetings.
- Shall preside at all meetings of the members and of the Executive Board and Board of Directors.
- Shall help the Director schedule programs for general membership meetings.
- Shall collaborate with the Director on yearly activities for the school.
- Creates and updates Calendar as needed. Posts any changes.
- Notifies all members of any high priority school event or school news requested by the director or any board or non-board member.
- Collects and produces communication with Membership via a weekly email "blast" no later than 9pm on Sunday evening.
- Works hand in hand with the Director to oversee the general functioning and administration of the school.
- Oversees and handles Standing Rules and Bylaw revisions. Works with the Director to make necessary changes.
- Shall fill all appointed Board positions and vacated offices with the Executive Board's approval.

Vice President

- Shall preside at all meetings in the absence of the President.
- Shall be in charge of the Annual Evaluation of the school and staff.
- Shall oversee the Director's arrangement for substitute teachers.
- Shall handle Handbook revisions.

- Shall receive questions, suggestions, and problems from members for referral to the board.
- Oversees the marketing of the school, including the management of the website and yearly public non-discriminatory statement as required by our Incorporation standing.
- Creates and oversees the general meeting potluck sign-ups.
- Coordinates Board Meeting Childcare and sends email reminders.

Secretary

- Responsible for taking minutes of all meetings.
- Shall produce and maintain records of attendance of all meetings and report absences and excuses at each board meeting.
- Contacts families absent at each General Meeting, updating them on number of absences, if any fines are incurred, and reminds them to initial the posted GM minutes. Communicates with Treasurer over fines.
- Shall produce and supply sign in and out sheets for children and General Meetings. Communicates with Membership to ensure sheets are updated with correct roster.
- Shall post meeting minutes from Board and General Meetings in a binder, on the website, and on the cork board. Attached to the minutes is a list of absent families needing to initial next to their name that they read the minutes and tracks those initials.
- Shall assign and keep record of member jobs.

Membership

- Update enrollment paperwork each year as needed and maintain both a hard and digital copy of all enrollment documents.
- Prepare and provide new members with enrollment packets and facilitate completion of packets prior to the start of school.
- Send updated enrollment forms and registration information to web site administrator as needed.
- Maintain a file on each student and ensure that all requirements for enrollment are met before student attends school.
- Maintain records on each working parent/guardian to ensure that all requirements are met before a working parent works in the classroom.
- Report vaccination rates as required by the state prior to state imposed deadline.
- Regularly check Serra Gmail account for inquiries about the school and reply to prospective members within 48 hrs whenever possible.
- Arrange school tour and/or meeting with Director/teacher for prospective member if requested.
- Coordinate Winter and/or Spring Open House and Parent Info Meeting with Director.
- Communicate with all prospective and returning members regarding registration process and deadlines.
- Maintain a list of previously interested individuals and alumni for email communication and marketing.
- Coordinate spring registration and notify accepted members. Maintain waiting list and notify individuals when a spot opens for them.
- Create, maintain, and update school roster as needed, and provide updated roster to the Board and Serra Membership. Communicates with Treasurer to also provide updated roster to accountants and bookkeepers.

- Provide the 2 and 3 Day Yearbook Coordinators as well as the Website/Social Media Coordinator of any children we do not have permission to publish on our website, photo sites or in print.
- Produces and supplies attendance sheets and sees that school attendance for children and assisting parents is posted and filed.

Treasurer

- Responsible for paying all bills and reimbursements.
- Shall receive and safely keep all funds of the school, disbursing them upon the order of the President, Director, and/or general membership in accordance with Article IV.
- Collects all fees required of members, including tuition, and safely deposits those funds.
- Keeps timely records of deposits and expenses, and sends monthly reports to the accountant.
- Works closely with accountant, bank, and director to make sure all finances are in order and that taxes are filed and accountant is paid for services each year.
- Reports budget information to the board of directors on a monthly basis.

Treasurer, cont.

- Coordinates with other board members and jobholders to determine when members have fines due and works to collect such fines.
- Shall serve as chairman of the budget committee.
- Shall be responsible for securing insurance for the school and worker's compensation for the staff.

Ways and Means

- Responsible for the organization of fundraising projects (both mandatory and voluntary) for the year. These shall be presented to the Board each year for approval.
- Shall present to the general membership and be responsible for implementing fundraising projects.

Family Growth

- Reads an inspirational quote to begin the General meetings.
- Works with Director/Board to coordinate talking points, organize round table discussions, or book guest speakers for General Meetings for the education and growth of all members.
- Coordinates Fall Open House with Director/Teacher and facilitates the ordering, making, shipping, and delivering of Make-It Plates.

Social

- Schedule and communicate informal gatherings outside of school, such as park play dates, wine nights out for moms, book club, etc.
- Responsible for any special meetings (ie: Director/OCCPNS) held at Serra Preschool, including getting food donations and set up, etc.
- Responsible for membership goodwill gestures as encountered throughout the year (dinner sign-ups for families with new babies, group condolences for deaths, etc.).
- Plan and implement Christmas charity project or any service project to benefit a charity outside of Serra.
- Coordinate the end of year celebration.

OCCPPNS

- Attend monthly OCCPPNS meeting hosted by various parent co-ops in the area.
- Report ideas or share insight gathered at the Board Meetings.

Family Job Descriptions

1. Purchasing

- Obtains a list of necessary items to be purchased from the Director (such as toilet paper, cleaning products, etc.)
- Purchasing to be done ideally 1x per month
- Some purchases may be last minute or special requests made by the Director.
- Responsible for getting all purchases approved by the Treasurer and/or Director and all receipts turned into the Treasurer for reimbursement.

2. Scheduling (2 Day—Returning member preferred)

- Schedules parents assisting days at school and emails to members by the 20th of each month for the upcoming month.
- Calendar will include working days and indicate which parent is the Snack Parent.
- Sends out an email at least two weeks prior asking for any special requests for days off, etc. and accept requests until the 19th.
- Posts a copy of the current monthly schedule on the school bulletin board.
- Creates and maintains a paid sub list and ensures that each member has a copy.
- Provides working days calendar to website manager to post on website.

3. Scheduling (3 Day—Returning member preferred)

- Schedules parents assisting days at school and emails to members by the 20th of each month for the upcoming month.
- Calendar will include working days and indicate which parent is the Snack Parent.
- Sends out an email at least two weeks prior asking for any special requests for days off, etc and accept requests until the 19th.
- Posts a copy of the current monthly schedule on the school bulletin board.
- Creates and maintains a paid sub list and ensures that each member has a copy.
- Provides working days calendar to website manager to post on website.

4. Play dough/Sensory Table

- Responsible for making new play dough for the classroom 2x per month. This can smell and look different and may go along with the learning themes.
- Cleans the play dough toys every two weeks. They can be soaked and scrubbed in warm soapy water, dried, and returned to the play dough shelves. This can be done at school (no siblings allowed during school hours) or can be taken home and returned the next morning.

- Responsible for changing the sensory table to help further develop the learning theme every two weeks. Your creativity and new ideas are appreciated!
- Works with Director to decide if there are items already in the classroom that can be used, or if you should purchase items.
- All items purchased must be approved by the Director and receipts turned into the treasurer.

5. 2 Day Yearbook/Photographer

- Photograph special events throughout the year including field trips, holiday activities, and children at play.
- Provide any needed print or electronic photos for projects (ex. Trike-a-thon licenses), advertising or other needs throughout the year.
- Sends photos to VP for the website and to Newsletter Coordinator.
- Compiles the yearbook for 2 Day with the collection of pictures taken throughout the school year, including the children, the staff, the co-oping parents, the projects, the environment, etc.
- Organizes the purchasing/ordering of books and distributes them the last week of school.
- Maintains FaceBook page for the 2day class, posting upcoming events and pictures, keeping in mind to post pictures only of the kids who have a signed social media consent form (communicate with Membership).
- Uploads and shares photographs with parents on a monthly basis via an online share site that allows parents to place an order of photographs. Suggestions are Shutterfly or SnapFish.

6. 3 Day Yearbook/Photographer

- Photograph special events throughout the year including field trips, holiday activities, and children at play.
- Provide any needed print or electronic photos for projects (ex. Trike-a-thon licenses), advertising or other needs throughout the year.
- Sends photos to VP for the website and to Newsletter Coordinator.
- Compiles the yearbook for 3 Day with the collection of pictures taken throughout the school year, including the children, the staff, the co-oping parents, the projects, the environment, etc.
- Organizes the purchasing/ordering of books and distributes them the last week of school.
- Maintains FaceBook page for the 3day class, posting upcoming events and pictures, keeping in mind to post pictures only of the kids who have a signed social media consent form (communicate with Membership).
- Uploads and shares photographs with parents on a monthly basis via an online share site that allows parents to place an order of photographs. Suggestions are Shutterfly or SnapFish.

7. Garden Maintenance (2 people)

- Takes ownership of the garden and yard and maintains all areas (veggies, flower beds, grass, etc.) by watering, pulling weeds and making improvements on an as-needed basis.
- May need to come to school every morning and/or the weekends to water during the hotter months.
- Works with Director to determine needs for the garden as well as creating an interactive/edible garden to coordinate with the season or lesson plans.
- Expect to do 1 maintenance day about a week before school begins. Works with Director to schedule a day to be at Serra.

8. 6 Week and End of Year Clean-up Coordinator (2 people)

- Creates a sign-up sheet for mandatory school clean ups every 6 weeks and the End of Year clean up days. Sheet should include all scheduled clean-up dates listed and ready by the first general meeting in September.
- Must attend each 6 week clean up on Saturday mornings.
- Retrieves list of duties as well as master keys and directions for alarm, lights and locks from the Director.
- Responsible for keeping track of all volunteers, keeping a record of members and their clean up days, emailing reminders and verifying that each member has participated in one 6 week clean up and one End of Year clean up per year.
- Ensures that families joining mid-year are signed up and understand the clean-up responsibilities.
- Will contact treasurer with the list of members who did not participate.

9. Science

- Works with Director to develop new science projects based on learning themes.
- Finds new and creative experiments and shares them with the director to implement. Ideally 2-3 new experiments per month.
- Uses some materials already in the classroom and if buying outside materials, gets the Directors approval and reimbursements through the treasurer.
- Keeps science table current and clean for revolving experiments.
- Keeps a journal with ideas and/or projects created throughout the year to pass on to the next person.

10. Dramatic Play 1 (Costumes)

- Organizes, washes and makes necessary repairs to dress-up clothes, shoes, play food, dishes, dolls, puppets, and other accessories one time per month.
- Play food and accessories are washed once a month with warm soapy water, dried and returned to the play kitchen. If you take them home, please return the next school day.
- Costumes should be washed at home at least every 6 weeks.
- Coordinates with Dramatic Play 2 (Themes) to set the stage each month for the theme “scene”. Helps establish a “set” and helps collect props and costumes.

11. Dramatic Play 2 (Theme Scene)

- Helps set the stage each month for the rotating dramatic play theme scene.
- Works with the Director/Dramatic Play 1 (Costumes) to create the “set” and create props.

Dramatic Play 1 and 2 should plan and work together.

12. Special Events Coordinator

- Designed to strengthen the sense of community through special events at school.
- Responsible for coordinating, and attending all special events supported by the school. The board will decide upon events.
- Plans and coordinates activities with the Director’s/Board’s requests and suggestions.
- Works closely with the Special Events team to coordinate and plan.
- Asks for donations and creates sign-up sheets at General Meetings, and fills in where needed.
- Events for 2017/2018 School Year are:
 - *Harvest Day (Fall)
 - *Earth Day Celebration (Spring)
 - *2 family movie nights
 - ***Note that these are subject to change.

13. Special Events Team (2 people)

- Assist Special events Coordinator with all tasks as needed

14. Teacher’s Assistant/ Appreciation (2 Day)

- Makes name tags for children at the beginning of the school year.
- Coordinate with teacher for birthday recognition plans, make birthday crowns and help execute if needed.
- Work with 3 Day Teacher’s Assistant to recognize the Director and/or other teachers aids (if applicable) on Holidays, Birthdays and during Teacher Appreciation Week.
- This can be done by collecting money to purchase something special or have the children make something special.
- Organizes 2day class auction item (personal to the class) in the event of an auction fundraiser.

15. Teacher’s Assistant/ Appreciation (3 Day)

- Makes name tags for children at the beginning of the school year.
- Coordinate with teacher for birthday recognition plans, make birthday crowns and help execute if needed.
- Work with 2 Day Teacher’s Assistant to recognize the Director and/or other teachers aids (if applicable) on Holidays, Birthdays and during Teacher Appreciation Week.
- This can be done by collecting money to purchase something special or have the children make something special.

- Assist the Director/Teacher with any other special projects.
- Organizes 3day class auction item (personal to the class) in the event of an auction fundraiser.

16. Field Trip/ Story Walk Coordinator

- Plans for and makes all arrangements for monthly field trips and/or story walks to be attended by students and their family members.
- Works closely with Director to develop "Story Walk" activities and helps collect materials.
- Get approval for potential field trips with the Director and Board before making final arrangements.
- Email information to the President to include in the weekly blast and to the Newsletter Coordinator for the general meeting newsletters.
- Present the trip and collect all monies at the general meetings.
- Post information on the bulletin board at the beginning of each month (Date, time, cost, maps, directions, etc.)

17. Board Childcare (3 people)

- Supervises Board Members children (may include your own) during monthly Board Meetings.
- Meetings are on the 2nd Wednesday of the month after school at 12:30. Meeting usually end by 2:30.
- Sets up and cleans up play yard.
- Play with children outside and supervise lunch/snack.
- Responsible for finding a substitute if you cannot attend.

18. General Meeting Coordinator

- Responsible for arriving at school by 5:30 pm to set up for the general meeting potluck.
- Sets up specific recycling bags/bins for bottles and cans and encourages membership awareness on recycling.
- Stays after each meeting to clean up, wash dishes (minimal), take out recycling and trash, and put tables away.
- Email reminder each month to members who have signed up to bring items to potluck.

19. Fix It (Maintenance) and Special Projects

- Responsible for doing small maintenance/fix it jobs for the school.
- Helps organize volunteers to help with special projects.
- All projects to be approved by the Director and reimbursed through the treasurer.

20. Wood Working

- Keeps the wood cabinet clean, stocked and organized.
- Collects donations for wood and other materials.

- Uses creative abilities to come up with projects for students with the help of the Director.
- Ensures all pieces of wood are as splinter-free as possible. May require some sanding of wood pieces.

21. Dad's Appreciation Days

- Plans and implements the Pancake breakfast (fall) and Dessert with Dads (spring).
- Creates a sign-up sheet passed around at general meetings to coordinate volunteers and donations.
- Must be available to work the events which includes making pancakes, help make desserts, set up, clean up, etc.

22. Critter Care

- Assist director/teacher with the care and feeding of school pets.
- Clean cages and purchase food when needed.
- Take home and/or arrange for animals to be taken home over holidays and extended vacations.
- Turn in receipts for reimbursements.

23. Scholastic Books/ Library

- Maintains children's library and learning center.
- Purchases new books and obtains books as needed from the public library.
- Organizes monthly scholastic orders for families. Gives information at the September meeting for ordering books.
- Makes sure each member has a monthly order form distributed via file folders.
- Keeps track of orders and distributes books to members when they arrive in the mail.
- Types up books read at the end of the year from the classroom book cards.

24. Shed Organizer (2 people)

- Responsible for maintaining shed cleanliness and organization of both sheds.
- Ensures members are aware of the proper way to store items in the sheds. This may be done at general meetings.
- Coordinate with Director to clean out sheds thoroughly (organizing, clean toys, storing bins, sweeping floor, labeling, etc.).
- Both shed organizers should plan and work together.
- Both sheds need to be cleaned out at least once per month.

25. Ways and Means Assistant

- Assist the Ways and Means Chair with all fundraising activities as needed.

26. Newsletter Coordinator

- Creates a monthly newsletter to be distributed at each monthly general meeting and posted on the website.
- Sends an email reminder to Director, Board Members, Field Trip Coordinator, and Photographers one week prior for information to include in the Newsletter.
- Newsletter typically includes articles from the Director, President, and other board members. Post school news that pertains to each month.

27. Kitchen and Hall Organizer

- Keep the kitchen stocked (coordinate with the purchaser) and thoroughly cleaned and organized throughout the year.
- Kitchen should be checked mid-month every month, and cleaned/organized at least once every 6 weeks, not only during your Snack Parent work-day.
- Maintain shelves and drawers, keeping them appropriately labeled and organized.
- Keep products stocked and hallway organized.
- Pays particular attention to area where art supplies are kept (paint brushes, etc.). Keeps art area clean, neat, and tidy.
- Checks first aid cabinet monthly, restocking as needed.

CHAPTER 9: ORGANIZATIONAL STRUCTURE —BOARD OF DIRECTORS

The Bylaws describe the role of the board, the board members responsibilities and how they govern the school. Please read the Bylaws for a detailed understanding of this process.

Members are elected to Board positions at the general meeting in April or May and serve for one year.

The Executive Board consists of: President, Vice President, Treasurer and Secretary.

Other members of the Board include: Family Growth, Membership, Ways and Means, OCCPPNS Delegate and Social. Parliamentarian (optional) may be appointed by the President upon Board approval.

CHAPTER 10: ORGANIZATIONAL STRUCTURE – COMMUNICATION AND CONTACT

Please do not hesitate to communicate any questions, concerns, or suggestions to the Director and the appropriate Board members. Use the folder system in the family file box or consult the email list to contact the appropriate person directly.

Whom To Contact About What

Director: About your child, other children at school, or the children's daily program. When you have suggestions or ideas for children's daily program (art/craft ideas, ideas for field trips, etc.). When you have knowledge of any sources of free or wholesale materials or equipment. When you have a conflict with a mandatory requirement.

President: About general functioning or administration of the school, use of the school's name in the community, agenda for the board meetings or general monthly meetings, if unable to reach the appropriate officer or chairperson regarding a question or concern you may have.

Vice President:

If you are unable to reach the President; if you have suggestions relating to programs for general monthly meetings; if you have any questions about the Handbook; if you are unable to attend a scheduled meeting and cannot get in touch with the Secretary; if you have an idea for a newspaper story about the school; if you would like to donate anything to the school; to post information on the website.

Secretary: If you are unable to attend a meeting, need to obtain meeting minutes or to discuss your job.

Treasurer: Regarding your tuition or other financial commitments to the school.

Scheduling Chairperson: If you have any schedule requests or need help finding a sub.

Membership Chairperson: If your contact or emergency information changes, if you know of someone who wants to join the preschool, if you need a leave of absence or wish to terminate your membership, if you have questions about enrollment forms/procedures, or vaccination and health requirements.

6-Week Cleanup Coordinator: Maintenance issues, cleaning equipment issues or repairs.

OCCPPNS Delegate: Concerning any facets of Orange County Council of Parent Participation Nursery Schools or its parent organization; if you need information regarding family counseling services or scholarship.

Family Growth: If you have suggestions for general meeting speakers or other special events pertaining to parenting skills or family growth matters.

Social Chairperson: If you have ideas or would like participate in the planning of an event.

Ways & Means: if you have ideas or would like to help with fundraising for the school.

CHAPTER 11: ORGANIZATIONAL STRUCTURE - DIRECTORS JOB DESCRIPTION

OVERVIEW: The Director holds the overall vision for the educational needs of the students. The Director's overarching responsibility is to create and maintain a safe environment for children and to support their development, learning and social skills. She reports to and works closely with the Board of Directors to address all administrative functions of the organization, including ensuring licensing standards are met and the school is in compliance with other state regulations. In addition, the Director oversees the planning and daily administration of the school's educational program and directly supervises the teaching staff and participating parent workers. The Director position is a part-time contracted position. The Director participates in monthly Board meetings, parent conferences, General Membership meetings, Orientation, parent education, Open House, and mandatory parent meetings. The Director is in charge of informing the board of building maintenance needs, and communication with the Board over the summer.

Children's Program

Responsible for the daily planning and administering of the children's program, being accountable for its being within the purpose, goals, and philosophy of the school.

Finalize plans and prepare the monthly curriculum calendar and recommended dates of activities (i.e. school celebrations such as Halloween Carnival, Holiday Party and End of Year activities, recommended field trips that tie into the curriculum), for the school year.

Be prepared to present curriculum and recommended dates of activities to the Board at the August Board Meeting.

Be a part of the children's program when children are at school. Actively engage with attending preschool children during school hours in close alignment with our developmental philosophy.

Check to see that the school is left in order at the end of each school day.

Create a safe environment for children to learn and play.

Plan and execute disaster preparedness drills as required by the fire department and licensing.

Adult Program

Develop plans and procedures to ensure equitable workloads for teacher aid and teaching parents, adequate supervision of children, harmonious working relationships and promotion of team approach among teaching parents.

Encourage participation and creative contribution from the parent community.

Help working parents locate materials and prepare for their teaching activity of the day.

Model appropriate teaching attitudes and behavior for teaching parents.

Write educational articles for the website when applicable, present information at the monthly General Meetings.

Present to the Board in August a monthly curriculum for Parent Education that will be presented to families during the Family Growth portion of the monthly General Meeting throughout the year. This curriculum should include talks from Serra Preschool staff, parents and community members willing to speak at our school gratis. There is a small Family Growth budget in which a visiting speaker can be paid for a presentation if deemed necessary by the Board of Directors and the Director of the school.

The Director and President of the Board will set the agenda for the monthly General Meeting.

The President will run the business portion of the General Meeting; the Director will be responsible for running the educational portion of the General Meeting.

Professional Growth

The Director must keep current in her field for her own professional growth. Reimbursement for approved Professional Development may be available at discretion of the Board of Directors.

Board-Director Relationships

Work closely with the Board of Directors to ensure smooth operation of all administrative functions.

Attend and actively participate in monthly Board meetings, report on the operation of the school, and interpret recognized standards of childcare to the Board. Report any issues or concerns regarding members.

Work with Board to ensure smooth execution of annual admissions process.

Present recommendations to the Budget Committee/Board.

With the support of the Board and Treasurer, review monthly financial statements for the school and ensure fiscal health of the school.

Inform Board of needed equipment and repairs.

Inform Board of any Scholarship requests.

School-Home Relationships

Contact and maintain effective relationships with families.

Hold parent conference if parents of any child request it, or if Director deems it necessary. Arrange a schedule for parent conferences for children in Spring.

Attend monthly meetings of the General Membership.

Attend and actively participate in evening events and meetings with the parent community including, but not limited to: an open house for prospective families, orientation, membership meetings regarding school operations and educational activities, annual fundraising auction, and parent education.

School-Community Relationship

Coordinate the school's program to make use of existing children's programs in the community, including referrals of children and families to community agencies when specialized services are needed and available.

Health and Safety

Work with the Membership Chairperson to ensure that all students' health forms are up to date and that all participating parents have been cleared to work in the classroom.

CHAPTER 12: ORANGE COUNTY COUNCIL OF PARENT PARTICIPATION NURSERY SCHOOLS

The Orange County Council of Parent Participation Nursery schools is a community of parents and educators committed to teaching and inspiring families through parent involvement and mutual support. Parent participation nursery schools are founded on the principle that the best education will result from an active partnership among parents, teachers, and children.

Since the schools are nonprofit cooperatives, the parents are the owners. Parents are expected to regularly participate at all levels ranging from the administration, operation, and maintenance of the facility to teaching in the classroom under the guidance of a professional teacher. The involvement does not seem like work once the realization is made that involved parents are their children's biggest teacher. This participation fosters a strong sense of community, a rich and varied educational curriculum, and a safe and stimulating environment for preschoolers.

The director at each school shapes the curriculum so children can begin to develop their social, emotional, physical, and academic skills in the classroom. The high adult-to-child ratio (1 to 5) provides challenging opportunities for the children. The teacher can directly focus on art, science, music, and other projects, often drawing on the talents of parents. Preschoolers are encouraged to pursue their interests, learn from mistakes, and communicate thoughts and feelings through their words.

The nursery school experience is the child's opportunity to socialize, and to learn how to get along with others. Just as important is building self-esteem so a child can feel good about himself or herself. Hands-on projects facilitate the development of small muscles and other physical skills. Group sharing encourages language development, and pre-reading skills are acquired through sorting and pattern recognition games. Academics fall into place with the readiness that comes along with it. The rich and varied educational curriculum is designed to provide for the natural development of basic skills that a child needs to learn by the age of 5 years.

According to Co-op Quarterly magazine, the first cooperative nursery school was started in Chicago in 1915. The idea soon caught on both nationally and internationally, and even influenced social policy. The Head Start program is a legacy of the cooperative preschool movement. In California, the development of cooperatives was especially rapid. Currently, the California Council of Parent Participation Nursery Schools has more than 171 member schools statewide, divided into sub-councils.

CHAPTER 13: SERRA PRESCHOOL EMERGENCY GUIDELINES

It is impossible to prevent natural disasters. However, with sound planning it is possible to minimize the serious after-effects of a disaster. When everyone involved understands what is expected there is hope of maintaining order in a time of mass confusion.

Before An Emergency

- Discuss your home procedures with your children.
- Prepare first aid and emergency kits for your home and car.
- Read the School Procedures.
- Read the evacuation maps posted behind the kitchen door.
- Know who is qualified to help with CPR and first aid.
- Know how to shut off gas and electricity.
- Drill

General Emergency Procedures

- Remain calm.
- Follow specific procedures for the type of disaster.
- Adequate care of the children is the primary concern.
- Children will be cared for until they are released to a parent or authorized person or until the regular program resumes.

Earthquake Procedures

- If inside... as soon as a tremor is felt, get quickly beneath the tables, or to the hallways by the restrooms, away from the windows.
- If outside... stay away from power lines and building overhangs until tremors cease.
- After the initial tremor, assemble outside in front of the school. Take attendance.
- Walk, do not run.
- Avoid trees, glass, fallen wires, and overhangs.

Fire Procedures

- Evacuate building. Check each room, bathroom and activity center.
- Sound alarm with a continuous bell.
- Get the attendance list.
- The teacher calls 911.
- Walk, do not run.

- Children follow adults outside and across the street to the park.
- Remain with the children unless given other instructions.
- Account for all children and assisting parents.

Suggested Items to Carry in A Backpack or Emergency Kit

- Medication/pain reliever
- Extra glasses
- Walking shoes, socks
- Jacket/sweatshirt
- Solar blankets
- Food (rotate yearly)
- Water (rotate yearly)
- Flashlight and batteries
- Wind-proof matches
- Radio
- Large trash bags (can also be used for rain cover)
- Bungee cords
- Roll of quarters
- Diapers/baby food
- Sanitary napkins (for first aid as well as personal use)
- First aid kit
- Clothes pins
- Wet wipes
- Note pad and pen