



1610 S King Street
Seattle, WA 98144
206-324-1420

September 2023

Hello Co-op Families,

Welcome to preschool, a place for you and your children to grow together! You are now a member of a cooperative organization. Our families share their time, talents, and energy to create a unique preschool community that this year will serve around 30 children and their families.

Our preschool is for children. It is a safe and supportive place to pursue and explore their ideas; therefore it is messy, fast, exciting, happy, sad, stimulating, and so much more. King Street may provide a very different preschool experience than the tradition you are familiar with. Most of the time preschoolers must learn to function in an adult world. The magic of King Street lies in the unique opportunity for adults to learn better how to function in a preschooler's world. By playing together, teaching positive behavior, and problem solving, learning happens *alongside*, rather than from above.

At King Street, we recognize that children acquire and construct knowledge most powerfully through play. Hands-on experience allows meaningful physical and mental connections fundamental to children's development and learning. For example, we know that talking out loud increases cognition by up to 50% (keep this in mind when the gym is NOISY!). When you respond to a child's request to play on their level you are providing the responsive nurturing and emotional security essential to the development of a child's cerebral cortex.

This handbook will shine some light on the developmental needs that inform our program philosophies and policies. It will also address many of your questions about the practical workings of the school such as class schedules, safety information, details about parent participation, snack preparation, and child development related articles. Whether you're new or returning for your second, third, or even eighth(!) year at King Street, read this entire handbook. In a parent-led organization, transfer of knowledge can be a challenge as families come and go. This handbook is an essential resource.

In addition to this handbook, our Shared Google Drive (*King Street Community Files*) has a wealth of information, including more explanations of your family job and up-to-date information about schedules and the class roster. While the handbook and the Google Drive serve as a guide to classroom issues and much of our school business, if you can't find the answer, **please ask!** Your teachers, board members, and fellow co-op caregivers may have solutions or ideas.

We look forward to sharing the year with you at King St. Co-op!

Sincerely,

Your 2022-2023 King Street Board

Leigh Barrick (Co-Chair A), Erin McGibbon Smith & Robert Smith (Co-Chair B), Christi Swanson (Treasurer), Lily Rehrmann (Secretary), Denise Cruz (Family Coordinator), Diana Thibado (Registrar), Kim McAuliffe (Marketing Coordinator)

KSCP Family Handbook Table of Contents

School Calendar	3
Field Trips	4
Snow Closures	4
Parent and Board Meetings	4
Board Meetings	4
Weekly Class Schedule	4
Introduction	
Program Goals	5
IDEA Value Statement	6
What is a Co-op?	6
King Street History	7
Philosophy	8
Adult Communication/Conduct	11
Internet Community	12
Organization and Governance	12
Parent Education	13
In the Classroom	
The Rules	14
Transition to School	14
What to Bring	15
Arrival and Departure	16
Curriculum	17
Daily Schedule	19
Nature Days	20
Snack	20
Allergies, Intolerances, and Preferences	20
Birthdays and Celebrations	21
Family-Teacher Roles and Responsibilities	22
Inside Spaces	23
Outside Spaces	24
Family-Teacher Area Specific Duties	25
Problem Solving and (mis)Behavior	30
Safety at School—Background Checks, Illness, Immunizations, Injuries, Privacy	34
Emergency Procedures—Lockdown, Fire, Earthquake	39
Policies and Procedures	
Co-op Member Responsibilities	41
Family-Teacher Shift Schedule	42
Cleaning the School	43
Absences/Leave	44
Alternative Caregivers as Family-Teachers	44
Guests at Preschool: Plus Ones + Visitors	45
Alternative Pick-ups and Playdates	46
Fundraising (Tax ID #)	46
Reimbursements and Donations	46
Registration	47
Tuition	48
Scholarships	49
Withdrawing from School	50

King Street Cooperative Preschool 2023/2024 Calendar

***Required Attendance for all dates in bold**

(KSCP makes every attempt to schedule events around major religious/cultural holidays. If your family needs to miss a required event for religious/cultural holidays, please notify the Director/Board for an alternate plan.)

September 5 (Tuesday)	Board Meeting (6:30–8:30pm)
➤ September 5 (Tuesday)	School Set Up – Day 1 (9 am–1pm)
➤ September 6 (Wednesday)	School Set Up – Day 2 (9 am–1pm)
➤ September 7 (Thursday)	Orientation/Parent Meeting (6:30–9:00pm)
September 8 (Friday)	Open House Playdate (10 AM – Noon)
September 9 (Saturday)	Beginning of the Year/Welcome Gathering(11–1pm)
September 11 (Monday)	King Street First Day of School
October 3 (Tuesday)	Board Meeting (6:30 – 8:30pm)
➤ October 18 (Wednesday)	Parent Meeting (7–9pm)
November 7 (Tuesday)	Board Meeting (6:30 – 8:30pm)
November 10 (Friday) – <i>No School</i>	Veterans Day Observed
➤ November 15 (Wednesday)	Parent Meeting (7–9pm)
November 20–24 – <i>No School</i>	Thanksgiving Break
December 5 (Tuesday)	Board Meeting (6:30– 8:30pm)
➤ December 13 (Wednesday)	Parent Meeting (7–9pm)
December 15 (Friday)	Community Winter Potluck (5:30–7:30pm)
December 18 – January 1 – <i>No School</i>	Winter Break
January 2 (Tuesday)	Board Meeting (6:30 – 8:30pm)
January 15 (Monday) – <i>No School</i>	Martin Luther King Jr. Day
➤ January 17 (Wednesday)	Parent Meeting (7–9pm)
February 3 (Saturday)	Open House (10:00–11:00am)
February 6 (Tuesday)	Board Meeting (6:30 – 8:30pm)
February 14 – <i>Off Site or Indoor Day</i>	Ash Wednesday [Church uses playground]
February 19–23 – <i>No School</i>	Presidents’ Day/ Mid-Winter Break
➤ February 28 (Wednesday)	Parent Meeting (7–9pm)
March 5 (Tuesday)	Board Meeting (6:30 – 8:30pm)
➤ March 20 (Wednesday)	Parent Meeting (7–9pm)
April 2 (Tuesday)	Board Meeting (6:30 – 8:30pm)
April 8– 12 – <i>No School</i>	Spring Break
➤ April 17 (Wednesday)	Parent Meeting (7–9pm)
April 27 (Saturday)	King Street Family Party and Auction (12–8pm)
May 7 (Tuesday)	Board Meeting (6:30 – 8:30pm)
➤ May 15 (Wednesday)	Parent Meeting (7–9pm)
May 27 (Monday) – <i>No School</i>	Memorial Day
June 4 (Tuesday)	Board Meeting (6:30 – 8:30pm)
June 14 (Friday)	King Street Last Day of School
June 15 (Saturday)	End of the Year Potluck (11 am–1pm)
➤ June 17 (Monday)	School Pack Up – Day 1 (9am–1pm)
➤ June 18 (Tuesday)	School Pack Up – Day 2 (9am–1pm)

In general KSCP follows the Seattle Public Schools holiday calendar. However, there are dates when SPS is closed and KSCP is still in operation for its normal hours. Please coordinate with Teachers and Administrator if you need support on those days. Those dates are:

October 13th (Friday) *SPS No School*

Field Trips: We will go on several field trips throughout the school year. Teachers typically plan these trips well in advance and do their best to provide co-op families with ample notice. Field trips may occur on any school day and the time may vary slightly from regular school hours. These trips are held in place of a regular school day, so school will not be held when a field trip is scheduled. Parents are responsible for attending field trips with their child, or arranging for another adult to chaperone them (co-op families are a good resource!).

KSCP shares space with St. Peter's Church, which will occasionally need our classroom space for church activities. In such cases, notice will be given as soon as possible. There may be field trips planned at the last minute due to an emergency space need of the church. Tuition will not be adjusted for field trips. Some field trips may be provided free of charge to co-op families, but many will require a small fee to participate. However, we do not want the cost to prevent any family from attending. Scholarship assistance may be available; please contact the Treasurer if assistance is necessary for your child to attend.

Snow Closures: In the event that Seattle Public Schools are closed or delayed due to snow, KSCP will be closed. Tune into the radio for regular reports of closure or delays. In the event of a snow closure, the Directors will notify the Co-op via email and will ensure that scheduled Family-Teachers are notified by phone. If school is in session but you are unable to attend a scheduled Family-Teacher shift due to snow, it is your responsibility to find a substitute to work in your place, and communicate that change with Teachers.

Parent Meetings: Monthly parent meetings are held to discuss classroom issues, administrative business, parenting topics, and other co-op needs. These meetings are key to the smooth operation and success of our school; **participation by all families is required**. It is most helpful if the adult working in the classroom also is the one attending the meetings. See the school calendar for dates.

Board Meetings: Additionally, the governing board of KSCP meets monthly to conduct school business. Meetings are generally held the first week of each month. These meetings are on the calendar and are open to all co-op members, but are not required. Board meeting agendas and minutes are distributed via our Google group to co-op members, and filed in the community drive.

Weekly Class Schedule:

Monday, Wednesday, Thursday 9:30 am–1:00 pm (2 to 5 year-olds)

Tuesday 9:30-1:00 (2 to 3.5 year-olds) and 9:30-11:00 (12 to 24 month-olds)

Friday 9:30-1:30 (3.5 to 5 year-olds)

Adults working in the classroom as Family-Teachers begin 15-30 minutes (depending on their job that day) prior to school start on their scheduled days, work the entire class time, and stay after class to help clean and close the school. (For further information on working roles, please see the *Family-Teacher Roles and Responsibilities* and the *Family-Teacher Shift Schedule* sections of your handbook).

Introduction

Program Goals

It is the goal of King Street Cooperative Preschool to provide a play-based, parent participation preschool program that allows children to be “safe, strong, and free.” We focus on supporting the developmental needs of young children by creating an environment that allows opportunities for emotional, social, intellectual, physical, and moral/spiritual growth. With parents actively engaged in staffing/managing the school, we hope to foster community and serve as a resource for parenting education.

We know that preschoolers are children who...

- Laugh out loud
- Stomp in the mud
- Use all their senses to learn
- “Scribble” (sometimes on paper)
- Need rhythm, rhyme, and music to strengthen long-term memory
- Whisper in loud voices
- Ask questions
- Run and fall and run some more
- Can only understand new information when it relates to what they already know
- Love band-aids
- Experiment with power (by brandishing a sword, a magic wand, or excluding a friend)
- Use “too much”
- Take risks
- Use their bodies to express their feelings

This understanding of young children shapes our commitment to the following program goals:

- Provide a developmentally appropriate program rich with materials that reflect children’s interests and needs.
- Nurture children’s understanding of themselves as unique and capable individuals.
- Support parents as they face challenges and grow new skills.
- Extend real power to children by honoring their ideas, allowing for and responding to their curiosities and choices, and helping them voice their needs and limits.
- Engage parents, hands-on, in the education of their children--both in the classroom and in the management of the school.
- Promote education on the developmental timeline and work of young children.
- Practice non-violent communication and problem solving strategies.
- Engage in anti-bias and culturally relevant practices that reflect our immediate and broader communities.

IDEA Value Statements

At King Street Co-op Preschool our program philosophy and mission are enhanced by a shared commitment to equity and social justice. Our IDEA (Inclusion, Diversity, Equity and Access) committee helps us live out our values as a community.

- At King Street we **strive to welcome and build belonging** for all members of our community.
- Anti-bias approaches encourage children and families **to learn to value differences and connect** to understand and accept our shared humanity.
- **We recognize that racism, sexism, ableism, homophobia, transphobia, classism and other forms of oppression exist** at the personal, interpersonal, institutional, and structural levels of our society. Oppression of any of us harms all of us.
- We lead as a democratic, responsive, and participatory group whose members are **accountable to each other and the larger community**. This **accountability means courage to continually reflect, listen, discuss, and learn about power, privilege, and injustice**.
- Through an openness to learning and changing our practices, which may unknowingly create barriers or cause harm, **we take action to problem solve as a community to promote equitable outcomes and ensure access to the school for all**.

How we will use these principles:

- To help our school community be explicit around our beliefs, principles, and values.
- We make these statements public so our school community can help hold us accountable in our relationships and school operations.
 - E.G. If a parent or student experiences harm at school, these principles can help guide the repair and change work.
- While the school policies and practices may not fully live up to the statements, they give us something to aspire to and grow into as we learn and shift our behavior.
- We hope to use these values to shape parent education curriculum and regular board learning.
 - E.G. expanding the anti-bias and anti-racist curriculum for parents and teachers.
- The IDEA committee will use these values to guide committee goal setting and activities.
- These values will drive how we determine school and school community policies and practices by using the [Equity Policy Review Tool](#) to guide policy decisions.
 - E.G. when major policies are set – COVID safety, tuition, etc. – we aim to ensure the policies are evaluated for unequitable impacts.

These principles are not static and should be amended to reflect the ongoing learning of the school community.

“All children have a right to play. In order for their future cognitive capacity to be realized and for children to have a high sense of self-esteem, they need to see that their play is valued.”

-Diane Rich

What is a Co-op?

As defined by Parent Cooperative Preschools International, Parent Cooperative Preschools are formed by groups of parents interested in organizing a quality preschool experience for their children. Schools are administered and maintained by parents on a non-profit, non-sectarian basis. Parent Cooperative preschools are owned and operated by the parent members. Each family volunteers to do a job related to the business operation of the organization as well as serving as an educational assistant in the classroom on a rotating basis. The basic philosophy is that children and parents go to school together with guidance from a qualified teacher. The focus of the preschool experience is child development. The teacher plans the curriculum and also helps to educate the parents about teaching and parenting methods. The parents often contribute their talents to help enrich the classroom. This creates a triangular relationship where the children, parents, and teacher all learn from one another.

We find that the advantages of co-oping are many and extend to all members of the family. When you and your child attend preschool together you interact in new ways. Children may begin “sharing” their parents and learn to build trusting relationships with a larger circle of caring adults. As parents, you will develop an intimate relationship with your child’s educational journey and the people involved with the process of schooling. Through spending time in the classroom you come to recognize your child’s growth and development in a social context. Working side by side with your child’s teacher you develop a new perspective of your child’s experience in the classroom and in the world at large. You have the opportunity to directly contribute to the class curriculum according to your family’s interests and strengths. Co-oping allows you to validate or modify your values and beliefs around education as you see firsthand what “works” or doesn’t for your child and others. The co-op setting fosters community as families work together, sharing time and resources. In addition, co-op members learn to recognize the needs of children, families, teachers, and schools and actively participate in meeting those needs. In short, co-oping nurtures child-parent-teacher relations while supporting the development of parenting skills and confidence.

The co-op community often develops into an extended support system with families spending time together outside of school. Shared childcare and play dates can be quite comfortable, as children are familiar with adult and child friends they know from school. Ideally, the co-op extends into a network of support far beyond the preschool years. The co-op community often develops into an extended support system with families spending time together outside of school. Ideally, the co-op extends into a network of support far beyond the preschool years.

King Street History

King Street Cooperative Preschool was organized by a group of parents in the fall of 1998. It evolved from the Seattle Central Community College lab school, Madrona Co-op Preschool, into an independent alternative cooperative preschool.

In 1962, Madrona Cooperative Preschool was started in Seattle by a group of Madrona neighborhood families. For the next 36 years, Madrona Co-op operated as a “parent-lab” branch of Seattle Central Community College’s Parent-Child Center. In the mid 1970s, Madrona Co-op

moved from a church in the Brighton neighborhood to St. Peter's Parish, where a Head Start program was operating concurrently in the basement. Shortly after the move, parents and teachers began to introduce an anti-bias, culturally inclusive curriculum (one of the first in Seattle). In 1998, King Street Cooperative Preschool separated from Seattle Central Community College and became a private, independently operated, non-profit preschool.

King Street children and families have transitioned into public and private schools throughout the city, and even internationally. Alumni families move on from King Street and share with their new communities all the skills they have practiced in community building, problem-solving, child-development, volunteerism, advocacy, anti-bias, and more!

Philosophy

The program at King Street Co-op is inspired by a number of early childhood educational theories, philosophies, and models. We incorporate the works of Jean Piaget, Maria Montessori, John Holt, Alfie Kohn, Abraham Maslow, and Erik Erikson, to name just a few. Further, we are encouraged by Reggio Emilia, Sudbury and Waldorf schools, by the Roseville Community Preschool, and by cooperatives everywhere. The Child and Nature Network is a resource for our outdoor education programming.

The result of our varied influences is a preschool program centered around the belief that the primary purpose of preschool is to provide an environment where children can grow their social and "pre-academic" skills with support from nurturing adults. We emphasize social and emotional development because we feel it is a necessary foundation for all other learning. We trust that the strongest, most powerful learning occurs in an environment where children are free to choose their own activities in a setting rich with a variety of materials and resources. We work to extend power to children, enabling them to put their ideas into action. Our preschool program responds to children's emergent skills and interests and reflects the developmental needs and abilities of our children.

Understanding that children constantly process information from the environment around them, we employ the following philosophies in order to aid them in constructing positive self-identities, initiating their own creative play, exploring their ideas and roles, developing friendships, and resisting bias:



Child-centered: While our co-op involves parents, families, and the larger community, children are the center of everything we do. Child development theorists indicate that young children learn naturally and enthusiastically in environments offering choices of activities based on children's interests, not in response to adult goals. Our focus is on nurturing children as they form positive associations with the experience of acquiring new skills and information. King Street is a safe place for children to discuss, play, create, question, and live as children. *This is their space.* The preschool environment respects the children as individuals and is informed by their developmental stages. Adults participating in our co-op strive to look through the eyes of a child and rely on their understanding of child development to guide all their contributions to our program, allowing children to be safe, strong, and free.



Family-friendly: In our experience, families working together to provide a co-op preschool can create a healthy and inclusive community, an environment optimal for children's growth. We work in partnership to ensure continuity between home and school and provide opportunities for enhancing parenting skills. School becomes an extension of home as family members help

shape curriculum by sharing their skills, interests, and experience. Our community benefits with visits from siblings, grandparents, cousins, or friends. King Street is unique in allowing siblings to come along with the working parent. In this way, the entire family grows at our school. The co-op is run as a democratic, participatory group whose members are accountable to each other and our larger community. Co-oping fosters family-to-family relationships with parents caring for one another's children, educating each other, and "growing together." Instead of creating classroom divisions based on age, at King Street we have deliberately chosen to serve children aged two to five years in one, multi-age setting. Research shows that children gain a great deal from participating in multi-age groupings. Older children have opportunities to nurture and teach younger children; younger children are able to participate in, or observe, play and learning activities that they wouldn't have been able to initiate on their own. All of the children benefit from a deeper understanding and appreciation for developmental and individual differences. They also gain security and confidence that comes from sharing several years in the same classroom with familiar adults and classmates.



Play-based: At King Street we know that "playing" is the primary learning method for children. Our environment allows kids to do "*what comes naturally*" and progress through the stages of play—solitary, parallel, onlooker, associative, and cooperative. While curriculum may be created around themes, we know that child-initiated and -directed activities encourage the child's greatest

sense of competence, power, and control, while also giving us the most insight into the skills and concepts the child is grappling with. Therefore, our emergent curriculum relies on adults to:

1. Trust the themes the children bring to the classroom.
2. Play alongside them—without dominating—in order to better understand their needs and facilitate their learning.
3. Act as resource-people, supplying tools and support for children in response to their play needs.

With extended free playtime, children have multiple opportunities to engage in social relations. This luxury of time allows for individuality, enthusiasm, and imagination, the necessary ingredients for the development of empathy and problem-solving skills. King Street children pace themselves, alternating between activities that are loud/quiet, fast/slow, safe/risky, old/new, messy/clean, etc. Through this play, an "integrated approach" to learning occurs. Children engage all their senses in absorbing information relating to multiple areas of learning—sensory/perceptual, practical, logical, linguistic, and cultural/spiritual.



Problem solving: While we work to set the stage for positive social interactions, we do spend a great deal of time on problem solving. Problem solving and conflict resolution are not viewed as an interruption of learning, but rather as integral components of preschool

learning in and of themselves. This process is not the task of adults alone. We believe that very young children have problem-solving abilities. At King Street, adults support their participation in finding solutions to their own problems or those arising in their community. Adults guide and support these efforts as necessary. Warmth, respect, individuality, creativity, and responsiveness rather than a predetermined resolution characterize our problem-solving methods. While children may not always find a simple or “fair” solution, **they benefit from the practice of learning to use a problem-solving process.** We encourage children to respect themselves and others, exercise independent thought, express their feelings, and listen to the feelings and ideas of others. The long-term results will include an ability to accept responsibility, a developed sense of empathy, the building of communication skills, and the shaping of a positive self-identity.

Further problem-solving resources can be found in the Problem Solving and (mis)Behavior section of this handbook.



Anti-bias: An anti-bias approach is based on the recognition that very young children are aware of human differences—skin color, religious and ethnic culture, sexual orientation, gender and gender identity, economic class, physical ability, etc. In line with children’s developmental stages of identity building and attitude formation, we strive to help every child

construct a positive self-identity and growing sense of confidence. At KSCP, adults and children are encouraged to question and challenge oppressive behaviors, including the perpetuation of stereotypes. With daily practice evaluating “fairness,” children begin to recognize the needs and abilities of those around them, growing the ability to stand up for themselves and others when faced with injustice.

Our preschool environment and philosophies help children avoid patterns of thought that include many stereotypes and prejudices endemic to our society. At the same time, adults in our community may be challenged to reevaluate their own biases as children make observations and ask questions about the world around them. This philosophy requires adults to respond with truth and honesty while promoting equality. (Example: Children are playing Doctor and a girl says, “I can’t be the doctor because just boys are doctors.” Ideally, she will correct herself and may remember that she knows a doctor who is a woman. If necessary, you can confirm that there are many doctors who are men, but that there are also many doctors who are women. You could go further to tell her about a doctor who is a woman you know personally and ask a teacher to find a book with a doctor who is a woman that could be read at Circle Time.)

There are four key anti-bias curriculum goals (from Louise Derman-Sparks, 1992):

One: Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

This means creating the educational conditions in which all children are able to like who they are without needing to feel superior to anyone else. It also means enabling children to develop bi-culturally and helping children and their families resolve the problems faced when a person has to operate in more than one culture.

Two: Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

This means guiding children's development of the cognitive awareness, emotional disposition, and behavioral skills needed to respectfully and effectively learn about differences; comfortably negotiate and adapt to differences; and cognitively understand and emotionally accept the common humanity that all people share.

Three: Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

This means having the cognitive skills to identify "unfair" and "untrue" images (stereotypes), comments (teasing, name-calling), and behaviors (discrimination), directed at one's own or other's identity (be it gender, race, ethnicity, disability, sexual orientation, class, family lifestyle, age, weight, etc.) AND having the emotional empathy to know that bias hurts.

Four: Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

This "activism" objective includes helping every child learn and practice a variety of ways to act: (a) when another child acts in a biased manner towards them, (b) when a child acts in a biased manner towards another child, and (c) when an adult acts in a biased manner. Goal four builds on goal three: critical thinking and empathy are necessary components of acting for oneself or others in the face of bias.

Adult Communication/Conduct

As a cooperative, we can be a close-knit community. **Our success depends on the initiative, energy, and investment that all of us bring to the school.** Working with children is an endeavor of passion and can sometimes be a challenge. It is especially important that we work together in an open, healthy, and positive way. We strive for honest, respectful, and complete communication with our children, and we work to model this in our adult interactions as well.

The opportunity for ongoing communication is a strength of our school. We see each other daily as co-workers, hold parent meetings monthly, regularly share classroom and parent education happenings, create written curriculum, have communication boards at school, and share news and needs via the email group. All families are added onto our private online community group at the start of the school year. Important information is sent via this group email. Email is the main way we communicate important information. If you do not have access to email, please contact the board Co-Chair.

When school-related concerns arise, we can best address them when we:

- Begin solving problems by speaking directly to the person with whom you have a concern.
- Are concise with communication, avoiding irrelevancies and multiple subjects.
- Seek first to understand. Listen to the needs and emotions behind the words themselves. Ask questions to clarify.
- Withhold judgment until you gather sufficient information and see the "whole" picture.
- Honor confidentiality of sensitive information.

Remember, we get to model the same nonviolent communication and problem-solving techniques we ask the children to practice at school. If school-related conflicts/challenges go unresolved,

please contact the Director to assist in mediation. If further assistance is necessary, please contact a Board Co-Chair. The school will seek assistance from an outside mediator if further mediation is required.

Internet Community

The co-op communicates via:

1. E-mail - This is our main way to disseminate information to the co-op outside of our monthly parent meetings. You will be added to the community list at the beginning of the year. Please use clear subject headings when emailing the group, e.g. Subject: "Playdate: ...," Subject: "Shift swap request: ...," etc.
2. Google Photos - This will be maintained by the photographer.
3. Google Drive - Copies of the Family-Teacher schedule, allergies, and documents relevant to your parent job are kept here.
4. Google Calendar - All school events, meetings, cleaning shifts, field trips are posted here.
5. Facebook - The board will add members to this private group. Please ask for an invite if you would like to join and you have not yet.
6. Discord - a social media platform for informal discussions.
7. WhatsApp - a messaging app for informal discussions and planning playdates.

Please contact the Administrator if you have any issues with access to the above, or need troubleshooting help.

Organization and Governance

King Street Cooperative Preschool (KSCP) is an independent, non-profit, non-discriminatory organization committed to serving families of varied socioeconomic and cultural backgrounds. KSCP's Board is elected by the co-op membership each May. This governing Board meets monthly to discuss the operation and administration (the WHAT) of the school. The school's paid staff (Director and Teachers) manage the day-to-day operations (the HOW) of the school. Each Board member is a team leader, who oversees family participation in their co-op jobs. The Director and Teachers supervise family members in their role as classroom assistants. The Board operates according to the King Street Preschool bylaws (available online, at school, and via the Board Co-Chairs) and the policies outlined in this handbook. While Board meetings are open to all members, only elected Board members may raise or vote on a motion. The Director and Teachers work in close partnership with the Board and attend Board meetings but are non-voting Board members. Board meeting agendas and minutes are available for review on the community drive.

As there is not a state licensing procedure for cooperative preschools, KSCP is not licensed or accredited. It is staffed by qualified teachers, organized with licensing protocols in mind, and independently insured.

Parent Education

One advantage of membership in a parent cooperative preschool is the opportunity to develop new parenting skills. Working in the classroom is a wonderful way to learn from (and teach!) other experienced parents. Our monthly parent meetings dedicate time for raising questions, sharing observations, and exchanging parenting skills and information within our community. Because parents become assistant teachers at King Street, teacher-directed parent education is a natural part of our program. Teachers may share information on patterns of development as new behaviors are seen in the classroom, or on the proper fit of a bicycle helmet for kids riding trikes at school. *Our willingness to learn from one another determines our success in creating a safe and vibrant preschool.*

Parenting articles will be sent out periodically via email and also distributed at the parent meetings. There is also a resource library in the Snack Room at school with books and articles that you may check out. Please share with us articles, book suggestions, and personal experiences that other parents may find beneficial.

A Short Book List:

Unconditional Parenting, Alfie Kohn

The Whole Brain Child and No Drama Discipline, Daniel Siegel and Tina Payne Bryson

Last Child in the Woods and The Nature Principle, Richard Louv

Raising an Emotionally Intelligent Child, John Gottman

Together We're Better, Bev Bos

Reclaiming Childhood, William Crain

A Child's Work: The Importance of Fantasy Play, Vivian Gussin Paley

NurtureShock: New Thinking About Children, Po Bronson and Ashley Merryman

The War Play Dilemma, Diane E. Levin and Nancy Carlsson-Paige

Positive Discipline for Preschoolers, Jane Nelsen

How to Talk So Kids Will Listen & Listen So Kids Will Talk, Adele Faber and Elaine Mazlish

Becoming the Parent You Want to Be, Laura Davis and Janis Keyser

Free to Learn, Peter Gray

Peaceful Parent, Happy Kids, Laura Markham

Raising Human Beings, Ross Greene

"If you watch children learn to walk, they don't read about it and walk, they watch, try it, stumble, and try it again."

-Susanne Kersta, Ph.D.

Associate Chair of Chemical Engineering, University of Alberta

(In a talk about how to help students become engineers by "doing.")

In the Classroom

The Rules

For Children

laugh, test, play, run, talk, listen, sing, tape,
build, jump, cuddle, dance, climb, draw, eat,
rest, race, write, smell, try, hide, fall, count, cry,
rhyme, dig, take risks, make mistakes, try again....

For Adults

Help children with all of the above.
Stay engaged, ready to join in their play or dispute.
Help children avoid hurting themselves, others, or property
through problem solving and setting limits.
Follow your instincts, *ask for help*, and enjoy your time with the children.

At King Street we prefer limits and negotiation to absolutes and rules, and we don't use time-outs. It is hard work to redirect a determined child, and maybe we think it would be easier if there were a list of "don'ts." However, we've chosen to frame our rules as a list of "do's." *Tools for resolving conflict can be found in the "Problem Solving" section of our handbook.*

Transition to School

Prior to the start of the school year, children have the opportunity to visit with the teachers and peers at home visits, picnics, work parties, and open play days. Our hope is that these connections will instill a sense of familiarity as we begin our year together.

Leaving your child: Transitions are a big job in the preschool years. Children may alternate between feeling excited and nervous about school. Depending on their comfort at school, experience separating from you, and multiple other factors, they may demand to walk by themselves into school or cling to your leg hoping that you won't leave. Either way, when it's time for you to go, please keep the following in mind:

- Sign your child in on the sign-in/out sheet each day. Include a phone number where you (or an alternate adult) can easily be reached during the preschool day.
- Remember, you are welcome to stay for all or part of any school day after letting teachers know the plan, although teachers may encourage you to say goodbye if your visit is distracting your child's or other children's work.
- Establish a good-bye ritual—like two blinks and a hug, or butterfly kisses and an "I love you" sign.
- Extended good-byes can be hard for children, so clarity about your plan to stay or go is helpful. It can be helpful to get your child connected to an activity. Let a Teacher and a Family-Teacher know when you are leaving or if you and/or your child could use some assistance with the transition.
- You can ask Teachers or a Family-Teacher to give you a text with an update on how your child is doing.
- If you need help with the adjustment to leaving your child at school, please let Teachers know. We'll work to support you.

What to Bring

Stored supplies on the coat rack:

- Weather appropriate clothing and gear (see below)
- A full change of extra clothes (or more if potty-training)
- Diapers and wipes if needed

Daily supplies

- Water bottle
- Any personal toys/items that children want to share with others

As you enter the gym, check your child's bag on the coat hook for adequate changes of clothes, diapers, etc. **Please label all items brought from home.** It is not uncommon for children, especially younger preschoolers, to have trouble distinguishing their own property from the coats or shoes of others. The lost and found tends to fill up very quickly!!

What Not to Bring

- Food from home
- Electronics
- Things that might get lost, broken, or are very valuable

Clothing: Dress to mess. Children at King Street may play with sand, water, glue, and glitter paint all in one day! They will climb, jump, run, crawl, and dance. Please help children dress in clothing that does not limit their activities (art, movement, or other). A change of clothes can save the day when a spill, fall, or accident occurs. Extra clothes, if needed, are stored on the bathroom cart.

Be aware that we will be outside for two hours every day! For the preschool crowd, there is no such thing as bad weather, only inappropriate clothing. Layers, boots, hats, raincoats, gloves, etc. are encouraged. If your child wears diapers, be sure to send extras and some wipes each day. We do try to keep a supply of disposable diapers, wipes, and changes of clothes at school, but we can't guarantee they will be the perfect size. Something missing? Check the lost and found.

Toys from home: Children are welcome to bring toys, games, or other items to school that they are interested in sharing with others. Security items, such as a favorite blanket or snuggly, are also welcome, as they can often help with transitioning to school. Learning about rights and boundaries of ownership is part of the work of preschoolers, which we are ready to support fairly.

- Remind children that toys may be lost or broken at school, and that other children will want to have a turn playing with their toy. We will support children with our problem-solving approach through these challenges as they arise.
- Help your child check-in with a Teacher at the start of the day so we can find a good time/space for items and allow your child an opportunity to create rules for the use of the item(s).

Our **Share Calendar** is another way to facilitate children's desire to "show and tell." Sharing usually happens during our closing circle. Sharing at circle gives children the opportunity for public speaking, responsive questions and answers, and a home-school connection. This is a child-led (not adult-directed) activity. This calendar is located behind the daily sign-in sheet and is available after the 2nd or 3rd month of school. Please sign up a week or more in advance, limit children to one share per month, and only one share per day.

Arrival and Dismissal

Arrival: School begins at 9:30 am Monday-Friday. School ends at 1:00 Monday-Thursday (11:00 for toddlers), and 1:30 on Fridays. **Family-Teachers arrive early and stay late.**

We encourage families to arrive on time. Please supervise your child and stay with them if you need to arrive at school before 9:30. Enter through the gym and help your child use the bathroom and **wash hands** upon arrival. Place labeled water bottle in bin and make a nametag for all those staying. Check their bag on the coat rack to make sure there are change of clothes, diapers,, and any other supplies they might need. This bag stays at school each day. Children can learn the routine and be responsible for remembering some of these steps. Encourage your child to take responsibility for these steps for arriving at school.

Text a teacher if your child will be late for school. If arriving more than 15 minutes late, please make contact with a teacher so that they know your child is at school and an accurate headcount is taken. **Remember to sign children in and out daily.**

Dismissal: Children need to be picked up promptly. Arrive by 12:45 (1:15 Fridays) for pick up. Either join us for closing circle or help clean the school. If joining us for circle, provide a lap for your child or other children. At the end of their school day, children are tired and hungry (possibly cold and wet) and need your extra attention.

Please supervise your child at the end of the school day. Teachers and Family-Teachers need to focus on cleaning and packing up the school and are not available to care for children after the school day ends. Please sign out your child and exit the school after we sing goodbye and release your child to your care. School is closed at 1:00 (1:30 on Fridays). Please find a place off school grounds to socialize after school is over. If you will be late to pick up your child, make arrangements with another caregiver to stay late with your child. **If someone other than a parent or guardian is picking up your child, you must leave your consent on the Sign-in/out Sheet. Please also tell the Teacher(s) in person.**

Parking Policy: Family-Teachers may park in the alley parking spaces. All other co-op members should park on the street and enter through the gym. KSCP has four designated parking spaces in the alley behind the school. Our spaces are the five spots furthest from the gate.

“Everybody is talking about the behavior. Behaviors float downstream to us. We need to paddle upstream. The problems that are causing the behaviors, that's what's waiting for us. It's a crucial paradigm shift”

“It's a whole lot more productive to be in problem solving mode than it is to be in behavior modification mode.”

-Quotes from Dr. Ross Greene

Curriculum

Please read the following section and reflect on how you are already doing so much to teach your child. Remember: *everything in a child's world is curriculum; everything is an opportunity for learning.*

A day at preschool is likely to include...

- Creative work—painting, drawing, sculpting, cutting...
- Language activities—reading, talking, singing, drawing, rhyming...
- Science exploration—color mixing, water transfer, seed sprouting, experimenting, magnets...
- Math discoveries—block building, measurement, pouring water, sorting, counting...
- Social Studies—dressing up, maps, cooking, learning about each other's families...
- Physical engagement—climbing, ball play, tumbling, running, jumping, spinning...
- Social development—building friendships, problem solving, learning social cues, recognizing and naming emotions...

This brief outline paints a (limited) picture of the curriculum and opportunity for subject-specific learning that is continually available at school. Monthly, our teachers create a written curriculum that serves as an outline of planned and possible activities. These plans reflect children's interests and the rhythms of our community.

While teacher-planned school activities will shift with the season, child-initiated activities will change day-to-day, sometimes minute-to-minute. Therefore, the curriculum is flexible, constantly shifting as teachers observe, analyze, and evaluate children's ideas and needs. This process is known as **emergent curriculum**. Planning for this curriculum allows for children's free exploration of the environment and recognizes that:

- Curriculum is what happens, not necessarily what is planned.
- Everything in the child's world is curriculum.
- Children invent and organize their own curriculum: teachers and adults support, facilitate, extend, and model.
- A child's intrinsic motivation fosters creative learning.
- Curriculum plans are tentative, modified according to children's responses.

Learning activities arise from children's interests and actions. This support of individual choice nurtures self-esteem. The result is a growing confidence and desire to master new territory. Teachers and family-teachers also develop curriculum by observing children playing, asking questions, and extending the play or subject in ways that enhance learning and develop new skills. Teachers and family-teachers observe and record children's play ideas, new skills being practiced, as well as quotes in the Observation Notebooks throughout the school.

The Value of Play:

You say that you love your children,
And are concerned that they learn today,
As am I, that's why I'm providing
A variety of kinds of play.

You are asking what's the value
Of having your children play?
Your daughter's creating a tower,
She may be a builder someday.

You're asking me the value
Of blocks and sand and clay.
Your children are solving problems,
They will use that skill every day.

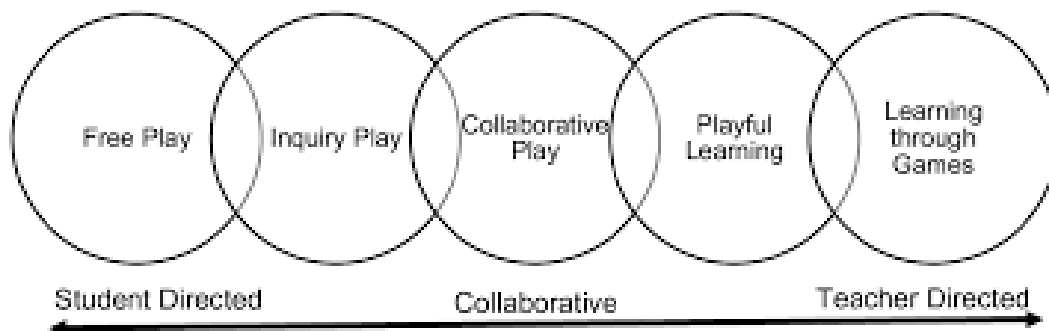
You're saying that you don't want your son
To play in that sissy way.
He's learning to cuddle a doll,
He may be a father someday.

You're questioning the interest centers,
They just 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'll be learners always.

~National Association for the Education of Young Children

The Play Continuum



Daily Schedule

8:30 Teacher arrives and begins school set-up

9:00 Snack and Float Family-Teacher arrives to assist with school set-up

9:15 Family-Teachers arrive ready to help finish set-up and meet for team meeting at 9:20

9:30 Class begins with Free Play Time in the Gym and Art room or Home Center room (alternating weekly)

10:40 Art/Home Center Close and Gym Put away begins and Snack Family-Teacher prepares snack (close kitchen door)

10:50 Circle Time in the Home Center

11:10 Bathroom, hand washing, and transition to outside. Gathering by the back gate.

11:20 Snack Time

11:40 Free Play

12:35 Put Away Time

12:45 Closing Circle Gathering (stories, songs, sharing, conversation)

1:00 Class ends, Family-Teachers remain to finish cleaning/final put-away. All children are picked up from Circle Time.

Lunch Day Schedule (Fridays)

Our schedule on Lunch Days is a bit different, due to our group lunch and the extra half hour of school. Most of the day is similar to our other school days, with added transitions and more organized small group offerings. After outside play, children eat lunch together and then join in a game or activity as a group.

Lunchtime routine expectations: The children attending this day are our older preschoolers who are ready to build the skills to eat independently within the whole group during our packed lunchtime. The Family-Teachers also pack a lunch and join us for our lunchtime. This is a wonderful social gathering when we learn more about one another amidst food.

- Each child comes to school with a balanced lunch.
- Unpack the food from your lunch on the table and store your lunchbox under your seat while you eat.
- When you are done eating, pack up your leftover food into your lunchbox and place it back in the lunch baskets.
- Children must eat from their own lunches. *No sharing due to allergies, and family preferences.* As children complete lunch, they join the Teacher(s) and the group.
- Please pack lunches that do not require refrigeration or heating (grown-ups too). Provide lunches that do not contain allergens that are excluded from all classes according to the allergy chart. (eg nuts)

Nature Days

At King Street we place a high value on outdoor play and supporting children's connection to the natural world. Nature provides a unique classroom that engages the senses, sharpens gross-motor skills, encourages curiosity and imagination, reveals cycles of life and seasons, and prepares us to care for the environment. Nature Days also help us to value and cultivate the nature that is all around us, even in the city, rather than a destination outside of it. Nature Days are held the third Friday of the month on Fridays Oct-May. School is held at various local parks that have been scouted in advance by Teachers. Parks used in the past have been as far south as Seward Park and as far north at the Arboretum.

Nature Days are available to Lunch Day-enrolled children only (no guests or non-scheduled Family-Teachers and siblings). Extra adults may attend with Teacher permission **in advance**.

Snack

Children will eat snack together as a group, distanced and outside. All adults will be responsible for serving snack to children, to avoid the spread of germs.

Snack time is an opportunity for much more than eating, and for many children it is a high point of the preschool day. In sharing stories and conversation, snack time becomes an opportunity for developing the foundational language skills necessary for learning to read and write. So much happens at snack: we count, we read, we sort, we help each other, we wipe up spills, we converse, we discuss, we pattern, we listen to our body's hunger, and we are exposed to a diversity of healthy food and cultural customs.

Snacks are provided by families on a rotating schedule, as noted on the Family-Teacher working calendar. Plan to bring enough food for all enrolled children, and then Teachers, Family-Teachers, and their Plus Ones, if possible. Please let a Teacher or Board member know if this is a financial hardship.

Allergies, Intolerances, and Preferences: Snack Family-Teacher MUST reference children's allergies and diet restrictions, which are posted in the kitchen, on the outside information board, on the family-teacher shift schedule, and in our Google Drive files.

- **Foods that are listed as an allergen can cause a severe anaphylactic response (eg nuts) and are therefore not allowed at school and cannot be included in snack in any class.** Children with food or other medical allergies have an Individual Health Plan posted on the First Aid Cabinet.
- Foods that are listed as an intolerance or preference (i.e. vegetarian or gluten/dairy intolerance) should not be served on the day the child attends. We want to be able to offer the same snack to all children.
- For allergen-free snack ideas, please refer to the snack folder on the community drive.
- Because plus ones join the group for snack, they are also included on the allergy list. Do not include allergens on days the plus one's sibling attends.
- Adults should be communicative about their own allergies and work to keep themselves safe, although we cannot guarantee that snack will always comply with adults' dietary restrictions

Food Suggestions and Guidelines: Because it is difficult to clean up crumbs and spills outside, snack should be very simple and not consist of messy foods. Offering two or three different finger foods is enough.

Birthdays and Celebrations

For many children, a birthday is the most exciting event of the year. They are growing older, bigger, able to do new things, now the same age as a friend, having a party, eating cake, and celebrating! Sharing this excitement with friends at school can be very important.

Teachers write in children's birthdays (or nearest school day) on our sharing calendar to reserve the closing circle time to acknowledge them. Some families choose to bring an item for the class, this could be an (allergen free) treat, sticker, toy or the like. A circle time share of a baby photo, favorite book or the child's favorite item is also popular. Children with summer birthdays may be recognized if desired on their half-year birthdays or near the end of the school year. If your family does not celebrate birthdays, please let your teacher know, and we can find alternative ways to honor your child.

Our school celebration includes a special song:

Our friend _____, you are beautiful
Our friend _____, you are strong
Wonderful to be with
Won't you come along
Our friend _____, it's your birthday song.

Acknowledging important days and events is a way of developing and nurturing community. Please let us know if we can recognize these and make the space for this work. Birthdays as well as new family members, deaths, life changes, home moves, important trips, holidays or other events important in your family's life can be shared.

At King Street, we enjoy celebrating, recognizing and learning about all different holidays, if there is child/family interest in sharing their customs. Holidays such as Halloween, Hanukkah, Christmas, Ramadan, Diwali, Lunar New Year, or any other holiday/tradition are welcome. Our learning, curriculum, and community are stronger when all families are represented. King Street does not discourage holiday celebrations, but we do not facilitate specific observations either. That said, we do incorporate seasonal activities into our school experience, such as visiting a pumpkin patch in the fall or cutting out hearts during Valentine's week. We strongly welcome the sharing of family culture and traditions. Please let Teachers know about events coming up or recent experiences in your family life!

To facilitate sharing, we post a monthly "share calendar" near the sign in sheet. Please feel free to sign-up anyone in your family to share a birthday, tradition or skill during our closing circle. Make sure to communicate with the teacher to make a plan. See section on Share Calendar under What To Bring.

Family-Teacher Roles and Responsibilities

Adult members from each family, after passing a background check, work at school as “**Family-Teachers.**” Adults have different levels of comfort in working with groups of young children. Across the spectrum of experience, we trust that you are well qualified to serve as Family-Teachers at King Street, so WELCOME! In the classroom, you never lose your job as a caregiver, but you become a teacher as well. Our children will look to you for care and support, and the Teachers will rely on your assistance. Learning happens at its best when we feel comfortable in our learning environment. By engaging and interacting with all children, you learn new skills, but you also create a comfortable and varied learning environment for all of the children.

King Street *Teachers* establish and maintain a healthy and safe preschool environment, which serves to promote the positive growth and development of all children. They implement a meaningful curriculum that is reflective of KSCP philosophies. Teachers are available to children at all times and also provide support and guidance for Family-Teachers in the classroom.

Family-Teachers (and Teachers) are:

- **Role Models:** Demonstrate proper use of equipment, furniture, etc. Model caring and respectful behaviors through appropriate language, cooperation, and actions.
- **Resource Persons:** When asked (or when appropriate), offer information and tools that complement children’s developing concepts and play. Share with the preschool community skills, hobbies, and cultural traditions (language, music, dance, crafts) to enhance the care of our children. Bring in your pet from home or maybe your guitar, drums, or violin. Arrange a visit by your friend who is an etymologist or a firefighter (when deemed safe).
- **Support Persons:** Assist children in meeting their individual needs through encouraging, complementing, nurturing, comforting, attentive listening, negotiating, etc. All endeavors on the part of adults should promote feelings of self-worth in children.
- **Extenders of Experiences:** Enhance children’s work and learning by modifying the environment, e.g. rearranging space, adding props, introducing complementary materials, asking open-ended questions, or becoming a play character as needed.
- **Documenters:** Write down what you see children doing and hear them saying (in one of the Observation Notebooks). Develop skills in objectively observing what the children are doing. Take pictures to share with the private photo storage, subject to photo releases of families.
- **Social Facilitators:** Children are at school to interact with other children. Try to engage many children in a game, instead of playing one-on-one. Help model social interaction by inviting, announcing, and observing your game to other children to create interest and inclusion.

Working regularly in the classroom, you will undoubtedly develop your own pattern as a Family-Teacher. Please keep school goals, philosophy, and safety in mind as you establish your routines.

General guidelines for all Family-Teachers include:

- Arrive on time and check in with Teacher(s) to assist in set-up, attend the team meeting, and become available to children in assigned areas.
- Be familiar with all family-teacher roles, the spaces, and guidelines.
- Come dressed to play, make a mess, and clean, and you’ll be ready for what the

children and day brings!

- Come dressed for the weather and be ready for cold, rain, and being on your feet for three hours.
- Know where to find first aid kits, emergency cards, fire extinguishers, and emergency exits.
- Throughout free play, reset materials without disrupting the play of the children. This makes it easier for new children to enter the area and models clean-up practices.
- Discourage children from hurting themselves, others, or equipment. Use a separation method when necessary. If you aren't sure, ask a teacher.
- Know children's names and pronouns. Pronounce and write them correctly. If you don't know, ask.
- Cell phones may be used for documenting photos of children's activities but should otherwise remain stored away. All sharing of photos is private and subject to family permissions via photo release.
- If you expect an urgent call or text, communicate with the Teacher ahead of time.
- Engage when invited to play. Extend play, but do not overtake play.
- Ask open-ended questions and provide constructive feedback on children's work.
- Rotate with Float Family-Teacher for bathroom breaks.
- Accompany children and support their participation in group times.
- All adults help with coats, masks, shoes, and problem solving.
- Supervise your assigned area and all children and activities in the area.
- Follow through on tasks assigned by the Teacher.
- Write observations of children in the Observation Notebooks.
- Communicate and share duties evenly with other Family-Teachers and Teachers.
- Assist children in putting toys and materials away in their proper places at appropriate times. Many things are labeled, but if you are unsure, please ask where items belong.
- Help with cleaning and pack-up after class (requires staying after).

Check with fellow Family-Teachers and Teachers before leaving. **Note—Teacher(s) and Family-Teachers must communicate to ensure that all children are supervised and in line of sight. Children should never be left alone in an area.**

Inside Spaces

Gym/Sign-in Area: Welcome area with sign-in sheet, coat rack, and shoe cart. The Gym is split into two sides. A space for big, louder, faster, gross motor active play is on the east side. The west side (walking only) is a slower area for climbing, rug activities, and our creation station. At the end of the school day all equipment is stored in the Home Center, Bleacher Closet, on the Stage, and in the Snack Room.

Stage: *Off limits for children and should not be sat on.* Used to store adults' personal items. Sometimes opened to the children by the teachers for supervised activity. Storage space for climbers, which are to be stacked to the back, right side.

Bleacher Closet: *Off limits to Children.* This is a storage area for large motor equipment, gates, extra hygiene and cleaning supplies, maintenance tools, and other active equipment for use in the gym.

ADA/Kid Bathroom: Please enter the ADA Bathroom from the Gym only. The toilets in this room are for children only. There is one flushing toilet and two small potties. A seat insert for the toilet, diaper-changing supplies, paper towels, soap, extra backup clothes, and bathroom cleaning

supplies are stored on the rolling cart. This cart is packed up daily with all bathroom supplies so it can be removed if the ADA bathroom is needed by the church.

Adult Bathrooms: These bathrooms may be used before school starts for children's morning bathroom and hand washing when accompanied by their grown-ups. These bathrooms are available only for adult use during the school day.

Home Center (alternates with Art Room every other week): Quieter space where children will find the loft, blocks, stick bugs, dress-up, books, dolls, musical instruments, and much more. Keep smaller items in Home Center during open play, or make a plan with children who want to take things out "How will they get used and put away?" Children will often come and go, so check with them on their plans for their creations, and encourage them to clean up items when finished before moving on. At Put-Away Time, the back of the Home Center is where most materials from the gym (rugs, mats, soft blocks, ball cart, room dividers, coat rack, etc.) are stored. Children are not allowed in this section after Put-Away Time. The carpeted front area is used for circle time, so must be clear.

Art/Science Room (alternates with Home Center every other week): Home to sensory table and tools, painting and art supplies, magnifying glasses, and measuring tools. This space can get very warm on sunny days: open windows/door/side vents, turn fan on, and then close up at the end of the day. Tools on childrens' shelf are accessible, all others are retrieved with discretion by adults only. Digging in garden box is only allowed when planting activities are being facilitated, spray bottles for watering plants are available. Welcome children and help them to roll-up sleeves, wear an apron, or remove extra clothing layers.

Snack Room and Family Resource Center: Children will pass through this room on their way to the art room on days that it is open. Children may also visit this room to eat a limited snack if they are too hungry to wait for group snack time. Snack Family-Teacher assists children in accessing food and helping them clean up afterwards. The family resource library and tuition box are here, as is the family sitting area. The teacher table holds curriculum materials (please leave this area clear except for teacher requested items or notes). This room also contains the Teacher closet (for puzzle/manipulatives storage and construction materials), brooms/dustpans (behind kitchen door), the first-aid cupboard, student hanging folders and the posted "supplies" and "maintenance" needed lists. Art cupboards line the west side of the room and hold supplies such as paper, paint, sensory making supplies, stickers and ink pads. Children may not be left in this room unattended.

Kitchen: *Not a play space for children.* This room is where we wash and store dishes as well as home to a fire extinguisher, cleaning supplies, cleaning notebook, trash bags, wash cloths, towels, coffee pot, laundry basket, and our refrigerator. Our refrigerator is closest to the window and is where we store Playdough, open paint, and food for snack.

Outside Spaces

Our outdoor school space consists of three main areas: The swing area, the upper playground, and the lower playground. ***There must be three adults outside at ALL times, covering all areas (upper, lower, and swing).*** Outside adults alert indoor adults to come assist children returning inside with bathroom or other needs. Inside adults bring children back outside and alert an adult that they have been returned.

Swing area: The Gym entrance and back gate are here. The gym door swings outward, so always open the door slowly and cautiously. Children are not allowed to sit on the landing due to this risk. This area is also home for the bamboo forest, big stump table, climbing turtle, and tire swing. The climbing tree should also be monitored in this area. Adults need to have their hands free to be available to help all children, therefore adults do not help climb, lift children, or push them on the swings. Suggest ways they can utilize equipment independently.

Upper playground: Is a large area consisting of the garden, gazebo with rain barrel, the upper shed (climbing wall), and the mud kitchen/digging area. All families are welcome to work and plant here after appropriate communication with the garden coordinator. All plants must be non-toxic, drought resistant, and not high maintenance. Here we may pick and smell, but we can only eat/taste when the item is washed and with adult supervision. The rain barrel should be monitored to make sure the spigot is turned off when not in use. There is no climbing allowed on shed rails.

Lower playground: Consists of the storage shed (adult only space), the sidewalk, the snack and corner area, the slide, and ladder. Our shed storage is where adults pack and unpack the materials daily. The shed holds trikes, shovels, buckets, balls, jump ropes, bubbles, first-aid kit, broom, hose, and more. The truck bin and additional adult only storage is on the backside of the shed. For the safety of church attendees and our co-op, **rocks need to stay with the rocks (never on sidewalk), dirt needs to stay with dirt, and the grass should remain clear of woodchips etc.**

TIP - Always let children know what they *can* do when there is a behavior that is questionable. Throwing rocks can be replaced with throwing balls, pushing/grabbing can be replaced with asking, saying “no boys allowed” can be replaced with saying “we are baby cats in this game.” You can also remind children that we do not allow rules that exclude one’s identity or ability. Who we are is our identity, and we can not change who we are.

Alley Behind School: **This is a dangerous area for children.** Cars regularly speed through here, and there is often dangerous debris. Parking spaces here are for Family-Teachers only. Drop off parking is on King Street. The garbage, compost, and recycling bins are here. The back gate should remain locked at all times. You may get a key from the Teacher to take out the trash.

Family-Teacher Area-Specific Duties

Snack Family-Teacher:

- **Shift begins at 9:00 am. Wear Lanyard and Green Walkie-Talkie**
- Drop off snack in Kitchen (your child may accompany you).
- Prepare daily cleaning solutions as posted (soapy water spray and bleach spray). Place bleach in bathroom and set up bathroom.
- Participate in the **9:20 Team Meeting** when all Family-Teachers arrive.
- 9:30-10:40 Watch the flow of children and supervise and assist with the most popular (or messy!) activities/areas.
- Watch for children who act hungry or go to the snack room to eat simple snack. Assist children with hand washing in kitchen. Assist and supervise while child eats simple snack. Assist in child clearing their place and returning to play.
- Assist in gym put away.

- When circle time in the Home Center starts (10:50, or when instructed by a teacher), go to the kitchen and prepare snack. (Close door behind you).
- Bring snack, plates, and serving materials outside, and set up in the snack area. Be ready by 11:20.
- Assist children in sitting when they come outside for snack. **Three Adults outside at all times!**
- Assist children in keeping at least three feet apart during eating and staying in their spots while snack is served. Adults may also eat while sitting with children and modeling good hygiene.
- Encourage children to put away their own water bottle and dishes and scrape their leftovers into the compost bucket.
- After snack time, bring in all dishes. Combine compost and trash with bathroom compost and trash.
- **Assist children who come in from outside with bathroom or other needs. Use Walkie-Talkie to communicate with Float Family-Teacher.**
- Snack clean-up process
 - *Wash dishes--according to directions posted.*
 - *Ensure all food items are put in closed cupboards or refrigerator.*
 - *Clean surfaces by wiping with hot soapy water.*
 - *Sanitize counters with bleach solution.*
 - *Sweep and mop kitchen/snack floor.*
 - *Place all kitchen trash in bathroom trash bins.*
 - *Clean up any art room materials that have been left in the kitchen for you.*
- Come back outside as soon as all tasks are completed (by 12:30 at the latest).
- Join Closing Circle. Give a lap or sit near children who may need help.
- **Snack Family-Teacher is the first Family-Teacher to leave for the day.**

Home Center/Art Room Family-Teacher:

- **Shift begins at 9:15 am. Wear Lanyard.**
- Assist Teacher with set-up as needed.
- Participate in Team Meeting at 9:20.
- Supervise, assist, and participate with/in activities in the Home Center/Art Room. Organize items no longer being used for others to discover and for quick clean-up after closing.
- Lead Put-Away Time of Home Center/Art Room at 10:30 (or as signaled by teacher) with the children (*Note – Home Center Put-Away should take 5–10 minutes. Home Center is Exit Only after 10:30). All exit to the gym and help with put away at 10:40.

Home Center specific put-away tasks

- *Return all toys (dolls, blocks, cars, etc.) to proper places.*
- *Hang dress-up clothes and cover cabinet.*
- *Spot sweep, as needed.*
- *Push furniture against wall to make room for gym items.*
- *Re-shelve books and cover bookshelves.*
- *Empty Home Center trash into Kitchen trash.*

Art Room Specific put-away tasks

- *Pick-up/organize or put-away materials. Check with Teacher what supplies are being used again, including sensory table and any table covering.*
- *Wipe down window sills by garden area.*
- *Wash tables and materials as needed.*
- *Sweep floor and stairs in Art/Science Room, as needed.*
- *Empty trash into Kitchen trash.*
- *Return all paint, glue, and temperature-sensitive materials to fridge.*
- *Place remaining materials to be cleaned in the kitchen for the snack Family-Teacher.*
- Assist with Gym Put-Away @ 10:40.
- Join in Circle time in the Home Center at 10:50. Offer a lap and help children listen and participate.
- Help children prepare for outdoor time (bathroom, coats, and shoes). And gather by the back gate.
- Accompany children outside and help them sit for snack. **Three Adults outside at all times!**
- Assist children in sitting in their spot while at snack time.
- Help serve snack. Adults may also eat while sitting with children and modeling good hygiene.
- Encourage children to put away their own water bottle and dishes and scrape their leftovers into the compost.
- After snack, monitor upper playground areas (garden, gazebo with rain barrel, upper shed, climbing wall, and mud kitchen/digging area).
- Supervise cleanup of Outside Play Area at 12:40, or Teacher signal. *Ensure all toys are in shed and shed is locked.*
- Join in Closing Circle.

AFTER SCHOOL ENDS:

Sweep the sidewalk (your child should accompany you). Remove all chalk from surfaces and sidewalk (Fridays only).

Check-in with fellow Family-Teachers before departing to be sure all tasks are complete.

Gym Family-Teacher

- **Shift begins at 9:15. Wear lanyard.**
- Assist teacher with set-up as needed.
- Participate in Team Meeting at 9:20.
- Greet children/families as they enter if Teacher is occupied.
- Supervise, assist, and participate with Gym activities. Know child count and do regular counts.
- Pick up materials as they are no longer used, and encourage children to return items.
- Record observations of children in the Observation Notebook (on creation station).
- Engage with children. Extend play, but do not overpower. Ask open-ended questions.
- Lead Gym Put-Away Time at 10:40 (or as signaled by Teacher(s)), encouraging children to help.
 - *KEEP GYM FLOOR SAFE—lift unfelted furniture up and unlock cart wheels.*
 - *Return stray Home Center toys.*
 - *Climbers to the Stage (children need adult assistance with these).*
 - *Soft blocks, remaining toys to back of Home Center.*
 - *Rugs pulled side-by-side near Stage for vacuuming.*

- Join in Circle time in the Home Center. Offer a lap and help children listen and participate.
- Follow first dismissed children to the bathroom with Float Family-Teacher.
- Encourage children to check with their bodies, use the bathroom and wash hands.
- Help children prepare for outdoor snack (bathroom, coats, and shoes). And gather by the back gate.
- Accompany children outside and help them sit for snack. **Three Adults outside at all times!**
- Assist children in sitting in their spot while at snack time.
- Help Serve snack. Adults may also eat while sitting with children and modeling good hygiene. Encourage children to put away their own water bottle and dishes and scrape their leftovers into the compost.
- After snack, monitor children in Swing area of playground. Migrate where children are, but always be aware of all children in that area.
- Kids can climb and swing without assistance (but require supervision).
- At 12:40, (or when instructed by a teacher) go inside to start cleaning tasks. **Ensure there are three adults outside!**
 - *Clean and sanitize bathroom.*
 - *Clean and sanitize sinks, toilets, and floor around toilets.*
 - *Sweep and mop floor.*
 - *Replace toilet paper and towels as needed. Refill soaps.*
 - *Assist Snack Family-Teacher as needed.*

AFTER SCHOOL ENDS:

- Check in with teachers to make sure all children were picked up.
- Help Float Family-Teacher to move all Gym materials to the Home Center.
- Take out all trash and compost to alley bins. All area trash bins should be emptied into bathroom bin before end of day.
- **Check-in with fellow Family-Teachers that all tasks are complete before departing.**

Float: By nature the Float has no assigned area. This position is crucial because it allows added support for Parent-Teachers in areas where more supervision or help is needed. Float can observe where the most need is and move there, or may also be directed by fellow Parent-Teachers and Teachers about what space needs extra support.

Float Parent

- **Shift begins at 9:00 am. Wear lanyard and Orange Walkie-Talkie.**
- Assist teacher with set-up as needed.
- Participate in Team Meeting at 9:20.
- Be familiar with ALL Parent-Teacher roles.
- Watch the flow of children and supervise and assist with most popular (or messy!) activities/areas (including Snack).
- Know child count and do regular counts.
- Record observations of the children in the Observation Notebooks.
- Pick up materials as they are no longer used, and encourage children to return items.
- Rotate with Family-Teachers for bathroom or snack breaks.
- Assist with Gym Put-Away @ 10:40.
- Join in Circle time in the Home Center. Offer a lap and help children listen and participate.
- Follow first dismissed children to the bathroom with Gym Family-Teacher.
- Help children prepare for outdoor time (bathroom, coats, and shoes). And gather by back gate.

- Remain inside during snack to preform cleaning duties.
- Complete gym put away and tidy.
- Vacuum Gym rugs, roll-up and place in the back of the Home Center. Vacuum Home Center rug.
- Plug in the dehumidifier in the Home Center and turn it on (stored by vacuum).
- Bring children in to use bathroom as needed. Use walkie talkie to call for snack family-teacher for support (two adults should help children with bathroom for safety).

AFTER SCHOOL ENDS:

- Move all remaining Gym materials to the Home Center (green dividers, sign in cart and coat rack).
- Dust mop gym floor after Closing Circle.
- **Check-in with fellow Parent-Teachers before departing to be sure all tasks are complete.**

Bathroom Protocol: Children should be encouraged and given an opportunity to try to use the bathroom with their caregiver upon arrival. They will be given another opportunity before snack. We will encourage them to listen to their bodies and go when they need to.

A Family-Teacher should have a second adult present any time they are assisting a child in the bathroom who is not their own. This is for the safety of the adult and the child.

During the first half of the day, children are free to use the bathroom when they need it. The Gym Family-Teacher should find a teacher or second adult to assist if the child needs help wiping or needs a diaper change. During outside class time, Float Family-Teacher is responsible for bringing children to the bathroom and should call for the Snack Family-Teacher to be an assistant. Use the walkie talkies to stay in communication during outside time.

The bathroom is cleaned during Closing Circle. All bathroom needs after pick up should take place in the adult bathrooms with caregiver assistance, and the adult bathrooms should be tidied after us as needed.

Tips for Put-Away Time

"We have an amazingly large space to play, but we also share it with others and have to pick-up daily. The ability and interest of kids in helping with put-away ebbs and flows throughout the year. At times there will be a multitude of kids ready to assist, and other days when it feels like none of them are into it. Some strategies I've learned during put-away are: communicating specific, manageable tasks ("Let's pick up the mats!"), rely on their knowledge ("Can you show me where the trampoline goes?"), making it fun ("Let's get all these suitcases (foam block) in the baggage cart (block cart) before the airplane flies away!"), giving choices ("Do you want to pick up the puzzle or the scooters?"), providing encouragement ("I see Zach and Olive picking up blocks! Thank you!"). If none of that works, and a child seems to need direction, they can be directed to tasks like putting shoes on, going to the bathroom, or sitting in a circle spot.. Sometimes it helps to just open a huge book and put it on the Home Center rug for kids to look at! And if you feel like you need more adult support, don't hesitate to let Teachers and Family-Teachers know you need them. The more adults the quicker it goes!"

Problem Solving and (mis)Behavior



From an interview with Adel Faber, author of How to Talk So Kids Will Listen and Listen So Kids Will Talk. She reflects on a lecture from her mentor, Dr. Haim Ginott, in response to the question: Should parents be tougher on their children?

'This is when Dr. Ginott asked the group: "What is our major goal as parents?"

One woman glibly says to the group, "Oh, to produce children who are, among other things, brilliant, charming, neat, and well-adjusted, of course."

Dr. Ginott looked solemn, then he said, "this is how I see it. It seems to me that our large goal is to find the ways to help our children become humane and strong. So what does it profit us if we have a neat, polite, charming youngster who could watch people suffer and not be moved to take action? And what have we accomplished if we've reared a child who is brilliant – at the top of his class – but who uses his intellect to manipulate others? And do we really want children so well-adjusted that they adjust to an unjust situation? Too many Germans adjusted only too well to the orders of the Nazis to exterminate millions of their fellow men."

"Understand me, I'm not opposed to a child being polite or neat or learned. The crucial question for me is: what methods have been used to accomplish these ends? If the methods used are insults, attacks, and threats, then we can be very sure that we have also taught this child to insult, to attack, to threaten, and to comply when threatened. If, on the other hand, we use methods that are humane, then we've taught something much more important than a series of isolated virtues. We've shown the child how to be a person, a human being who can conduct his life with strength and dignity."

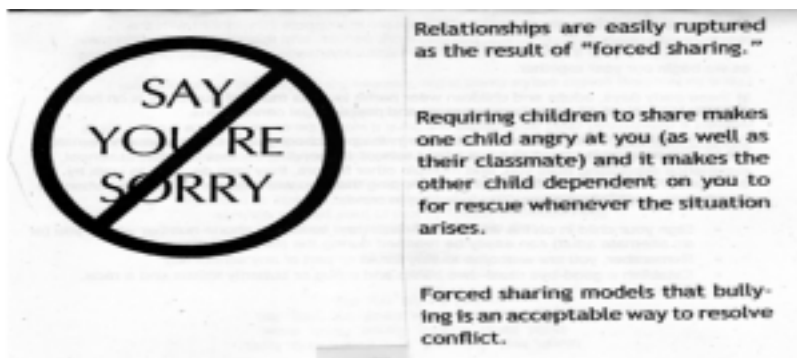
King Street is the shared home of people with a wide variety of wants, needs, ideas, and expertise. While our preschool is generally a harmonious, safe, comfortable, and engaging place for children and adults, we can safely anticipate that disagreements—child/child, child/adult, even adult/adult—will arise. In keeping with our philosophy, we actively encourage dialogue as a means of preventing conflict and negotiation or creative problem solving when the need arises. It is important to remember children's developmental abilities as we set expectations for their behaviors. Below are teaching and parenting tools that may be of assistance when helping children recover from conflict.

Challenging Play: King Street is a unique preschool environment in that it is highly dedicated to the child-centered and play-based philosophy. What does that mean? It means that preschool is

“their” space. In this environment, the children get a chance to lead, explore, and pursue their ideas, while the adults support. This is the very opposite of the reality that children and adults are used to. Therefore, children will play in ways that parents perhaps haven’t seen before or in ways that challenge adult comfort levels. These comfort levels are varied for adults, just as they may be for children. Examples of challenging play may be, but are not limited to: physical play, loud play, weapon play, power themes, gender themes, and exclusionary play. Adults come to play with a lifetime of experiences, positive and negative, that form their opinions and reactions. As a Family-Teacher in our community, your feelings are valuable. Please share and ask questions of the Teachers when you are feeling overwhelmed or uncomfortable. Our Teachers are incredible resources on child development and problem solving skills.

When you are feeling discomfort with challenging play, some strategies include:

- Look to the children. Are they showing signs of distress? Ask them questions to further understand their play: “What is your game or idea? Tell me about it. Who is in your game? Does everyone want to play? What are the rules? What is the goal or end?”
- Ask yourself what is bothering you. Reflect on the why behind your reaction. Is it your feelings or theirs?
- Ask a veteran Family-Teacher or Teacher for help in navigating the situation.
- “Can I play with you?” Participate in the play. As a participant, you can help set the limits and rules of the game. If you don’t like a rule, you can use “I” messages with the kids about what you do and don’t like and give suggestions for what works for you. (What great modeling!)
- Ask teachers for feedback on what you were feeling. Educate yourself. Teachers can recommend resources, and KSCP has virtual and physical resource libraries for you to access.



A Note on Forced Sharing and Apologies: It may sound extreme (even shocking) to say that we don’t make a child say, “I’m sorry” after hurting another child, or that we don’t require a child to share their toy when a friend wants a turn. These policies, however, are based on our knowledge of child development and our goals for children’s learning. We are very deliberate with our practice.

We know that forced sharing and forced apologies are well intentioned. Parents deeply want their children to be generous and empathetic. A better way to achieve these goals is to meet the children where they are developmentally, accept their feelings, and support their growth to eventually becoming children who genuinely want to share, or to make amends and repair when their actions have hurt another.

Young children are still developing. During the preschool years children are egocentric, meaning

they literally cannot see things from another's perspective. This makes genuine apologies and sharing extremely challenging, if not impossible.

We support children's developing empathy by helping them notice and listen to the feelings and needs of others, helping them to see the signs of hurt, and helping them to come up with ways to make amends. We teach children about manners and apologizing through our own words and actions. **Children need to hear us apologize to others, and also to them. They need to know that human beings are not perfect. When we say to our child, "I'm sorry, I made a mistake," we give the child permission to make mistakes too**" (*"You'll Be Sorry – Children and Apologies," Janet Lansbury, 2009*).

We support children's developing understanding of ownership, and thus their ability to share, not by making them give up the item they are using, but instead asking them when they will be done with their turn and supporting those involved in negotiating how long a turn is. For personal items from home, we ask children what they are worried about, what the rules are for using their item, and what will happen when others want a turn. If a child decides they are not ready to share an item from home, it can be safely put away on the stage or in the child's bag.

Using Limits: It may seem that "no hitting" is an obvious candidate for a permanent rule. However, that line quickly becomes blurred when children create a roughhousing game, including hitting, that is fun for them and does not result in a physical or emotional injury. Adults who interrupt the game with a reminder of a "no hitting" rule will undoubtedly hear, "but it's fun for me" or "we're just pretending" or "it doesn't hurt." For this reason, King Street relies on "limits" rather than rules to establish guidelines for appropriate play and behavior at school. In the above example of a game that includes hitting, an example of a "limit" could be deciding together how children will let each other know they've had enough, or an adult setting a boundary on where the game can be played. We aim to value children's ideas and allow them the valuable lessons they may learn (body awareness, creating limits, voicing personal limits, and negotiation).

With assistance from adults, or of their own initiative, children are active participants in setting, negotiating, following, and revising limits.

Basic guidelines in setting limits include:

- All people are treated as equals, worthy of respect.
- The safety (physical and emotional) of each child and adult must be assured.
- Destruction of non-disposable equipment/materials is not acceptable.

Active Listening: As a communication tool, active listening can help resolve conflict and avoid misunderstandings. In working with children, adults use active listening to allow and encourage children to express their feelings and to communicate their needs. The adult's role is to interpret, reflect back to the child, and offer acceptance for all feelings (while possibly setting limits on behavior) as well as provide a vocabulary for communicating feelings. This ensures that the child feels heard and understood. Active listening communicates acceptance and trust, builds self-esteem, opens dialogue, and enhances growth.

The following steps can be used as a guide for active listening:

- Get down on their level (kneel, sit, or squat).
- Remain open, approachable, and accessible.
- Show acceptance and respect for children's feelings; never discount them.
- Reflect what you have heard or seen: "It sounds like..." or "I hear you saying..." or "Your face looks scared..."

- Help children find names for their feelings: "How upsetting" or "That must be frustrating."
- Use a neutral, but warm and empathetic voice.
- Communicate trust and confidence in children to deal with their troubles: "I think we can solve this."
- Encourage children to talk with and listen to one another, suggesting very direct communication, "I don't like when you hurt me" or "I wanted to play dog family too."

Negotiation: In addition to using limits and active listening, negotiation often plays a part in preschool problem solving. Negotiation can take place when two or more children want the same toy, the same space, want to play together but have different ideas, or are conflicted over something else. The adult role begins with observation to determine if children can peacefully solve their problem themselves. If the adult sees a need to intervene, the goal is to help the children find their own solution. First, the adult mediates as children clarify their problem. Next, everyone has a voice in offering solutions to the problem. The outcome may require several rounds of problem-solving proposals and in the end may not seem fair or logical to the adult. However, the real goal is for the children to work out a solution they each agree to. They are empowered by the process of seeking and discovering their own solutions.

In negotiation, no one wins or loses. The solution is acceptable to all involved. Everyone has had input and all ideas are considered. Children decide on a solution, stick to it, and re-negotiate when necessary.

Here are some steps to follow in helping children negotiate:

- Use active listening when appropriate, to determine the needs children are expressing verbally or nonverbally.
- Help children identify their needs and focus on the problem: ("So, Laura had the pillow first and then Nora took it to have her turn?")
- Encourage children to contribute ideas for solutions: ("What can we do about this? Do we have other pillows?")
- Restate ideas in a positive and understandable way: ("It sounds like we can make a plan to take turns or find another pillow.")
- Help children decide on the idea they like best: ("The red pillow is everyone's favorite. Are you still ready to take turns?")
- Help children put their solution into action: ("We can set the timer to remind us that after Laura's 5-minute turn, Nora will have a 5-minute turn.")
- Reinforce the process by acknowledging the success: ("Hey, you solved that problem!")

Additional Communication/Problem Solving Tools: Over time, you will develop relationships with the King Street children. You will know who likes to clean up, who hides at clean-up time, and who will only clean up the blocks and then only if you sing while they do it. You will observe children's strengths and weaknesses in solving problems. Keep in mind that these relationships will develop best when you communicate honestly, play actively and openly, and treat them with respect. *Other problem-solving tools include:*

- Giving Information: ("I see that a book is on the floor.")
- Using "I" Messages: ("I need you to pick up the book you were reading and put it away. Otherwise, someone might step on it and the pages could tear.")
- Contingencies or Setting your own limits: ("When you put that book away, I'll help you get out more books.")
- Giving Choices: ("The book gets put away either before we make play dough cake or after. You can decide when.")

- Predicting Natural Consequences: (“If the book is left on the floor, people who are looking for it won’t be able to find it. That could be disappointing to them.”)

Effective problem solving takes practice, for children and adults. Even seasoned parents and teachers can be frustrated by the slow pace and complication of the process! If after all this, the book is still on the floor, ask another adult to help, or sit right down and read.

Safety at School

Children’s physical and emotional safety at school is the constant responsibility of all adults and Teachers. Issues of emotional safety have been covered in the philosophy and problem-solving sections.

The following are basic safety guidelines:

- **Read this handbook!!** It contains limits, policies, philosophies, and guidelines.
- Sign your child in and out each day, including an emergency number where you can be easily and immediately contacted.
- Know the names and pronouns of children in class each day, and introduce yourself so they know yours.
- Familiarize yourself with the location and contents of the first aid kits. If your child may require special medication, supply it in the cabinet and inform your teacher and the school community.
- Know where all fire extinguishers, exits, and defibrillator are.
- Make sure all Jovial forms are current with correct emergency contact information. Let teachers know of any changes.
- Monitor all large motor activities; evaluate the need for climbing limits.
- Make sure that children stay in classroom areas and are not in adult-only spaces.
- Do regular headcounts, especially when transitioning children to/from outside.
- Communicate and be aware of allergies and/or medical conditions (kitchen roster/first aid cabinet).
- A family teacher should have a second adult present any time they are assisting a child in the bathroom who is not their own. This is for the safety of the adult and the child.
- First aid and medication is only to be administered by First Aid trained Teachers or Adults or the child’s Family-Teacher. Gloves should be worn during first aid treatment.
- **All children must be supervised at all times; communicate with Teacher(s) and Family-Teachers to ensure adult oversight throughout the school; communicate with Teacher(s) and Family-Teachers when a child is with you away from the group.**
- Keep all hazardous materials out of reach (sharp knives, cleaning supplies, etc.).
- Tables, dishes, and bathroom must be cleaned (hot soapy water) and sanitized (bleach and water) daily; see ratios posted in kitchen.
- Maintain children’s access to and encourage use of tissues.
- Keep hot beverages out of childrens’ reach. Only use travel mugs with locking safety lids for hot beverages. (Available to borrow in the kitchen)
- Empty garbage daily; wash cans if needed.
- Put food away into closed cabinets or the refrigerator each day to prevent pests.
- Sweep floors and play area sidewalk daily.
- Be mindful when opening and shutting doors, as children might be on the other side.
- At pick-up, you are responsible for supervising your child, and school day limits still

apply.

- Please exit school promptly and do not allow your child to play on the playground or in the gym after school.
- When you leave school, be sure no children (other than your own) follow, and close the gate and door behind you.
- When you use the school keys, be sure to re-lock all doors and gates used before returning the keys to the Teacher
- If you see unsafe items (for example, an exposed needle or hornets), notify a Teacher immediately and keep the children away from it. If a Teacher isn't present, there is a sharps box in the men's bathroom with instructions posted on it.

The list could go on and on. Notice a safety hazard? If you can, make it safer. Report it to your Teacher and our Health and Safety Manager. READ THE ENTIRE HANDBOOK. Email any questions to Co-Chairs and Teachers.

Emergency Contact Information: You must keep your contact information up-to-date on Jovial and let the teachers know of any changes. You may not leave your child at school until all paperwork and forms have been completed.

Background Checks: For the safety of our children, King Street requires a background check and a photo ID for all Teachers and Family-Teachers (including any adult who may work in the classroom for your family, i.e. nanny, grandparents, etc.). King Street uses the WATCH (Washington Access to Criminal History) System to verify that all adults working in the classroom are clear of any crimes against children. No adult may work in the classroom until this clears. It is your responsibility to ensure that you, and all caregivers working in your place, have a clearance on file.

Illness: Preschool children play closely, exposing one another to every germ they carry. Some may see this as an opportunity to build immune systems. Others struggle with a string of colds or much worse. Remember that risk of exposure is different for each child.

When deciding whether to send your child to school, consider carefully how they are feeling and be conservative in your judgment. Please keep your child at home at the first sign of illness. This keeps others healthy, helps your child recover sooner, and ensures that your child doesn't contract something new when their resistance is low.

If your child becomes ill at school, you will be contacted. (Your emergency contact information on Jovial and contact card at school MUST be up to date.) They may be separated from other children, made comfortable, and monitored by an adult.

In the case of an emergency at school, 911 and/or the child's doctor will be called and the parents notified immediately.

According to the Seattle-King County Public Health Department, your child should remain home for the following symptoms in the past 24 hours:

- **Fever:** temperature of 100 degrees Fahrenheit or higher. Child must not have a fever for 24 hours before returning to school.
- **Vomiting:** child should not return to school for 24 hours following the last episode of vomiting when two or more occasions occur within 24 hours, or if vomiting is accompanied by fever.
- **Diarrhea:** more than one watery stool in a 24 hour period, especially if the child acts or

- looks ill, or any bloody stool.
- Sore throat: especially with fever, swollen glands in the neck, or difficulty eating due to pain.
- Rash: with fever or itching.
- Eye discharge: or conjunctivitis (pinkeye) until clear or until 24 hours of antibiotic treatment (if needed).
- Sick appearance: not feeling well, and/or not able to keep up with program activities.
- Open or oozing sores: unless properly covered and 24 hours has passed since starting antibiotic treatment (if needed).
- Chickenpox: until all lesions are crusted over, usually day six or seven. Exposed to pox? Notify teachers and seek medical advice about when to miss school.
- Impetigo: until 24 hours after starting antibiotics; cover infection site.
- Whooping Cough: until five days on antibiotics.
- Lice or scabies: Head lice, until first treatment completed. Scabies, until after treatment has begun.

In the case of a lice or scabies outbreak: Please notify the Director and Health and Safety Manager immediately. At school, lice outbreak protocol includes: dress-up clothes washed, helmets packed away, soft toys will be bagged, rugs will be vacuumed each day, coats will hang in bags on coat racks, etc. The community will be notified so families can perform lice checks.

If your child becomes ill with (or has been exposed to) a communicable disease (other than the common cold/flu), contact your health-care provider, inform Teachers, Health & Safety Coordinator (health@kscoop.org), and co-op community through our email group immediately. If confidentiality is important and requested, the Teachers will notify the group via email to maintain individual child confidentiality. We must notify families when children or pregnant parents may have been exposed to a communicable disease or condition (other than the common cold/flu) and provide them with information.

Keeping the school clean and free of illness is the responsibility of the co-op as a whole. Please remember to make your cleaning shift count. Take care of each other. We hope you feel better soon. Let us know if we can help!

Specific Covid-19 Protocols: Please refer to the COVID-19 Safety Plan document stored on the community drive for more information.

- King Street Co-op requires all adults to be fully vaccinated against COVID-19 if working or volunteering in the school. Adults are also strongly encouraged to be up to date on their vaccination.
- King Street Co-op strongly recommends that students be vaccinated against COVID-19.
- Masking: School community members may choose to wear a mask at school at any time. Community members may choose to bring a mask from home. King Street also has masks available for students and children (aged 2 and older), family members, and staff to wear, as needed or desired. School-provided masks can be found on the Welcome Cart in the gym entrance.
- King Street staff will encourage frequent handwashing and good respiratory etiquette to both prevent contracting and spreading infectious diseases, including COVID-19.
- Children and adults should stay home when exhibiting symptoms of COVID-19 that are not due to pre-existing conditions like allergies or asthma. If you are unsure, err on the side of caution and test for COVID-19.
- People exposed to COVID-19 should monitor for symptoms, test 3-5 days after

- exposure, and wear a well-fitting and high-quality mask around others for 10 days after exposure.. Quarantining is not required.
- Return to school after a positive test (adult): An adult who is able to wear a well-fitting mask may return to school after 5 full days of isolation if they are asymptomatic or their symptoms have improved and they have had no fever for the past 24 hours without the use of fever-reducing medications. Adults should wear a mask on campus (outdoor and indoor) for 5 additional days (day 6 through day 10).
 - Return to school after a positive test (child): Given that young children may have difficulty wearing a mask consistently and correctly for the full duration of the school day, and that children under two should not wear a mask, children should complete the full 10 days of isolation before returning to school.
 - Children can return to school after any illness when ALL of the following criteria are met:
 - 10 days since symptom onset, or since positive test specimen collection date.
 - 24 hours after fever resolves without use of fever-reducing medications.
 - No symptoms are present or given an alternative diagnosis for symptoms.
 - In the instance of a COVID-19 outbreak at school, King Street Co-op will implement enhanced mitigation protocols, and will coordinate with Seattle King County Public Health to inform our mitigation response. King Street Co-op will assess the need for closure. Refunds will not be granted during any quarantine closure.

Immunizations: To protect the health of all co-op members, KSCP asks that each child enrolled be up-to-date with vaccinations, in compliance with Washington State law, or present a form of exemption. Yearly seasonal flu shots are also strongly encouraged. As of July 2019, the law regarding the MMR (measles, mumps, & rubella) vaccine has changed. The law removes the personal belief exemption from vaccinations for measles, mumps, and rubella. However, the law retains medical and religious exemptions and leaves intact personal belief exemptions for all other required immunizations. As of August 2020, the law requires medically verified vaccination records for all school and childcare attendance.

We also strongly urge all Family-Teachers to be current on flu, measles, and whooping cough (pertussis) vaccines. In response to the measles outbreak in Washington several years ago, we especially urge all Family-Teachers to find out if their MMR vaccine is up to date. In response to the current pandemic, we also require all Family-Teachers to be fully vaccinated against Covid-19. All staff members are required to comply with State law on immunizations.

King Street will collect immunization forms or exemption forms before or at Orientation. Forms should be turned in to the Registrar, diana@kscoop.org

There are a few reasons for requiring compliance with State law and collecting forms: some percentage of families might be following a modified vaccine schedule or have a medical exemption and inability to receive vaccinations. The health of our community as a whole depends on each eligible child being vaccinated. Second, many KSCP families include younger siblings, infants, and pregnant people who may not be fully immunized and are the most vulnerable to severe illness if exposed. Having this information will enable us to alert the King Street community in case of illness outbreaks and protect all children and families who are part of our school.

There are a few ways to get a copy of vaccination information. Contact your child's healthcare provider or visit:

<https://doh.wa.gov/you-and-your-family/immunization/access-your-familys-immunization-information>

Injuries: Our teaching staff is trained in First Aid and should be relied upon in injury situations. Emergency procedures will be followed when necessary. In the event that a child is on the ground because of an injury, DO NOT ATTEMPT TO PICK UP OR MOVE THE INJURED CHILD. A trained staff member will determine when it is safe to do so.

If your child has epipen needs, you must keep one at school in the first-aid cabinet and notify the Administrator of this need, as well as provide a doctor-signed Individual Health Plan. Teachers are trained and allowed to administer epipens at school.

Student and Family Privacy Procedures: The KSCP Teachers and Board are dedicated to respecting and protecting the privacy of students and families. Please alert them to any concerns or questions about privacy. These guidelines will be followed:

- Photographs of children are used and published only after written consent of the parent/guardian. Photograph consent forms are completed during the Orientation process. No identifying information for your child will be published.
- The KSCP online and email community is by invitation only and is only accessible by current, registered KSCP members.
- Identifying personal information is removed from KSCP website content prior to being posted.
- Students will not be released to anyone other than the KSCP registered parent or guardian without consent. Students traveling to and from school with a non-family KSCP member will be considered to have consent. However, the parent/guardian or transporting KSCP member must notify the teacher of that day's arrangement. Note on the Sign-in/out Sheet who is picking up your child if it is not a parent.
- At times, Teachers or Board members may need to discuss family information in the course of making decisions regarding the administration of the co-op (scholarship requests, for example). All Board members and teachers are required and responsible for keeping personal information discussed confidential.
- In case of an inquiry to the school regarding a student by an individual or organization that is not the KSCP registered parent, DO NOT give out any information. Refer the inquiring party to the Director. The Director will use the following procedure:
 - DO NOT give out any information about a student to anyone other than the KSCP registered parent or guardian, without written proof of parent/guardian consent specifically authorizing the type of information requested.
 - If the KSCP registered parent/guardian does not provide consent, instruct the inquiring party to speak directly with the parent/guardian to resolve the issue.

*"At King Street I've learned that you can decide who your friends are,
but you have to be gentle with everyone."*

- 3rd year King Street student, age 5

*"The more we help children to have wonderful ideas, and to feel good about themselves for having them,
the more likely it is they will someday happen upon wonderful ideas that no one else has happened upon
before."*

-Eleanor Duckworth, The Having of Wonderful Ideas and Other Essays

Emergency Procedures

Emergency procedures come into effect during an earthquake, fire, or other emergency conditions. If a major disaster occurs, stay home. We will follow emergency procedures and evacuation plans and will contact you as soon as possible. Emergency drills take place at least three times per school year.

Lockdown: In the event of a lockdown, the Teacher(s) will follow the following protocol:

- **Call 911** (or direct a Family-Teacher) to make sure the police are aware of the situation.
- Lock all doors, starting with whichever door is closest: Front Gym doors, Art Room (outside door and interior door between Art Room and Snack Room), Back Gym door (to the playground).
- Check that doors are secure (Emergency exit door on the south side of the stage, Interior door to the church on the east side of the Gym).
- Direct adults to bring children into the Gym and/or Home Center and draw the curtains.
- Call a Board Co-Chair to notify them of the situation.
- Co-Chairs will then notify (contact info on Google Drive): Parents of attending children and all other Board members. Co-Chairs will also contact a representative of the church.
- Co-Chairs will continue contact with the Teacher(s) about the situation and communicate any updates until resolution.

Fire: In the event of a fire at school, the adult who discovers the fire shall simultaneously:

- Assess the size of the fire and attempt to extinguish, and
- Get help from the closest adult to initiate evacuation if necessary.

The procedure for fire evacuation is as follows:

- The Teacher will assign an adult to **call 911**, to bring out the travel first aid kit and emergency contact folder, and sign in sheet, and to turn off the power (switch located in storage closet located north of the stage in the Gym).
- Evacuate children from your room to the nearest safe exit, closing doors and windows on the way out if practical.
- Make sure your area is clear of children as you evacuate together.
- The Teacher will do the final check of the bathroom and classroom areas for missing children.
- Assemble children at the Viet Wah temple at the SW corner of King St. & 18th Ave. S.
- Once evacuated, do not return to the building until the fire department determines it is safe to do so. The Teacher will act as liaison to the fire department.
- Parents will be contacted as soon as possible.

Earthquake: Take action at the first sign of an earthquake.

Inside: Stay inside and assist children in taking cover next to stage or under tables away from windows, doors, shelves, and objects that may fall. If no cover is available, kneel alongside an interior wall facing away from windows. Bend head to knees, cover sides of head with elbows, clasping hands firmly behind neck. (We teach children this position throughout the year as a “turtle” position. Instruct children to “become a turtle.”)

Outside: Stay away from wires, trees, and buildings. Keep all children with you. Gather by fence

in upper garden bed.

- After the initial quake:
- Shut off power and utilities located in the closet next to the stage.
- Do not use matches, lighters, or electronics as gas leaks are likely.
- One adult checks the building for structural damage. If it is unsafe to remain inside, this adult should find the best evacuation route, watching for downed wires, falling trees, or pieces falling off buildings.
- Close the doors and windows on the way out if practical.
- Teachers will do a final check of the bathroom and classroom areas for any missing children and will bring out travel first aid bag and emergency contact folder. Earthquake kits are located in box next to swing set.
- Parents will be contacted as soon as possible.

In the event that our block is evacuated, we will relocate to Pratt Park, one block north and east between Jackson and Yesler.

Tips from King Street Co-op parents:

“Co-op preschool can seem like a lot of time and effort, at a time when parenting in general is a lot of time and effort. Do yourself a favor and really make an effort to lessen the load by leaning on others and being available for others. Arrange carpools to and from school with other families. Arrange for after school (or non-preschool day) play date trades. Trade “Date Night” childcare. Get together with families to go to the playground, take a walk, or have dinner together. Co-oping doesn’t need to begin and end at the preschool door. The community you build for yourself will lighten your load immensely, even as you provide support to others. Plus it is more fun!”

“Try to get playdates in as soon as possible. It helps ground the kids when parents aren't there.”

“Relax and have fun. Embrace being a child and taking advantage of a unique opportunity to really BE a part of your child’s education.”

“This really is your preschool, so it may feel like a lot of work, but without everyone's participation it wouldn't be such a great place!”

“Try to spend time before school starts explaining to your child you are going to be there for them as well as all the other children.”

Policies and Procedures

Co-op Member Responsibilities

Ensuring the continuity of our school requires each family to participate in a number of ways. Families are responsible for all aspects of school operations and administration—daily and throughout the year in the following ways:

- Read this entire handbook, becoming familiar with school philosophies, goals, policies, procedures, and classroom objectives and roles.
- Attend Orientation and assist with setting up the school in September and packing up the school in June (Orientation is required for returning families too!).
- Fulfill the responsibilities of your co-op family job.
- Attend required monthly Parent Meetings. Please make every effort to have cameras on as much as possible and engage in the meetings where appropriate (this helps with your own and others' Zoom fatigue!) If you miss a meeting, or know you need to miss a parent meeting, contact the Family Coordinator as soon as possible to make a plan on how to get the missed information. If you miss additional meetings, the Family Coordinator and a Co-Chair and/or the Director will contact you to discuss your ability to uphold your Family Agreement and identify possible strategies.
- Participate in the classroom as a Family-Teacher as scheduled and described (unless your child is enrolled entirely in the Full-Pay Preschool option—Drop-off Days; see Registration section for more information).
- Keep a current copy of the school roster, communicating with co-op members is necessary to facilitate smooth operation of our school.
- Clean the school or pay out cleaning shifts, as described in the handbook.
- Actively participate in the required fundraising efforts (Annual Giving Letter and Spring Fundraiser).
- Pay tuition as outlined in the Tuition Agreement.
- Contribute to additional school needs and endeavors as they arise.

Co-op members sign a “Family Agreement” guaranteeing their fulfillment of the above responsibilities. *Please review it and consider it a binding contract.* If you find you are unable to fulfill this agreement, in part or in whole, please notify the Family Coordinator immediately so they can help you problem-solve, possibly with input from the Board. We understand that there are times when we need to rely on the support of others, and times when we can do more to support those in need, but communication is central to the success of this support. For the sake of the community, should a family fail to keep its commitments to the school, and does not communicate their needs or look for solutions, the Family Coordinator and Director will notify the Board and work to communicate school concerns with the family.

In the case of a family's failure to meet Family Job expectations, or in the case that there is difficulty meeting expectations during Family-Teacher shifts, the Teacher, Director, or Team Lead will give a verbal communication to the family, as a friendly reminder to "please show up to your shift on time" (for example). The second time the same thing occurs, the Teacher, Director, or Team Lead will contact the family to remind them that a third occurrence will result in a "Grievance Meeting". In the case of a third offense, the Family Coordinator and Director will meet

with the family to go through the following steps:

1. Identify obstacles to fulfilling duties.
2. Brainstorm solutions.
3. Commit to a plan to fulfill responsibilities.

A deadline will be set for unmet responsibilities, and an email sent confirming the plan. If co-op commitments remain unmet, a second meeting will be scheduled with the family, Director, Family Coordinator, and Co-Chairs. Together, they will determine necessary actions—up to and including dismissal or withdrawal from King Street Co-op.

Family-Teacher Shift Schedule

The Administrator will create a monthly Family-Teacher Shift Schedule based on the information received from you about your preferred days for working in the classroom. Every effort will be made to meet each family's scheduling needs; however, it is not always possible to honor all requests, and you may be scheduled on any of the days your child is enrolled (unless your child is enrolled in fixed drop off days). The draft monthly schedule will be distributed at the preceding Parent Meeting, and final draft will be posted prior to the 1st of each month (physical copy posted at school and uploaded in our Google Drive files).

If you are unable to work your assigned shift, it is your responsibility to find someone to work for you, by making calls to families using the roster on file. In this case, you must clear changes with the Administrator and make sure the printed calendar at school reflects this change. If you are registered as a Plus One Family, please keep in mind that there can be no more than two Plus Ones on any given day. If you are trading days with a non-Plus One Family, you may need to arrange for childcare for your Plus One while you are in the classroom in order to preserve the necessary balance.

Your Family-Teacher shift ratios will vary depending on the number of families enrolled at King Street, and the number of days your child is enrolled. With full enrollment: If your family has four or fewer enrolled co-op days per week, you can expect to work 29%–33% of the time your child(ren) attend(s). Generally, that is one out of every three enrolled days. If your family has five or more enrolled co-op days per week, you can expect to work 22%-25% of the time your child attends. Generally, that is one out of every four enrolled days.

Every attempt is made by the Administrator to balance the snack shifts assigned to each family. However, due to the complexities of the schedule, it may not be a perfectly balanced ratio. Also, to ease the transition for new families, the Administrator aims to only schedule returning families for snack shifts in the first month. Some families really enjoy the snack shift; *if this is you, please let the Administrator know*. If not, bear with us! If the extra expense of buying snack becomes a burden for your family, please talk with a Board member or the Director.

Drop-off Days: We offer a limited number of Full-Pay Preschool days (AKA Drop-off Days) to returning families each year, either Fixed or Floating Drop-off Days. For families with children enrolled in this option, these days will not count toward your Family-Teacher shift ratio, and you will not be scheduled to work in the classroom on Fixed Drop-off Days. Please see the Registration section for more information on this option.

Cleaning the School

Keeping the school clean is the responsibility of all co-op families; the Administrator will help schedule, answer questions, stock supplies, and delegate cleaning shifts and tasks.

- The school is cleaned twice monthly from 1:00 to 3:30 pm. Cleaning mainly includes organizing and sanitizing school supplies. Alternate times may be scheduled as needed.
- Each family is required to either complete, or pay out, two (for one enrolled child) or three (for two enrolled children) cleaning shifts per year.
- All adults participating in the cleaning shift must be vaccinated against Covid-19, and children are allowed, but not encouraged to be present.
- The Administrator coordinates the cleaning shift sign-up and will create a schedule of school cleaning needs. (If you know you will be on parental leave, having surgery, a lengthy trip, etc., during the year, sign up for shifts around your leave.) Families will have until the November parent meeting to sign-up or pay out. After that, families will be assigned to open dates.
- In years that full enrollment allows, Board members and the fundraising chair are required to do one less cleaning shift.
- If you choose not to clean, you must pay \$75 per shift up front to cover the costs of the Administrator scheduling and reimbursing cleaners. To do so, notify the Administrator and pay on Jovial or place a check payable to KSCP, noting "Cleaning Shift," in the tuition box. This must be done by the November parent meeting.
- The schedule is posted at school, and the list of what needs to be cleaned is located in the Cleaning Binder, found in the kitchen. Check with Teachers if they know of specific areas that are in particular need. If you have specific things/areas you feel need to be cleaned, please discuss this with the Administrator or write a note in the Cleaning Binder. You must mark off the tasks you complete in the binder.
- There will be one lead family per cleaning shift. The lead family is responsible for making sure all cleaning tasks are completed and that families have fulfilled their commitment to the cleaning shift.
- If you cannot clean on your scheduled cleaning day it is your responsibility to trade shifts or find a substitute adult to clean (arranging your own reimbursement agreement).
- If you missed a cleaning shift and did not find a sub to clean for you, then contact the Administrator and submit payment of the \$75 missed cleaning shift fee.
- Let the Administrator know of any shift changes for tracking.
- Please contact the Administrator if you are interested in taking on any paid cleaning shifts (first satisfying your family's required cleaning shifts). The Administrator will contact you to schedule these should any openings arise. On the day of the shift please fill out a reimbursement form (located in the sign-in area) indicating that you have completed an extra cleaning shift and place it in the tuition box in order to receive payment of \$50 per shift.

"A young child has to make a conscious effort to sit still. A large chunk of children can't do it for very long. It's a very energy-consuming activity for them. Small children actually get more tired if they have to sit still and listen to a teacher talk than if they are allowed to move around the room."

-Martha Deckla, Professor of Neurology & Pediatrics, John Hopkins University

Absences/Leave

Child: If your child will be absent, please contact your Teacher to let them know.

Family-Teachers: If you cannot work on your scheduled day, you must find your own substitute. Trading working days with another family is a common solution; however, paying another adult to work your shift is also an option. (As a reminder, anyone working in the classroom must have a background check and be vaccinated for Covid-19.) On the verge of a cold or have a schedule conflict? Call or email in advance to swap your shift! **Do not rely on email the day of your shift;** please call down the roster list until your position is filled. Please notify the Administrator and Teachers of schedule changes, and write them on the posted Family-Teacher schedule at school.

Cleaning shift: If you cannot clean on your scheduled cleaning day it is your responsibility to get your shift covered. Please see Cleaning the School for information.

Extended absences: If your family will be away from school for an extended time because of illness, vacation, travel, etc., please inform your Teachers and the Administrator ahead of time. This allows transition time for the children and helps the schedule reflect your absence. If you are already scheduled to work in the classroom, it is your responsibility to arrange for a substitute Family-Teacher. **Full tuition is due, as usual, during your absence.** Also keep in mind that an extended absence from the classroom will increase your percentage of Family-Teacher shifts in other months, in order to ensure equilibrium amongst the families.

Parental Leave: If you are expecting a new addition to your family this academic year, congratulations!! KSCP will rearrange Family-Teacher schedules to allow six weeks of Family-Teacher leave from the classroom. More than six weeks greatly increases the difficulty of scheduling shifts; please coordinate with other families if you anticipate needing more time out of the classroom. During this time it will be necessary for you to continue other co-op duties (school cleaning, fundraising, your co-op job, work parties, etc.).

Past co-op members have managed their duties around parental needs (or other planned absences) in several ways: signing up for co-op jobs or school cleaning shifts that work best for their timeline, arranging with extended family members to share duties, arranging trades with other co-op members, or asking Board members or Teachers if there are alternate or take-home tasks. The key is communication, so please don't hesitate to check-in with one of the Directors or Board members if you are struggling to meet your Family Agreement. Sometimes there are unplanned medical or emergency situations that pull families out of the classroom for periods of time. Please communicate any needs to the Directors or Board so we can help support and problem-solve as much as possible.

Alternative Caregivers as Family-Teachers

If you choose to have an alternative adult family member, friend, or child-care provider work in the classroom, it is your responsibility to contact Co-Chair B and provide all information needed to run a background check. You must also show proof that the person is vaccinated for Covid-19. It is

also your responsibility to fully inform this caregiver of classroom philosophies, schedule, and other expectations. In order to ensure that alternate caregivers fully understand these responsibilities, as well as those of working in the classroom, you will need to send them to Orientation or orient them to KSCP by having them read the KSCP Handbook, introducing them to the Teacher, children, other parents, and the environment.

Please communicate to your Teacher and Family Coordinator in advance that someone else will be working in the classroom for you.

In the event that your alternate caregiver does not fulfill the duties of the co-op as an adult working in the classroom, you will be notified by your Teacher and a Board member and be expected to resolve immediately any concerns; failure to do so will begin the grievance procedure.

Guests at Preschool: Plus Ones and Visitors at Preschool

At King Street, we have two types of guests we welcome as part of our Family Friendly pillar: regularly scheduled Plus Ones and occasional, approved visitors.

Plus Ones are the siblings of enrolled students. They are generally younger siblings that have not yet reached enrollment age, or are not enrolled for as many preschool days. These children bring a lot of value to the classroom experience, but also require attention by their supervising adult. In order to effectively manage Plus Ones visiting the classroom, families are required to register their plus-ones with the Registrar and pay the plus one fee.

We welcome Visitors such as relatives and school-age siblings of our enrolled children as occasional guests and recognize that they are most often a positive addition to the preschool environment. Please let your teacher know if you would like to invite a visitor to school; ***prior arrangement and approval is needed before your visitor attends school.*** Because of the pandemic, we may not be able to welcome extra visitors into the classroom.

Whether it is a regularly scheduled Plus One or a one-time approved Visitor in the classroom, please remember that KSCP is a program geared towards the needs of children ages 2–5 and may not meet the developmental needs of older and younger children. You must stay at school on the day of your guest visits AND (because of safety and liability concerns) you need to keep the guest or sibling near you at all times, even while performing cleaning duties throughout the day. You may check in with Family-Teachers in other spaces to see if they are comfortable keeping an eye out for your Plus One or guest. Family-Teachers and Teachers can always direct your Plus One or guest back to you in order to more effectively meet the needs of enrolled children.

If Plus Ones or other visitors seem to negatively impact our enrolled children, you will need to make other arrangements for them while you are in class as a Family-Teacher. In that case, Plus One fees would not be charged.

Note also that because snack Family-Teacher is only planning the food for enrolled children with regard to both food restrictions and class size, it is the responsibility of the parent of Plus Ones or

visitors that the quantity and safety of the snack is acceptable for their needs.

Alternate Pick-Ups and Playdates

One of the best things about co-op is carpooling and swapping care of one another's children before and after school. Keep in mind that if your child is getting picked up by someone different than you or going home with a friend, **please inform the Teacher about this AND write it on the Sign-in Sheet.**

Fundraising

KSCP is registered as a non-profit corporation in the state of Washington.
Tax ID # 91-09-311-64

Because tuition covers only basic operational expenses, annual fundraising is necessary to meet the budgetary goals of our school. King Street Cooperative Preschool is an autonomous non-profit school. We do not currently receive any public funds or grants. With support from the co-op board, the fundraising team and community members plan and organize revenue-generating events throughout the year.

Participation in fundraising activities is required and shared by all co-op families. This includes procuring items for the spring community event/auction, selling raffle and entry tickets for the school raffle, and providing contacts for our annual late-fall giving letter.

Our annual community event/auction is listed on the school calendar. Please block it off on your calendar and plan to attend. As mentioned above, families are required to donate or procure items for donation and participate in the event.

Funds raised are generally allocated to our scholarships, classroom supplies, purchase of new equipment, environment improvements, and parent education opportunities. As well as providing a living wage for our teachers. Tuition from full-enrollment aims to cover basic operating costs such as salaries and rent. Please contact the treasurer (treasurer@kscoop.org) if you have questions regarding the school budget.

Reimbursements and Donations

On occasion, a family may need to purchase an item on behalf of the co-op. **Items must be approved by the director and/or the board prior to purchase if you wish to be reimbursed.** Typical expenses include kitchen/cleaning/building purchases by the supply coordinator, printing, postage, classroom supplies, or event food. King Street does not have an organization credit card, so reimbursement of expenses via check is necessary. Please speak with the treasurer prior to a purchase if an expedited reimbursement is needed.

If you are requesting reimbursement for an approved expense, please fill out a King Street Co-op Check Request form. There is an example in the Appendix of this Handbook, and they are available online. **You will need a receipt, either original or a copy, as well as an explanation of what the purchase is and**

for what purpose. Please add details, so we can allocate it to the proper budget line. Reimbursements are processed by the treasurer, who may need to consult with the board for expenses over \$100.

If you would prefer to donate the item and take the tax deduction for the fair market value, then please fill out the King Street Co-op Donation Form, available online. A copy of this form will be given to you and serve as your receipt for IRS tax purposes. Please list the value of the donated item. An attached receipt is appreciated, if applicable.

Reimbursement or donation forms can be placed in the tuition box (please notify the treasurer) or given/mailed to the treasurer. **All requests are due to the tuition box prior to June 1st to ensure timely reimbursement.** Please contact the treasurer with any questions.

Registration

School registration begins in late winter. Deadlines shift slightly year to year, but current members have the opportunity to take advantage of early registration, ensuring their acceptance for the following year before classes are open to the public. Members must be in good standing (meeting all co-op commitments) to re-register. Being a returning family does not guarantee you will get the number of days you desire. While we try hard to accommodate all requests, we reserve the right to hold space for new families in order to ensure balance and diversity for current and upcoming years.

Full-Pay Preschool Option (AKA Drop-off Days): We offer a limited number of full-pay preschool days (AKA drop-off days) to returning families each year. There are two options: Fixed drop-off or floating drop-off. Enrolling on fixed drop-off days ensures that your family will not be scheduled to work in the classroom on these designated days. Enrolling in the floating drop-off day option lowers your family's classroom working ratio in the same way as the fixed option without designating a day that you will not be scheduled to work in the classroom.

You must be enrolled in at least one co-op day in order to be eligible for the floating drop-off day option. Co-op days are not required for fixed drop-off day enrollment. All families participating in drop-off days are still responsible for all other co-op requirements as laid out in the Family Agreement (see Appendix)—family job, fundraising contributions, parent meeting attendance, cleaning shifts, etc.

Tuition for full-pay preschool is an additional \$100 per day/month for fixed drop-off days (Fridays are not eligible) or an additional \$75 per day/month for floating drop-off days. Drop-off days are not eligible for scholarship assistance. If there is more interest than spots available we'll have a conversation with each family to find out who needs vs. desires them and use a lottery system during open enrollment if needed.

Plus One Benefit: To support families with unenrolled children in their care, we offer a plus one benefit. Families enrolled in this benefit may bring an additional child (their plus one) with them to their family-teacher classroom shifts, allowing families to meet this co-op responsibility without the added burden of additional childcare costs.

Please keep in mind that KSCP is a program geared towards the needs of children ages 2–5 and may not meet the developmental needs of older or younger children. Unless specifically agreed upon with another working family-teacher, you must keep your plus one near you at all times, even while performing cleaning duties throughout the day. You may check-in with family-teachers in other spaces to see if they are comfortable keeping an eye out for your plus one in their area for short periods of time. Family-teachers and teachers may direct your Plus One back to you in order to more effectively meet the needs of enrolled children.

- The Plus One Benefit rate is an additional \$15 per month for each enrolled day that you would like to have the option of bringing a plus one when you are scheduled to work in the classroom. For instance, if your child is enrolled three days per week, the plus one benefit would be an additional \$45/month. Keep in mind that the administrator works to accommodate all scheduling requests, and families may be scheduled for any co-op day that their child is enrolled.
- The cost of utilizing the plus one benefit is included in a family’s scholarship award and will be reduced at the same percentage as their tuition payment.
- A limited number of spaces are available for plus one families in order to maintain our child/adult classroom ratios. Families may request to add or expand their plus one benefit through written notice to the director. Requests are subject to space availability and board approval.
- A family may drop or decrease their plus one benefit at any time. Tuition for the following month will be decreased accordingly, but partial months will not be prorated, nor tuition deposits adjusted.

Tuition

Tuition for the 2023-2024 school year is based on a sliding scale. A child’s tuition is calculated during enrollment based on family income and days enrolled. Families sign a tuition agreement agreeing to pay this rate.

Tier	Mon., Wed., Thurs.	Tues., Fri.
1	\$96.875	\$108.5
2	\$106.25	\$119
3	\$115.625	\$129.5
4	\$125	\$140
5	\$134.375	\$150.5
6	\$143.75	\$161

Tuition is due on the first day of each month. Tuition will be considered late after the 10th of each month. If the 10th falls on a weekend, tuition will be considered late on the next weekday.

One month's tuition is paid in advance as a deposit to hold a child's place in a class. This payment will be applied as the June tuition, and is not applicable to other months or refundable if

a family should withdraw, or reduce enrollment, at any point. The remaining nine **payments are due the 1st of each month, September–May.** If your family has two or more children enrolled, you pay full tuition for each child.

Tuition and other payments can be made online through your Jovial family portal, or by check or cash. E-Payments: To make an e-payment, use the blue “Make E-Payment” button in the upper right-hand corner of your Jovial family portal page. Two types of payments are accepted:

- ACH (direct bank transfer) (\$1.25 fee): For your first payment only, you will be instructed to verify your account before the transfer is complete - please do not forget to complete this step, or the payment will not be completed.
- Credit Card (\$.30+3.4% fee applies): If paying by card, please consider checking “yes” on the “donate cost of processing your payment” box. The fee amount will be shown on the payment confirmation page before you submit payment.
- Check: Checks should be made payable to KSCP and left in the tuition payment box in the snack room at school (please notify the treasurer), or sent to: Treasurer, c/o KSCP, Box 22201, Seattle, WA 98122. If paying by check, it is advisable to set-up an automatic bill payment for tuition with your bank to avoid late fees. Please include the name of your child(ren) on the memo line.
- Cash: Cash can be deposited in the tuition payment box in the snack room at school (please notify the treasurer). All cash payments must be accompanied by a cash payment receipt including details and amount paid.

Each family should receive their specific tuition agreement via email from the registrar (registrar@kscoop.org). Please review it and consider it a binding contract.

Scholarships

Scholarship applications are included in the registration documents on Jovial and are available to all families. Typically, KSCP offers scholarships **up to 50%** of the total annual tuition to families in need, although each scholarship award is ultimately at the discretion of the board. Scholarships granted depend on the school’s budget, financial reserve, and the number of families requesting assistance. Final scholarship decisions may not be made until the month prior to the start of school. Scholarships granted will stand for the entire school year. However, if a family receiving scholarship assistance has an enrollment change during the year that affects tuition, a scholarship adjustment must be granted by the board. If at any point during the school year your family needs scholarship assistance, a copy of the application is attached in the appendix. Completed applications can be submitted to the treasurer via the tuition box in the snack room (please notify the treasurer) or through Jovial. Scholarship questions can be sent to: registrar@kscoop.org

For registered plus one families the cost of utilizing the plus one benefit is included in a family’s scholarship award and will be reduced at the same percentage as their tuition payment. The full-pay preschool options (drop-off days) are not eligible for scholarship assistance.

Withdrawing from School

If your family is considering leaving the co-op, please talk with your teacher or a member of the co-op board. We would like to work to address your needs and help to accommodate your family differently, if needed. Remember that as a co-op, we depend on each other to fulfill family-teacher shifts and family jobs, so withdrawal can be difficult on the community. Therefore, if your family chooses to leave KSCP prior to the end of the school year, you must notify the director and treasurer, in writing, before the first day of the month in which you plan to withdraw. Regardless of the last day of attendance, the month's tuition is due in its entirety and you forfeit your tuition deposit.

For example, if you plan to withdraw at the end of January, notice must be given before January 1st and January tuition is due in its entirety. If notice is given in January, your withdrawal date will be considered the end of February and your family will be responsible for February tuition as well.

In addition to owing tuition, you are responsible for working any classroom shifts and cleaning shifts that may have been scheduled prior to your withdrawal notification.

Whew! You got to the end! Thank you for reading and thank you for being part of the King Street Community! We're looking forward to a great school year together!