



KIDS' CO-OP PRESCHOOL
playing to learn, learning through play

Parent Handbook

A Parent Cooperative Preschool Since 1982

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Welcome to Kids' Co-op!

We Are Happy to Welcome You to the Kids' Co-op Community!

Over thirty years ago, a small group of Las Vegas families had the dream of a different kind of preschool – a place where the gentle rhythms of a child's life are honored, where learning and play go hand in hand, and where families and teachers work together for the good of every child...

We are a parent cooperative school, operated and governed by our member families. We are located at 4316 North Decatur in Las Vegas, Nevada and are the only parent cooperative in our city and state. For over twenty years the Co-op leased classroom space from various churches in the Las Vegas area until it purchased the property in 2003 at which it now resides.

Kids' Co-op was established as a preschool in 1982 with a grant received from the Junior League of Las Vegas. The Clark County Parent Cooperative, Inc., doing business as Kids' Co-op, incorporated in 1983. Our preschool and program is licensed through the state of Nevada and the Clark County Health District. Kids' Co-op is a non-profit 501(c) (3) organization.

This handbook is offered as a comprehensive guide to the Co-op's program. Please use it to become familiar with our methods of operation and educational philosophies and keep it available throughout the year for easy reference.

A cooperative school functions only as well as its members. Your desire to be an involved family was made evident when you chose to enroll your child(ren) at Kids' Co-op. We look forward to working together with you to provide the best educational experience and developmental environment for our children. We wish you and your child(ren) a happy and productive year!

MISSION STATEMENT

The mission of the Kids' Co-op is to create a quality early childhood learning environment for Las Vegas families. We focus on the use of child-centered, play-based, developmentally appropriate practices to create a safe and nurturing place for children to learn. As a parent cooperative, our emphasis on parent education and family involvement make Kids' Co-op a place where parents and children learn and find a supportive community.

A PLACE FOR CHILDREN

Co-operate v. to act jointly with others; to unite for a common effort.

Our program is designed for children between the ages of 2 and 5. It is run by the parents/guardians who work together on a daily basis under the guidance of our teachers to offer an enriching learning experience.

A PLACE FOR PARENTS AND GUARDIANS

Co-operation n. joint action; a union of persons for the same ends; collective effort in business or industry.

Children are not the only ones who grow and learn at Kids' Co-op. Participating parents/guardians have the opportunity to work directly with the children alongside our experienced teachers. Central to our philosophy of early childhood education, and overwhelmingly supported by current research, is the belief that parental education and involvement play crucial roles in assuring a child's success, both in school and in life. Parents bring a unique understanding of their children to the classroom, and with this knowledge, teachers and parents can work together to create learning experience that meet the needs of each child.

THE END RESULT

Co-operative adj. working jointly for the same end.

We provide children with first-hand experience in art, music and movement, manipulatives, science and nature. They have the opportunity to make social contacts, to work as a group, individually and to cooperate. Your child will learn to form caring relationships with other children and adults. They will also learn to communicate their needs and feelings in appropriate ways. We believe that through this positive first experience, your child will learn to love school.

What is a Co-op?

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

Values Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity. In the tradition of their founders, cooperative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

WE BELIEVE that children need to Learn to Play and Play to Learn. Play meets the needs of the whole child. Child guided learning experiences, individualized learning, and developmentally appropriate learning are key to learning through play. Along with teaching specific academic skills, a play-based approach helps children “learn how to learn”. Through exploration, experimentation and play, children develop a concrete understanding of the world, which is the crucial foundation for all higher learning.

WE BELIEVE in a child-centered curriculum. We strive to balance teacher- directed and child-initiated learning with a focus on experience-based learning (learning by doing) and emergent curriculum (building on children’s strengths and interests). The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children are all designed to accomplish the goals of our curriculum and give your child a successful start in school. It is our goal to help children become creative, independent learners who grow in both self-esteem and self-control.

WE BELIEVE that early childhood education should meet the needs of the Whole Child. Our curriculum identifies goals in all four main developmental domains: social, emotional, physical, and cognitive. The acquisition of positive social skills is emphasized at Kids’ Co-op.

WE BELIEVE that teachers and parents work together to assess children’s strengths and needs. When a developmental delay is suspected, the teacher will advise the parent at the earliest possible time and make recommendations for intervention, support, and/or recommend an in-depth developmental evaluation conducted by a trained professional.

WE BELIEVE in family connection and education. At the Kids’ Co-op, each member is actively involved by volunteering in the classroom, sharing in the business operations of the school, and by participating in ongoing education to ensure their child’s emotional, social, and educational success.

WE BELIEVE in cooperation. At Kids’ Co-op, children, parents, and teachers grow and learn together.

PRINCIPLES

The cooperative principles are guidelines by which co-operatives put their values into practice.

1st Principle: Voluntary & Open Membership

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

2nd Principle: Democratic Member Control

Co-operatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives, members have equal voting rights (one member, one vote) and co-operatives at other levels are organized in a democratic manner.

3rd Principle: Member Economic Participation

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

4th Principle: Autonomy & Independence

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

5th Principle: Educating, Training, & Information

Co-operatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

6th Principle: Cooperation among Co-operatives

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

7th Principle: Concern for Community

While focusing on member needs, co-operatives work for the sustainable development of their communities through policies accepted by their members.

ENROLLMENT AND REGISTRATION

PRESCHOOL PROGRAM

Our preschool program offers a play-based curriculum designed to promote the growth of each child, individually, in all spheres of development. The program is open to children aged 2 through pre-K. Rather than teaching specific academic skills, a play-based approach helps children “learn how to learn.” Through exploration, experimentation and play, children develop a concrete understanding of the world, which is the crucial foundation for all higher learning. The acquisition of positive social skills is also emphasized at Kids’ Co-op. It is our goal to help children become creative, independent learners who grow in both self-esteem and self-control.

SAMPLE SCHEDULE

9:00 – 10:10 Child Directed Play & Art Exploration
10:10 – 10:15 Clean Up
10:15 – 10:20 Music & Movement
10:20 – 10:30 Gathering Time
10:30 – 10:45 Snack
10:45 – 11:15 Outside Child Directed Play
11:15 – 11:25 Clean Up
11:25 – 11:55 Small Group Activities – Explorations
11:55 – 12:00 Good Bye Gathering

ADMISSIONS

Children are admitted regardless of race, creed, color, sex, national origin, religion, or disability. Children will be placed in classes according to age. A child must be at least the age of the class they are registering for by September 30 of the same year. For example, a child who is three years old in the summer and whose next birthday is in November would register for the three-year-old class. When the child turns 4 in November, they will remain in the three-year-old class for the rest of the school year.

RATIOS

Class	Students	Adults	Ratio
2s	9	3	3:1
3s	10	3	4:1
4s	12	3	4:1

The two-year-old class will have a 3 to 1 child to adult ratio. The three and four year old classes will have a 4 to 1 child to adult ratio.

SENIORITY

Classes are filled based on seniority. Seniority is based on the date of the original enrollment application the first time the family enrolled. Returning families must fulfill of all cooperative school requirements each year to maintain seniority.

WAIT LIST

Once classes are filled, a new family may opt to pay the waiting list fee and the child's name will be placed on the waiting list which is maintained by the office. Upon payment of the wait list fee, the child's name will remain on the waitlist for 12 consecutive months. As vacancies occur during the year, they will be filled from the waiting list until or from new registrations according to the above procedures. If after the in-house and alumni registration period, space is available, then the family of the child on the waitlist will be contacted. If a waitlist family chooses not to take the vacancy, the child's will be moved to the bottom of the waitlist.

MULTIPLE STUDENTS

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

SPECIAL NEEDS

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

REGISTRATION

*For registration purposes, "Alumni" are defined as previous members enrolling only new students. Within each group, students will be placed in order of family seniority

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

Registration will be filled in the following order:

1. Children of current staff members
2. Currently enrolled students
3. Siblings of currently enrolled returning students
4. Children of alumni families
5. Children on the waitlist
6. Open registration to the public.

*All families are placed on the waitlist and in classes based on a first come, first served basis. Seniority will be forfeited if registration and class placement requests are not submitted during the in-house registration period.

*In the case where there are more children wanting to enroll in a particular class than there are spaces available, an opening will go first to children of current staff, then to the member with the most seniority based on their family's original registration date.

ALUMNI BREAK

In the case of alumni with a break in attendance, their original family registration date will be modified as follows:

*For a one year break in attendance, there will be no change in their family registration date.

*If more than one year passes between attendance dates, one year will be added to their family registration date for each year they are gone.

*If a family drops midyear, one year will be added to their family registration date.

*Families may take a "leave of absence" for medical reasons or if they temporarily move out of state. In this case, their seniority will follow the alumni with a break in attendance rule.

Placement of children repeating a class will be made at the discretion of the Director.

MEDICAL LEAVE OF ABSENCE

A family requesting a medical leave of absence for their child must provide a written request to the board, which must include documentation of a directive and justification from medical providers that the child will be unable to attend school for the requested period of time. The family may be required to fulfill some or all member obligations for the duration of their leave of absence to maintain their status as current members in good standing. These obligations may include, but are not limited to: full or partial payment of tuition, fulfillment of classroom participation and committee position requirements, fulfillment of fundraising requirements, completion of set-up week duties and weekend cleanings, and attendance at orientation and all business meetings.

A leave of absence will only be considered for a period of less than one full school year (September to May). The family will be allowed to register for the following school year under current member status contingent on fulfillment of all agreed upon obligations. Families who do not fulfill the agreed upon obligations will forfeit their current member status and will be allowed to register as alumni. In this case, seniority will follow the alumni with a break in attendance rule.

For a medical leave of absence of one full school year (September to May) or longer, the family will be asked to withdraw from the school and will be allowed to register for future school years as alumni. In this case, seniority will follow the alumni with a break in attendance rule.

ENROLLMENT FORMS AND REQUIREMENTS

Before any child can attend classes at Kids' Co-op the following forms must be on file:

Kids' Co-op registration/enrollment form

Emergency information form

Background Check form

Doctor's form to include immunization record

TB test results

A copy of the child's birth certificate from the county where the birth took place

Member financial obligation page

Parent awareness checklist

Publicity Release

Permission to Release Information and Medical Release

Other Forms as Needed

Nevada State law requires Kids' Co-op to keep a copy of your child's immunization record. A doctor or registered nurse must sign it before we can allow your child to attend classes. If your child's immunizations are not up to date, you may submit a written plan signed by a doctor or nurse as to how you will get up to date. Religious belief exemptions and medical exemptions are accepted in lieu of immunization records with notification in writing to the Kids' Co-op Board of Directors.

WITHDRAWAL

Withdrawals must be given in writing with two week notice of the withdrawal date. Tuition can be refunded after the withdrawal date. Registration, Building Fund, Wait List, Background Check and Key Fob fees cannot be refunded and supplies cannot be returned.

TUITION AND FEES

A non-refundable registration fee is due from each enrolling family each year. These fees must be paid before your child can be assigned to a class. Registration fees are determined each year and are set forth on the registration form. Non-refundable building fund fees are due from each enrolling family each year. Once paid, these fees cannot be refunded or prorated if a family decides to withdraw from the school.

Tuition is determined each year by the governing Board based on expenses and enrollment and is due on the first day of each month for the following month's classes. Tuition is considered late after the fifteenth (15th) day of the month and a late fee will be assessed. Full tuition is due each month and is not affected by holidays, vacations, breaks, illnesses, or absences. Children will not be allowed to attend class if tuition has not been paid by the 30th day of the preceding month. If a family's circumstances change and they experience financial hardship, they should approach the Board of Directors (BOD) right away to see if a solution can be worked out. Decisions will be made within 30 days.

MISCELLANEOUS FEES

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

FINANCIAL OBLIGATION AND COMMITMENT

Each year a revised Financial Obligation and Commitment sheet will be provided that states the financial guidelines and penalties in use by Kids' Co-op. The sheet will contain billing and collection procedures and the year's current fee assessments. A signed copy by each member will be kept on file.

Delinquent accounts will be reviewed by the Executive Board of Directors and handled in accordance with the by-laws of Kids' Co-op. A returned check fee will be assessed for any returned check fees.

LUNCH BUNCH

Lunch Bunch is an after school program that is offered on selected days determined yearly by school staff and board. Lunch Bunch offers an opportunity for children from each class to socialize and eat lunch together. Members purchase a pre-paid Lunch Bunch card from the office. At drop off in the morning, parents will indicate on the class sign in sheet if their child is staying for Lunch Bunch that day. If your child is on the big yard during this time period you will be charged a lunch bunch fee. Each parent is responsible for providing a healthy, prepared lunch for their child(ren).

A LUNCH MAY NOT CONSIST OF ANY NUT PRODUCTS.

LUNCH BUNCH DISMISSAL

All students will be dismissed from Lunch Bunch at 1:00pm at the south gate. Any parent who arrives to pick up their child more than 5 minutes late from Lunch Bunch will be assessed a late fee of \$10. An additional \$1 per each additional minute will be assessed after 10 minutes.

LUNCH BUNCH CANCELLATION

If Lunch Bunch must be cancelled due to extreme cold, high winds or thunderstorms, an email will be sent out no later than 8:00am that day.

ARRIVAL PROCEDURES

Non-Working Parents

Start time for all morning Preschool classes is **9:00am**. If you are not working in the classroom, please do not bring children prior to the start of class. Please enter through the south gate (2s and 3s) or north gate (3/4s and 4s) and walk your child into the classroom and complete the sign-in sheet (please be sure to include a phone number in case you need to be reached). Please also direct your child to put his belongings in the appropriate place. If you have matters to discuss with other parents, please adjourn to an area outside the classroom. All non-working parents and siblings are requested to be out of the classroom no later than 9:15am.

Working Parents

Each day that you are scheduled to work in the classroom, you must arrive to start work at 8:45am. If you have more than one child to get signed in, it is a good idea to arrive around 8:40am so that you will be able to complete your set-up duties by 8:55 and deliver your children to their respective classrooms at that time. If you arrive after your start time, the other working parent will automatically do your setup duties. You will then be required to do the entire end of day clean-up/duties for both snack and art parent. For complete information and procedures for working parents, please refer to the Member Requirement section in this handbook.

DEPARTURE PROCEDURES

NON-WORKING PARENTS

Children are to be picked up promptly at their designated dismissal times and locations:

2's class	11:45AM	South Gate
3's class	12:00PM	South Gate
4's class	12:15PM	North Gate

Upon dismissal, complete the sign out sheet, pick up artwork, and give your child a chance to say good-bye.

Any parent who arrives to pick up their child more than 5 minutes after dismissal time will find their child automatically placed in the Lunch Bunch program for the day and will be charged the daily fee for Lunch Bunch. Children will not be released to anyone other than the parents or those listed on the information form, unless prior arrangements have been made with the child's teacher. Proper identification will be required.

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

WORKING PARENTS

Working parents should plan to depart approximately 30 minutes after class ends to give the staff quiet time complete their prep. For families new to the Co-op, cleaning procedures after class may initially require 45 minutes to an hour. Please plan accordingly. For complete information and procedures for working parents, please refer to the Member Requirement section later in this handbook.

CLASSROOM PARTICIPATION GUIDELINES

Parents are required to participate in their child's classroom. Either parent may participate. Individuals who work in the classroom more than twice a year must fulfill the requirements otherwise mandated for the parents (TB test, Background Check Release Form, Love and Logic® Class, etc.) Twice a year, the working member/family may have a guest work in their place within the classroom. Families who are unable to work their scheduled shift on a regular basis may either designate a representative on their own to work on their behalf in the classroom (grandparents, aunts, uncles, or any family member or close friend over the age of 18) or may opt to buy out of this commitment before paying first tuition. Once a family has committed to the buyout, monthly payments may be paid with tuition. Families must apply for this buy out and are still required to work 2 shifts per school year. Final decisions on working parent buyout are made by the current BOD.

Scheduling of parent shifts is done on a rotating basis by the class coordinator. Two parents are scheduled in each class each day. Schedules are flexible and can be made to accommodate other activities and/or responsibilities by communicating with the class coordinator.

WORKING PARENTS

Your role as a working parent in the classroom is to participate with your child and their classmates. Please refrain from using cellular phones in any way while on duty, with the exception of emergencies. Working parents are encouraged to wear clothing and shoes conducive to assisting the teacher and playing with the children. Inappropriate clothing and appearance are disruptive to the school program.

Your class coordinator is responsible for scheduling working parents and distributing a schedule calendar. If you know ahead of time that you cannot work on a certain day, be sure to contact your class coordinator prior to the business meeting so the coordinator may adjust the schedule accordingly. Once the schedule is posted, you are responsible for that shift. If necessary, you may switch with another parent or arrange for a substitute to work in the classroom for you. If it is less than 24 hours prior to your shift, you must contact all class members prior to calling individuals on the sub list. If your shift is not covered by 7:00am that morning, a phone call to the school is required to discuss a plan for the day. Texting or emailing for a sub is not considered sufficient for last minute substitution.

The duties for parents working in the classroom include, but are not limited to those outlined below:

Art Parent: Assist teachers with preparation of the daily art project. Put out paint jars and brushes at the art easels. Assist teachers and children with the art project during child-directed play. Assist other art parents with clean up. Make sure glue or paper scraps are picked up from the tables and floor. Pick up paint brushes and paints from easel area. Retrieve art projects and set them out to go home at the end of class. Make sure all art supplies have been cleaned and put away. Additional duties are listed in the classroom.

Snack Parent: Provide a nutritional snack to all students and adults in the class that day according to the teacher's schedule and guidelines. We are a nut free campus, please do not bring any nut products or butters for snack. Clean and prepare table for snack (i.e., napkins, cups, and snack). Serve the snack and then clean up tables and wipe chairs. Take home any leftover snack. Place any lunch bunch lunches in the fridge. Additional duties are listed in the classroom.

Working parents from **ALL** classes are responsible to help with the clean-up of outside toys.

Your list of duties is posted in the classroom and the teacher will guide you through the day. Working parents are required to start work 15 minutes before class. Since parking in front of the school is limited, please park at Walgreens. If you have more than one child to get signed in, or if you need some extra time, plan to arrive 20 minutes before class so you will be able to complete your set-up duties 5 minutes before the start of class and deliver your children to their respective classrooms. Please do not arrive any earlier than 20 minutes before class, as the teachers use the morning time for meetings and/or lesson plan review. Please do not disrupt this “teacher time.”

Parents must refrain from bringing non-enrolled children to school on the days you are scheduled to participate in the class. If you arrive after 8:45am, the other working parent will automatically do your setup duties. You will then be required to do the entire end of day clean-up/duties for both snack and art parent.

You will be scheduled by your coordinator as either Art Parent or Snack Parent. A Parent Duties checklist is posted in each classroom to assist you with the details of the job you are scheduled to perform for any given day.

END OF DAY PROCEDURES

Working parents should plan to depart around 30 minutes after class ends. Please do not begin cleaning until after the children leave. Each classroom has their own cleaning supply box with items needed for daily cleaning. Mops, buckets, vacuums and supply refills are located in the cleaning closet, just outside the 4's room 1 on the playground. As a Working Parent, you are responsible for supervising your own child while you are cleaning. Your child must stay with you, or you can enlist another parent to watch your child while you are cleaning. Some parents like to enroll their children in Lunch Bunch (for \$5) on days they work.

WORKING PARENT SUBSTITUTES

If you are unable to work in your child's classroom on your scheduled day (for example, if you or your child are sick), please call other parents in your class to see if they can fill in or trade days with you. Be sure to tell the class coordinator that you have arranged to have another parent work for you. Parent substitutes are also sometimes available for a fee if you are unable to attend school on your scheduled work day. Substitute fees are due immediately to the parent subbing for you, but must be paid no later than the first day of the month following the substituted work day. If you make arrangements to have a substitute work for you, please contact your class coordinator and inform them of who will be substituting for you prior to the scheduled work day.

If you fail to participate on a scheduled work day and make no arrangements for a substitute to take your place in the classroom, you will be assessed a fee. Please refer to Fee Schedule for the amount.

If you have exhausted all possibilities (i.e. Contacting your entire class plus the sub list) of arranging for a substitute and are unable to find one due to unavoidable circumstances, notify your class coordinator.

You will still be required to pay the sub fee. Failure to do so will result in being assessed a working parent no show fee.

If you are scheduled as snack parent and require a substitute, you must provide the snack and deliver it either to the substitute parent or the school. If this is not possible, an additional fee of \$15.00 must be paid in accordance with the substitute payment policy.

If you are a substitute parent and have not been paid by the person you are subbing for, you may complete a Sub Slip, (available in the office) and place it in the mailbox of the other member. If you still do not receive payment, please communicate with your classroom coordinator about the situation.

GUEST WORKING PARENTS

Twice a year, members may have a guest family member work in their place within the classroom. Individuals who work in the classroom more than twice a year, must fulfill the requirements otherwise mandated for the parents (TB test, Background Check Release Form, Love and Logic® Class, etc.) Please give teachers advanced notice if you'd like to have a Guest Working Parent work in their place. Guest Working Parents must be at least 18 years old and be able to handle the physical demands of working in the classroom.

CELL PHONE POLICY

Cell phones and their hands-free devices are not to be used at any time during the working shift. This policy will allow parents to be present in the moment and to ensure that the children's play will not be interrupted. In case of emergency, working parents shall have all calls directed to the school's phone number and the office staff will relay the message. All phones must be silenced or turned off and stored during the working shift. Failure to comply with this policy may result in fines

If a parent would like to take photos or videos of a specific event, the Director must approve first. Teachers, staff, and the Photography/Videography committee person will be taking pictures and videos throughout the school year for portfolio, marketing, and annual video purposes.

Parents are welcome to take photos with their cameras or cell phone cameras at the following events:

Meet the Teacher, First day of school, Tea for Two, Last Day of School, and Summer Camp Potlucks.

Posting photos or video online is a liability for the school. Photos and videos taken on school grounds are not to be posted on the internet or social media. The Publicity Chair may post photos and videos on the school's official website, blog or Facebook page in accordance with parent preferences stated on the Publicity Release Form.

ASSESSMENTS

WHAT ARE ASSESSMENTS?

Assessment can be cumulative (a way to understand if children have mastered material) or formative (a way to understand what children know and what they need next). It includes a variety of methods such as observation, clinical interview (an extended dialogue in which the adult seeks to discern the child's concepts or strategies), examination of children's work, individual child assessments, and talking with families. Assessment of children's development and learning is essential for teachers and programs in order to plan, implement, and evaluate the effectiveness of the classroom experiences they provide. Assessment also is a tool for monitoring children's progress toward a program's desired goals. In developmentally appropriate practice, the experiences and the assessments are linked (the experiences are developing what is being assessed, and vice versa); both are aligned with the program's desired outcomes or goals for children. Assessment of young children's progress and achievements is ongoing, strategic, and purposeful. The results of assessment are used to inform the planning and implementing of experiences, to communicate with the child's family, and to evaluate and improve teachers' and the program's effectiveness.

Assessment focuses on children's progress toward goals that are developmentally and educationally significant. They will include results of teachers' observations of children, clinical interviews, collections of children's work samples, and their performance on authentic activities. Assessment looks not only at what children can do independently but also at what they can do with assistance from other children or adults. Therefore, teachers assess children as they participate in groups and other situations that are providing scaffolding. In addition to this assessment by teachers, input from families as well as children's own evaluations of their work are part of the program's overall assessment strategy.

KAYMBU

Kaymbu is an iPad based application that teachers use to capture the essence of your child's classroom experiences. Kaymbu is used to create a digital portfolio of your child's time at the Kids' Co-op. The use of a digital portfolio allows more frequent updates, allowing for a more continuous home-school connection. Teachers and parent volunteers will use the iPad, at the teacher's direction, to capture photos and videos of children's school experiences. Teachers use these photos to document growth and development, as well as to share special school moments with families. Families are able to access the app at their convenience to review and/or download photos and comments. At the end of the school year, Kaymbu offers the ability for families to purchase a digital or hardcover photo book with all or some of the photos. Other families have chosen to download all the pictures and create scrapbooks or digital books themselves. Media captured via the Kaymbu app is treated as ultra-secure data and is never shared with anyone outside of our school communication and classrooms.

As a parent, you will receive weekly updates from your teacher, which may include photos, videos, or messages. These are customized to your child, so you only receive information directly relevant to you and your family. Updates are currently pushed directly to your email or phone number, but Kaymbu is developing an app that should be available the beginning part of the year.

HEALTH AND SAFETY

Kids' Co-op is a nut free school. Do not bring any nuts or nut butter products to school.

Please notify the teacher if your child has any food allergies. While staff and members alike try to adhere to a particular child's allergies, food allergies can be life-threatening. Therefore, if your child does have a food allergy, the parent will be asked to sign a waiver stating that it is the parent's responsibility to check the snack at the beginning of each school day. If a parent does not feel comfortable with the choice of snack for that day due to potential allergic reaction, the parent must provide an alternative snack for their child on that day.

Snacks are served mid-morning. Snack time will provide opportunities for socialization, making choices and exercising independence, problem solving and concept development. Snacks should be healthy, nutritious and low in sugar and no trans-fat. There should be one fresh food (e.g. fruit and/or vegetables). When purchasing snack, please provide at least two choices (e.g. whole grain crackers and cheese). Please exclude food items that need cutting, and slicing, per Clark County Health Code. However, you may choose snacks that require refrigeration. All food items must be commercially pre-packaged and sealed prior to snack time.

HEALTHY SNACK LIST

FRUIT

Apples - small whole or sliced
Apple Sauce
Apricots-fresh or dried
Bananas
Blueberries
Cantaloupe
Mango
Nectarines
Oranges
Cranberries-fresh or dried
Figs
Cherries
Grapefruit
Grapes
Honeydew Melon
Kiwi
Mandarin
Strawberries
Raspberries
Raisins

Pears
Peaches
Pineapple
Plum
Star Fruit
Tangerine
Watermelon

DAIRY

A good source of calcium for strong bones, but often high in saturated fat. Choose low-fat or fat-free options.
Cheese (Cubed or Sliced)
String Cheese
Cheese Sticks Cottage Cheese
Yogurt (low-sugar flavors or plain and mix in fresh fruit or low-fat cereal

ADDITIONAL CHOICES

Cereal (whole grain)
Cereal Bars
English Muffin (Whole Wheat)
Granola

SPREADS AND DIPS

Hummus
Cream Cheese
Sunflower Butter
Ranch
Pretzels
Jelly
Pita (Whole Wheat)

VEGETABLES

Broccoli Crowns
Carrots Sticks
Baby Carrots
Cauliflower
String Beans
Tomatoes

TIPS

As children are acquiring new cognitive skills, their sensory perception will often take a back seat. This is when “picky” eating often starts.

Children need to experience food with all their senses before they decide to try it. As a general rule, a new food must be offered at least 10 different times, in 10 different ways before you should eliminate it from their menu.

GENERAL CLEANLINESS

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

DRESS

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

CHANGE OF CLOTHING

It is very important that each child have a complete change of clothing at school. This is not just for bathroom accidents. Children paint, play in water, get in mud and may get their clothing wet or dirty in many ways. Please bring underpants, pants, socks and shirt for each child in a backpack every day. If your child is not toilet trained, diapers and wipes must be sent along as well.

LOST and FOUND

Items in the Lost and Found Bin will be removed on the 4th Friday of every month. Bin is located in the front hallway. Please check the bin regularly.

SMOKING AND ALCOHOL POLICY

There is no smoking of tobacco or drinking of alcohol permitted on school grounds. For more information, see http://www.leg.state.nv.us/73rd/bills/AB/AB118_EN.pdf

EMERGENCY PROCEDURES

Our teachers are trained in emergency procedures through licensing requirements and annual in-service first aid training. The child’s parent, guardian or authorized person shall be notified immediately in the event of a serious accident or illness requiring emergency care. We conduct monthly fire drills and discuss safety issues on an ongoing basis. See Emergency Procedures Section in this Handbook for more information.

SUPERVISION OF ILL/INJURED CHILDREN

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

ABUSE AND NEGLECT REPORTING PROCEDURE

The Director and staff of Kids' Co-op are required by law (NRS 432B.220) to report suspected child abuse/neglect in child's home, facility or elsewhere to a reporting agency, such as Child Abuse Hotline (399-0081) or Child Protective Services. Failure to report is a misdemeanor per NRS 432B.240. Staff is trained in reporting requirements.

CPR AND FIRST AID

Staff members of Kids' Co-op are trained in CPR and First Aid. Certifications are located in their employee files.

CONCERNS

If you have any questions concerning your child or the program, please feel free to discuss them with your child's teacher. However, please do not do so in the presence of your child. We want the best possible program for your child and welcome your suggestions and assistance.

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

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

Members have the right to an expectation of confidentiality concerning their children. Federal Education Right to Privacy Act (FERPA) protects the identity of all children in the educational system. Employees, teachers, and members of the Co-Op are not permitted to provide any information regarding any child enrolled in the school to anyone other than the parent or legal guardian unless the parent or legal guardian of the child grants specific written permission.

Parents having concerns about a child should address those concerns to the Director

DISCLOSURE OF INFORMATION

Nevada Licensing, the Clark County Health Department, the Las Vegas Police Department, Co-op teachers and Board Members all have access to your child's file. Any of these parties may access student files to ensure that Kids' Co-op is in compliance with the requirements as set forth by each of the above listed organizations.

DISCIPLINE

Our philosophy and purpose encompass compassionate supportive interaction with our children. Corporal punishment is not an accepted method of dealing with young children's behavior. Children will not be hit, slapped, spanked or verbally abused in any manner while attending this school, on school grounds (to include the parking lot) and within any vehicle within the parking lot. Rather, we use positive reinforcement techniques.

While our school teachers respect the right of every parent to discipline his or her own child in their own way (except where child abuse or neglect is suspected), parents who participate in the school may not hit or use name calling at any child, including their own. At times, it is preferable to allow the teacher to suggest appropriate responses to a child's behavior.

The policies of our school regarding discipline do not mean that we permit inappropriate behavior. Instead, we wish to change behavior by modeling or redirection.

Some of these techniques include:

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

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

LIMITATION AND DISCIPLINE

1. Be positive! Try as much as possible to eliminate the words “no,” “don’t,” “can’t,” “quit,” “bad,” etc., from the vocabulary while in the classroom.
2. Tell children what they can do, not what they can’t do.
3. Unless a child is hurting himself, another child or toys and equipment, try as much as possible to ignore inappropriate behavior. Pay attention to children when they are behaving appropriately.

Example: You have asked the children to put away the toys, after reminding Jeff several times, he still isn’t helping. Name the children who are helping and be sure to recognize Jeff if he puts away even one toy. (After a while he will want to earn the praise by helping.)
 “Johnny is putting blocks away, and Suzy is cleaning the table.”

SAY	INSTEAD OF
“Chairs are for sitting.”	“Don’t sit on the table.”
“You may hit the pegs with the hammer.”	“Don’t hit the puzzle with the hammer.”
“It hurts Pete when you hit him. Tell him if he is doing something you don’t like.”	“Quit hitting Pete.”
“You may play with the clay on the table.” “You may throw the bean bags inside or we will find you a ball to throw when we go outside.”	“Don’t throw the clay.”
“We use inside voices when we are inside. You may yell when we go outside.”	“Be quiet.”
“You may go back to the sandbox when you are ready to play without throwing sand.”	“Don’t throw the sand.”
“You can join us when you have calmed down.”	“Stop screaming.”

4. Try to help the child who is being disciplined understand that you are addressing the behavior and you do not like what he is doing, but that you still like him as a child.
5. If a child hurts another child ask him if he would like to tell the other child that he is sorry. However, do not force a child to say he is sorry. When he is not, nothing will be gained by saying he is. You can model that you are sorry, “I’m sorry Billy hit you.”

6. Let one adult handle a situation to the finish whenever possible. Do not “gang up” on a child. If you want the teacher’s assistance, however, always feel free to ask.
7. Once a child has been disciplined, do not continue to try to make him feel guilty. When it is over, let it drop.
8. Never hit or spank a child! This includes the own, not even in the parking lot. There may be times that an angry child needs to be restrained, but try to do it in a calm fashion, or let the teacher do it.
9. Do not feel responsible for disciplining your own child while he is at school. Allow the adults who are supervising his area to guide him if necessary. (Try to treat him as you would any other child.)
10. When you become irritated and upset, the children usually get worse, not better. If you find yourself getting angry, count to 10 or leave the area temporarily.
11. Try to anticipate problems rather than waiting for them to happen. Often just moving close to a possible problem situation calms the children.
12. The few “hard and fast” rules we have are for the safety of the children and the equipment. They apply to all children at all times and are to be consistently enforced.
13. When you see a child behaving inappropriately tell him what he is doing wrong, explain to him the consequences if he continues, and then follow through if he continues the behavior.

Example: Johnny is throwing sand. Go to him and tell him, “Sand is not for throwing. You are welcome to play in the sandbox as long as the sand stays low.” If he continues to throw sand, tell him to go to another activity.
14. A common consequence used in the school is removal from a desired activity. Continued disobedience may require placing a child temporarily on the chair or bench, but this is usually not necessary.
15. Help a child to find an outlet for his hostility or anger. “You feel like hitting something, you may hit the pegs with the hammer.” “Tell Pete that you are angry with him.”
16. If a child sulks after some difficulty or after being disciplined, ignore it. You may suggest a new activity, but not in a manner of pacifying the child. If he refuses to join the activity, ignore the sulking it; do not enforce it with further attention.
17. Look for genuine opportunity for fun with, or appreciation of, a child you have had to discipline. It helps him learn to like himself again and to believe that you still like him.

THE LANGUAGE OF ENCOURAGEMENT

Phrases that communicate confidence:

- "Knowing you, I'm sure you'll do fine."
- "You'll make it."
- "I have confidence in the judgment."
- "You will figure it out."
- "Would you like to tell me about what you have done?"
- "That's a rough one, but I'm sure you will work it out."
- "What do you think?"
- "Keep trying; you can do it."
- "Just a little more and you'll have it!"

Phrases that focus on contributions, assets, and appreciation:

- "Thanks; that helped a lot."
- "It was thoughtful of you to _____."
- "Thanks, I really appreciate _____, because it makes the job easier."
- "I need the help on _____."
- "You have skill in _____. Would you do that for the family?"

Phrases that recognize effort and improvement:

- "It looks as if you really worked hard on that."
- "It looks as if you spent a lot of time thinking that through."
- "I see that you're moving along."
- "You're really improving in___." (Be specific)
- "I can see the effort that went into this."

Phrases that value the child as he or she is:

- "I'm glad you enjoy _____."
- "I like the way you handled that."
- "I'm glad you're pleased with _____."
- "It looks as if you enjoyed that."
- "How do you feel about that?"
- "You are very special."
- "I love you."
- "You're a neat kid, you know that?"
- "Since you're not satisfied, what do you think you can do so that you will be?"
- "I love you, its (specific behavior) I don't like."
- "I guess you made a mistake. What can you do about it?"

Phrases that stimulate independence:

- "How do you think we should do this?"
- "You can handle it."
- "You're getting able to take care of that yourself now."
- "Would you like to practice___?"
- "Would you like_____or_____?"

MEMBER PARTICIPATION GUIDELINES

MATERNITY/MEDICAL LEAVE POLICY

We offer a pregnancy and postpartum leave in which you would be excused from your classroom participation duties for 6 consecutive weeks and are excused from one business meeting. The 6 week maternity leave may begin up to 2 weeks prior to your due date. Upon written request, members may be given special consideration approved by the Board of Directors. Maternity leave must be scheduled with your class coordinator. Maternity leave does not excuse member from fulfillment of committee position duties and scheduled weekend cleaning, unless granted special consideration.

Upon written request, members may receive special consideration because of a medical condition and/or other extenuating circumstances approved by the Board of Directors. Requests must be in writing, and contain reason and estimated time of leave. Requests are reviewed by the Director and BOD. Medical leave does not excuse member from fulfillment of committee position duties, scheduled weekend cleaning, and business meeting attendance, unless granted special consideration.

BUSINESS MEETINGS

Co-operative members (one member per family) are required to attend all regularly scheduled monthly business meetings. Meetings are held on the second Monday of each month, unless it falls on a holiday. Please bring your handbook to each business meeting. No children, with the exception of nursing infants, will be allowed at business meetings.

In the event the member cannot attend the Business Meeting, you may elect to send a proxy/representative to the meeting. Members may only send a proxy to the Business meeting once during the school year. Members can only serve as a proxy one time per school year, and may not represent their family and another family at the same meeting. For special circumstances requiring a permanent proxy, member must request approval from the BOD.

If you are unable to attend, your class coordinator must be notified within 24 hours prior to the meeting. Missed business meetings will result in a penalty as outlined below:

Missed Meeting

1st missed meeting
2nd missed meeting
3rd missed meeting
4th missed meeting

Penalty

May be excused with prior notification to your coordinator
Perform a 3 hour cleaning shift OR pay the penalty of \$100
Perform a 3 hour cleaning shift AND pay the penalty of \$100
Must appear before BOD. May be subject to termination of enrollment

Attendance is taken at the beginning of the Teacher Break Out, General Business Meeting and Committee Break Out. Member must be present at time of attendance or will be considered absent.

ORIENTATION

All members are required to attend annual orientation held in August before the start of school. One (or both) parents must attend this mandatory meeting. If you cannot attend the orientation on its original date you must pay the \$20 fee to attend the make-up orientation held in the evening during the first few weeks of school. No proxies or representatives are permitted.

FUNDRAISING AND SCHOOL PROJECTS

Kids' Co-op is a non-profit organization. We strive to keep tuition at a reasonable rate. Tuition only covers our teacher salaries and some daily operating expenses, if all classes are at capacity. In order to provide the school with educational materials, supplies and equipment, and other daily operating expenses, the funds must come from other sources.

Fundraising events have been extremely successful in the past because of parents like you, who care about the school and want to provide the best for their children. It is necessary for each and every one of us to take on our share of the work and only in this way can we reap the rewards of our labors. This enables us to maintain a quality early childhood program for our children that will set the stage for a lifetime of learning.

Fundraisers are considered and scheduled throughout each year on an as-needed basis. Factors such as enrollment, expenses and tuition are all considered when deciding which fundraisers are needed and when.

Information on events will be provided well in advance of the events.

Kids' Co-op does not sponsor or endorse its Members' personal businesses. Members are welcome to pay to advertise their businesses in the Co-op's publications or sponsor fundraising events.

PARENT EDUCATION

New members are required to attend "Love and Logic® Early Childhood Parenting Made Fun!™ Creating Happy Families and Responsible Kids." This is a 5-week parent training program designed by Love and Logic®

Times and location TBD. This program requires an additional fee and must be taken & completed the first semester your child is enrolled in Kids' Co-op.

Attendance is not optional. This parent training program must be satisfactorily completed to maintain membership at Kids' Co-op. Upon completion, a copy of your Certificate of Completion will be placed in your file. If for some reason, a parent cannot attend either session being offered at Kids' Co-op, there is an online class available, with pre-approval.

As with business meetings, there are no children allowed (except nursing infants). This is a necessity in order to comply with licensing codes. In addition, numerous continuing education opportunities will be incorporated in our business meetings for parents that have already completed the classes. Opportunities within the community will be publicized throughout the year.

SCHOOL SET-UP

In August, four days are set aside for organizing and cleaning the school in preparation for the new school year. Each family is required to fulfill a three hour shift for set-up or pay a fine.

WEEKEND CLEANING

Twice a month the school must be thoroughly cleaned by the membership. This is a requirement of membership and is done not only for our children's' health and safety, but also due to licensing and health department requirements.

Each month, four families are appointed to complete the cleaning on two designated weekends. Each family will be required to clean a minimum of one time for each child enrolled in the program. The cleaning schedule is completed prior to the beginning of each school year and a copy is distributed to each member. A list of duties to be completed during the cleaning and the needed cleaning supplies are provided at the school. Board members are exempt from weekend cleanings.

If you are unable to clean on your appointed day(s), you must arrange to switch with another member or buy-out of this requirement. In either case, you must notify the Cleaning Scheduler as soon as possible.

If you decide to buy-out of this requirement, a buy-out fee previously decided by the Board will apply and must be paid prior to your scheduled cleaning date. Please submit the required fee in cash, in a sealed envelope marked "cleaning buy-out." Also include your name and your appointed cleaning date. The sealed envelope must be put in the secured tuition box so that your fee can be given directly to a substitute member who may opt to do the cleaning for this fee. If you or a family member is interested in cleaning the school for this fee and would like to be added the cleaning substitution list, please contact the committee chairperson in charge of scheduling.

If there are open weekend cleaning spots toward the end of the year, the Cleaning Scheduler will hold a random lottery at the March business meeting. Members whose names are drawn will be assigned one additional weekend cleaning shift. These lottery cleaning shifts will be excused in the order that they were drawn in the event that a new family enrolls, or if a member is assigned a cleaning shift as a disciplinary action.

MEMBER NOTIFICATION

A written "Member Notification," will provide immediate notice to members for the following:

- Missed Business Meeting
- Missed Board Meeting
- Late Tuition and/or Fees
- Not working when scheduled to do so and not securing a substitute to cover you.
- Not fulfilling your committee or Board position and tasks required.
- Excessive Tardiness when scheduled to work in class.
- Not fulfilling any other Member Requirement.

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

GRIEVANCE PROCEDURES

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

- Settle the matter informally. The Kids' Co-op strongly urges members and staff to attempt to resolve any grievances amicably, informally, and privately. Please attempt to do this off school property and outside of school hours.
- Conversations between members and Staff/Board: if a staff or BOD member is having a conversation with a member about a sensitive or emotional topic, they can request for support from another member of staff or BOD
- Request the assistance of the Ombudsman. The Ombudsman is a Co-op Alumni who assists member families and staff in resolving conflicts. The Ombudsman is a position appointed by the Board. The Ombudsman acts as the liaison between the Board and the general membership. S/he is responsible for representing and resolving all concerns, complaints and suggestions from members or others. The Ombudsman will attend Board meetings on an as needed basis to resolve issues that may be elevated to the Board. In the event that the grievance cannot be satisfactorily resolved informally with the concerned party, the member may submit his grievance in written form to the Ombudsman. The Ombudsman will attempt to address the concern with the affected parties and submit a written response in a timely manner to the submitter(s).
- Bring a grievance to the Board. In the event that the grievance cannot be satisfactorily resolved, the matter will be brought to the Board for discussion and resolution. The Ombudsman will be required to attend the next scheduled board meeting and bring the grievance before the Board. The Ombudsman is required to keep the submitter(s) name confidential. Upon discussion and direction from the Board, the Ombudsman will submit a written response in a timely manner to the submitter(s).

The opinions and views expressed at or through above reading material are the opinions of the designated authors and do not reflect the opinions or views of The Kids' Co-op.

The Kids' Cooperative By-Laws and Handbook are available at www.kidscoop.org or in the main office.

KIDS' CO-OP COMMITTEE POSITIONS

All members are required to hold a Board of Director position OR serve on the Fundraising, Facilities, or Teacher Support Committees each year. The Board of Directors will make every effort to ensure that each family receives its first preference. Committee positions are filled based on seniority, with the exception of Class Coordinators, Inventory and Purchasing, Grant Writer and Bookkeeper which are board appointed positions. In the event there are multiple requests for board appointed positions, class vote may be utilized. If you enroll midyear, the Vice President of Personnel will contact you for Committee placement. Specific direction will be given by the Director, Teachers, Board of Directors, or Committee Chairs.

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

One missed Committee/Board duty will result in a written warning and the completion of the duty, the 2nd time a duty is missed it will result in a \$100 fine or weekend cleaning shift, the 3rd time a duty is missed it will result in a \$100 fine AND a weekend cleaning shift and a possible reassignment to a new position.

COMMITTEE POSITION SELECTION PROCEDURES

At registration time, each family will receive a Committee Preference Form. Each family is to specify which position they are interested in holding for next school year.

Families are expected to:

- Write their existing job, and if they wish to continue to maintain (if seniority permits).
- Number the committees in order of preference (1 thru 10) for position choice. This is mandatory and must be completed in order to properly place members.

Families that do not turn in their preference form in the allotted time, will lose their seniority for position choices, and will be placed in available positions after other families have been placed.

The VP of Personnel will work with families in certain situations to find the best outcome for both the Co-op and the family, however bylaws and vision of the Co-op comes first.

A family may have two positions but their seniority will only carry on their first Board/Committee choice. Their second choice will be given the least seniority if another family chooses that same position.

A family may not hold two Board positions.

Any and all questions regarding placement, selection, due date, and seniority will be directed to the VP of Personnel.

FUNDRAISING COMMITTEE

RACE /KICKBALL COORDINATOR (1 position)

Race: manage event logistics, permits, insurance, etc.; create an event budget to be approved by BOD; coordinate with race management company; publicize event; oversee race website; manage committee staffing for packet pick-up and race day.

Kickball: manage event logistics, permits, insurance, etc.; create an event budget to be approved by BOD; publicize event; coordinate teams, manage committee staffing for tournament.

AUCTION COORDINATOR (1 position)

Manage event logistics, permits, insurance, etc.; create an event budget to be approved by BOD; oversee procurement and manage database of procured items and determine placement in eBay/silent/live auctions; publicize event; oversee design of auction catalog; manage committee staffing for auction event.

FUNDRAISING EVENTS COORDINATOR (1 position)

Coordinate fundraising events including: Back to School, Pancake Breakfast, Holiday Bazaar, percentage of sales fundraisers, and other smaller fundraising events as requested by the Fundraising Chair or BOD. Assist with Race, Auction and Kickball Tournament as needed.

PROCUREMENT (up to 3 positions)

Responsible for procurement of raffle items (for monthly business meetings and fundraising events), auction items, and event sponsors, partners and advertisers and sending thank you/tax donation letters to all donors. Manage database of procured items. Should be outgoing and proactive. Will not be required to work at fundraising events.

FUNDRAISING EVENT SUPPORT (up to 10 positions)

Responsible for assisting with planning and staffing fundraising events as determined by Fundraising Chair and/or Coordinators.

TEACHER SUPPORT COMMITTEE

SENSORY TABLES & PETS (1 position)

Maintain the sensory tables in all classrooms and change the material once a month, or at the direction of the Director. Clean and disinfect sensory tables and all table-related toys every time the material is changed. Purchase sensory table materials, pets and/or pet supplies for teachers as needed and submit check request form for reimbursement.

LAUNDRY (1 position)

Wash the dress up clothes and blankets from each classroom twice per month, or at the request of the Director/staff. Items should be taken on Friday and returned either the same day or by Monday morning. Wash and return mop heads once a week. Wash and return cleaning rags to the cleaning shed after each cleaning weekend. Unclaimed items in lost and found to be washed and donated to charity on the last Friday of every month.

ART/PROP/DRAMATIC PLAY (7 positions)

One parent from each class will assist the teacher with preparing items needed for Assist teachers with front bulletin board displays upon request. Should be creative, crafty, resourceful, and enjoy art. classroom activities. Assist with props needed for class and gather items for monthly themes. Prepare items needed for dramatic play each

PROJECT CONSTRUCTOR (1 position)

Assist Director and teachers in planning, budgeting, designing and constructing projects for classroom or outdoor use; for example making the small wood block houses for the 3s classroom, refinishing tables/benches, designing and constructing an outdoor stage for the big yard. Should have skills in wood working, carpentry, painting, design and/or construction. *(For this position, experience/skills will be given preference over seniority.)*

LIBRARIAN & BOOK ORDERS (1 position)

Maintain an inventory of all books in the library, which should be updated monthly. Maintain the physical appearance of the area, and reshelv books that have been used. Work with the teachers to provide books that coincide with monthly themes, and assist in creating props for said themes. Props may include, but are not limited to: manipulatives, flannel characters, and real-life objects. Research, reserve and check out books from the Clark County Library at the request of staff. Promote and educate membership on Scholastic and Usborne purchase opportunities at various business meetings, and assist with book fairs when needed. Place book orders every 4-6 weeks: distribute informational book ordering forms/e-mails to families, compile all received orders, place order with Scholastic/Usborne and distribute orders to families. Librarian should be creative, crafty, well-organized and enjoy children's literature

OUTDOOR CURRICULUM COORDINATOR (up to 2 positions)

Plan, prepare and execute set-up and clean-up of specific activities set forth by teachers in the outdoor space. Set-up must occur prior to 9:15am on all school days. Help create and organize activities for school events such as Sharing Feast and Earth Day upon request. Must be able to bend, kneel, lift and carry at least 50 pounds and work in all weather conditions. *(For this position, experience/skills will be given preference over seniority.)*

PLAY DOUGH & CLASSROOM TOOLS (1 position – new family only)

Make play dough for participating classrooms. This can be done ahead of time and in bulk so the teachers can use it on an as needed basis. Clean and sanitize each classroom's play dough utensils monthly. Clean tools used in classroom, such as scissors on a weekly basis or as requested by the staff; clean and refill glue bottles in all classrooms.

CLASSROOM COORDINATORS (6 positions)

One parent from each class will serve as a resource for their fellow families and teacher. Duties include creating monthly in-classroom work schedule; sharing information about activities, fundraisers, field trips, and meetings; planning class playdates to help children and parents build relationships; working with new families to orient them to the classroom and the school as a whole; assisting teachers to support planned activities (i.e. requesting needed items from families); arranging services for families in need (i.e. schedule meals for families after surgeries or medical emergencies, births, or deaths). Maintain a participation checklist of all class members to ensure they are fulfilling requirements, which include but are not limited to: participation in school set-up and tear-down; attendance at orientation and business meetings; receiving required supplies on the supply list from families in their assigned month according to monthly themes. class, and report non-participation to the Coordinator Liaison. Other duties include sharing notes taken during classroom breakouts at monthly business meetings and organizing any teacher gifts with the class (i.e. holiday, end-of-year, auction catalog or yearbook pages, etc.). Coordinators must have a child currently enrolled in class they are coordinating and should be outgoing and organized.

BOD/ADMINISTRATIVE SUPPORT POSITIONS

BOOKKEEPER/TREASURER'S ASSISTANT (1 position)

Review Bank account monthly statements as a third pair of eyes. Review monthly bills on a quarterly basis. Meet with Fundraising and Auction Committees at Business Meeting Breakouts. Work with Treasurer and hired CPA to gather information and file annual Form 990 federal taxes. Work with Grant Writer as needed to provide budgets and other financial information. Prepare annual operating report (June). Keep QuickBooks program organized and know how to look up information and print reports. Work with Office Manager and Treasurer on financial related issues as needed. Be available to attend a board meeting 1-2 times a year, if requested. (For this position, experience/skills will be given preference over seniority.)

GRANT COORDINATOR (1 position)

Responsible for presentations to potential grant governing boards; researching possible grants and funding sources; and handling the administrative tasks associated with applying for the grant. Maintain a database of grants that have been received by Kid's Co-op, grants that have been applied for in previous years and contact people for potential future grants. Provide regular updates to the Director/President each month prior to each BOD meeting, or when requested by BOD. (For this position, experience/skills will be given preference over seniority.)

PHOTOGRAPHY/VIDEOGRAPHY (1 position)

Coordinate and execute photo/video documentation throughout the school year and create a short video to be shown at the Auction. Create class photos for the Auction. Be available to photograph school events including but not limited to the Race and Auction. Assist with promotional photos and videos at the request of the Director/BOD. Should have photography, videography, and editing skills and equipment. (For this position, experience/skills will be given preference over seniority.)

SUPPLY INVENTORY AND PURCHASING (1 position)

Work with the Director/BOD to maintain supply inventory, and purchase teaching, office and cleaning supplies on an as-needed basis in the most cost effective method possible. Must be able to purchase supplies and submit a check request form for reimbursement. This person should be proactive and able to anticipate needs before they become emergencies (i.e. when cleaning product supplies are depleted, purchase more BEFORE there is none left). Maintain records of where items have been purchased and in what quantities are usually purchased. Maintain an inventory of all supply sheds under the direction of the Director/BOD. Maintain a binder of Safety Data Sheets for all chemicals/cleaning supplies used at school.

CLEANING SCHEDULER (WEEKEND CLEANING/CARPETS/FLOORS) (1 position)

Create and post weekend cleaning schedule prior to the first day of school. Send reminder emails with instructions one week prior to cleaning dates. Verify that buyouts are paid and substitutes are scheduled. Assign families to vacant shifts as directed by the BOD and/or hold a lottery for remaining shifts at a business meeting toward the end of the school year. Inform Inventory and Purchasing Coordinator when weekend cleaning supplies are needed. Schedule and oversee the required carpet cleaning (4 times a year) and floor waxing (2 times a year) as directed by state licensing (MUST be available to work two days in early June, over Labor Day weekend, two days early in winter break, and first weekend of spring break). Carpet and floors must be cleaned on alternate days or weeks. Move all furniture before carpet/floors are cleaned and replace all furniture after the carpet/floors are dry (two adults may be required to move furniture). Scheduling must be done one month in advance of desired day/weekend, must be verified with the Director/staff, and must not coincide with cleaning weekends or other events held on school property.

FACILITIES COMMITTEE

MEMBERS ASSIGNED TO THE FACILITIES COMMITTEE MUST HAVE THE ABILITY TO WORK OUTSIDE IN HEAT, COLD, AND LIGHT RAIN AND MUST BE ABLE TO BEND, KNEEL AND STOOP WHILE PERFORMING THEIR DUTIES. GROUNDSKEEPING DUTIES MUST BE PERFORMED BETWEEN 4PM FRIDAY AND 9AM MONDAY. MEMBERS MAY ARRANGE TO TRADE DUTIES, WITH PROPER NOTICE GIVEN TO FACILITIES CHAIR. MEMBERS MUST DISCARD ALL ASSOCIATED TRASH TO THE DUMPSTER AND REPORT ANY SAFETY ISSUES AND CONCERNS INCLUDING BUT NOT LIMITED TO TOYS, PLAY STRUCTURES, AND SURROUNDING AREAS IMMEDIATELY TO THE FACILITIES CHAIR.

BUILDING MAINTENANCE AND FIX IT / REPAIRS (1 position)

Ensure the facility, grounds, and equipment are safe and in good repair; clean rain gutters monthly; check functionality of front door drains by main front door and 3's class door monthly; purchase and replace air filters and light bulbs; complete odd jobs and repairs as needed. Work closely with Facilities Chair and be prepared to be "on-call" for emergency issues. May need to roto-till the big yard and must report any potential issues immediately to the Facilities Chair. Responsible for vacuum cleaner maintenance, i.e. empty and replace bags at least every two weeks and manage repairs and/or regular service appointments. A check request form may be submitted for reimbursement of all expenses. *(For this position, experience/skills will be given preference over seniority.)*

BACK GROUNDS MAINTENANCE (4 positions)

Clean the back grounds on assigned weekend of the month. Responsibilities include: raking the playground sand and removing all foreign materials; cleaning sand toys and play structures in ALL outside areas (i.e. playhouse, mud kitchen and toys); cleaning 4's patio and lunch bunch area (toys and sensory tables should be removed from the patio during cleaning to allow access to the entire patio); powerwashing the patios; removing weeds; raking and discarding dead leaves unless otherwise requested or instructed by the Director or staff.

SIDE AND FRONT GROUNDS MAINTENANCE (4 positions)

Clean both side and front grounds on assigned weekend of the month. Responsibilities include: removing trash and leaves; power washing all turf and easels; cleaning toys, play structures; "turning" mud bog in 2's/3's side yard; adding gypsum to mud bog once a quarter.

GARDENING/COMPOST (1 position)

Work with the Director and staff to plan, execute and coordinate appropriate uses for the garden and curriculum possibilities. Should be available during each season (one T/Th day and one M/W/F day) to spend a full day at school helping children work in (plant, water, maintain, etc) the garden. Weed the flower and vegetable beds regularly and maintain school compost bin. Fertilize and prune all trees and maintain all bedding and planting areas. Till and aerate bedding and planting areas, and replacing dead and diseased plants upon Board approval. Mow and edge lawn as needed. Check bubblers and sprinkler heads monthly and inform Facilities Chair of broken or leaking sprinkler heads. Ensure water restrictions and guidelines established by the Las Vegas Valley Water District are followed. Discard all associated trash to the dumpster. Must be able to bend, kneel, lift and carry at least 50 pounds and work in all weather conditions. *(For this position, experience/skills will be given preference over seniority.)*

WHERE TO GO IF YOU HAVE QUESTIONS

Ask a Teacher about:

- Your child or other children at school
- Your child's daily program
- Scheduling a parent-teacher conference at any time to talk through any concerns you may have
- Parent workshops

Ask the Board President about:

- The general functioning of the school
- Projects or improvements you would like to initiate or suggest

Ask the Vice President of Operations about:

- Your cleaning responsibilities
- Any skills or services you would like to contribute (i.e. carpentry, painting, etc.)
- A needed repair
- Suggestions for improvements

Ask the Vice President of Personnel about:

- Committee Positions and Assignments

Ask the Treasurer about:

- Questions regarding fees and tuition
- Profit and Loss Statement

Ask the Fundraising Chair/Committee about:

- Fundraising opportunities and ideas
- Your fundraising obligations
- Suggestions or contacts for donations

Ask the Publicity Chair about:

- The website or blog
- Public relations or marketing ideas
- Speaking engagements for our staff

Ask the Office Manager about:

- General questions (examples: invoicing, monthly tuition and fees, key fobs, paperwork, vaccination policies, illness, policies, etc.)

Ask Class Coordinators about:

- The scheduling of your workday
- Special classroom activities
- Business meetings and other participation requirements

Ongoing Material Collection List - Science /Art Projects

Don't Throw It Away, Donate It To Our School!

▪ Aluminum Foil	▪ Filter paper	▪ Paper (asst types)	▪ Snaps
▪ Ball Bearings	▪ Flashlight	▪ Paper Rolls &	▪ Soap
▪ Balloons	▪ Floor Covering	▪ Spools	▪ Spatulas
▪ Barrel Hoops	▪ Flowers	▪ Paper Tissue	▪ Sponges
▪ Baster	▪ Funnels	▪ Paper Towels	▪ Spools
▪ Beads	▪ Gears	▪ Paper Tubes	▪ Stockings
▪ Belts	▪ Glass	▪ Paper Wrapping	▪ Stones
▪ Binoculars	▪ Gourds	▪ Phonograph	▪ String
▪ Bird Nests	▪ Hat boxes	▪ Records	▪ Styrofoam
▪ Bones	▪ Hooks	▪ Photographs	▪ Sweaters
▪ Bottles	▪ Inner tubes	▪ Picture Frames	▪ Tacks
▪ Bowls	▪ Insect nests	▪ Pinecones	▪ Tape
▪ Bracelets	▪ Jacks	▪ Pins	▪ Thermometers
▪ Braiding	▪ Jars	▪ Pipe Cleaners	▪ Thread
▪ Brass	▪ Jugs	▪ Plants	▪ Tiles
▪ Buckles	▪ Kaleidoscope	▪ Plastic Bags	▪ Tin cans
▪ Burlap	▪ Lacing	▪ Plastic Boards	▪ Tin foil
▪ Buttons	▪ Lampshades	▪ Plastic container	▪ Tongs
▪ Candles	▪ Leather Remnants	▪ w/ Lids	▪ Tongue
▪ Canvas	▪ Linoleum	▪ Plastic Paint	▪ Depressors
▪ Cartons	▪ Locks & Keys	▪ Plastic Tubing	▪ Tools
▪ Cellophane	▪ Magnets	▪ Pocket Books	▪ (Hammer,Pliers)
▪ Chains	▪ Magnifying	▪ Pots	▪ Towels
▪ Chalk	▪ Glasses w/ Good	▪ Pans	▪ Tubes
▪ Chamois	▪ Lenses	▪ Trays	▪ Tweezers
▪ Clay	▪ Marbles	▪ Muffin Tins	▪ Twine
▪ Clock	▪ Masonite	▪ Prism	▪ Tuning Forks
▪ Cloth	▪ Measuring Cups	▪ Pulleys	▪ Wallpaper
▪ Cocoon	▪ & Spoons	▪ Reeds	▪ Wax
▪ Colored Pictures	▪ Metal Foil	▪ Ribbons	▪ Waxed Paper
▪ Confetti	▪ Microscope	▪ Rings	▪ Weeds
▪ Containers	▪ Milk Cartons	▪ Rocks	▪ Wheels
▪ Copper Foil	▪ Mirrors Moths	▪ Rope	▪ Window Shades
▪ Cord	▪ Musical	▪ Rubber bands	▪ Wire
▪ Corks	▪ Instruments	▪ Rubber tubing	▪ Wire Eyelets
▪ Cornhusks	▪ Muslin	▪ Rug Yarn	▪ Wire Hairpins
▪ Costume Jewelry	▪ Nails, Screws,	▪ Ruler	▪ Wire Hooks
▪ Crayon Pieces	▪ Bolts	▪ Safety Goggles	▪ Wire Mesh
▪ Crystals	▪ Necklaces	▪ (child size)	▪ Wire Paper Clips
▪ Cups	▪ Neckties	▪ Safety Pins	▪ Wire Screen
▪ Clock	▪ Newspapers	▪ Sand	▪ Wire Staples
▪ Dishpans	▪ Oilcloth	▪ Sandpaper	▪ Wood & Other
▪ Drinking Straws	▪ Ornaments	▪ Scales	▪ Building Materials
▪ Drums	▪ Pans	▪ Scissors	▪ Wood Beads
▪ Egg Carton	▪ Paper Bags	▪ Screen wire	▪ Wood Blocks
▪ Eggbeater	▪ Paper Boxes	▪ Seashells	▪ Wood Clothes
▪ Emery Cloth	▪ Paper Cardboard	▪ Seeds	▪ Pins
▪ Eyedropper	▪ Paper Corrugated	▪ Sheepskin	▪ Wood Sticks
▪ Eyelets	▪ Paper Dishes	▪ Shoe Polish	▪ Wool Yarn
▪ Fabric Scraps	▪ Paper Doilies	▪ Shoelaces	▪ Zipper
▪ Felt	▪ Paper Napkins	▪ Sieves	
▪ Felt hats	▪ Paper Newspaper	▪ Sifters	

ABC'S and 123'S - EARLIER IS NOT BETTER

Many parents are concerned when their children aren't practicing letters and numbers. They feel that ditto sheets and homework will prepare their children for elementary school.

- We could give your children workbooks.
- We could make them memorize the alphabet.
- We could drill them. We could test them.
- But if we do, your children may lose something very important.

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

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

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

Children who are given plenty of time to play, however, learn to ask their own questions and figure out their own answers. They are responsible for their own learning.

They see themselves as explorers, discoverers, problem solvers, and inventors.

Play Today?

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

You're asking me the value
Of blocks and other such play?
Your children are solving problems.
They will use that skill each day.

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

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

You're questioning the interest centers;
They look like useless play?
Your children are making choices;
They'll be on their own someday.

You're worried your children aren't learning
And later they'll have to pay?
They're learning a pattern for learning;
For they will be learners always.

Leila P. Fagg

RECOMMENDED READING

101 Secrets a Good Dad Knows

By Walter Browder and Sue Ellen Browder

A is for Ox

By Barry Sanders

Believing It All

By Marc Parent

Boys

By Daniel Hodgins

Failure to Connect – How Computers Affect Our Children’s Minds for Better and Worse

By Jane Healy

Get Over It

By Daniel Hodgins

Grand Parenting with Love and Logic: Practical Solutions to Today’s Grand parenting Challenges

By Jim Fay and Foster W. Cline, M.D.

Helicopters, Drill Sergeants, and Consultants: Parenting Styles and the Messages They Send

By Jim Fay

High Tech Heretic – Why Computers DON’T belong in the Classroom and Other Reflections by a Computer Contrarian

By Clifford Stoll

Hold On To Your Kids

By G. Neufeld/G. Mate

How to Talk So Your Child Will Listen

By Faber and Mazlish

In Their Own Way

By Thomas Armstrong

It’s Ok Not to Share, and Other Renegade Rules for Parents

By Heather Shumaker

Parenting Teens with Love and Logic: Preparing Adolescents for Responsible Adulthood

By Foster W. Cline, M.D. and Jim Fay

Parenting Well In a Media Age

By Gloria de Gaetan

Liberated Parents, Liberated Children

By Faber and Mazlish

Love and Logic Magic: When Kids Leave You Speechless

By Jim Fay and Charles Fay, Ph. D.

Love and Logic Magic for Early Childhood: Practical Parenting from Birth to Six Years

By Jim Fay and Charles Fay, Ph.D.

Mind in the Making

By Ellen Galinsky

Parenting with Love and Logic: Teaching Children Responsibility

By Foster W. Cline, M.D. and Jim Fay

Peaceful Parent, Happy Kids

By Dr. Laura Markham

Play

By Lisa Murphy

Punished by Rewards – the Trouble with Gold Stars, Incentive Plans, A’s, Praise and Other Bribes

By Alfie Kohn

Queen Bees and Wannabes

By Rosalind Wiseman

Raising Our Daughters

By Kathy Masarie, M.D.

Raising Our Sons

By Kathy Masarie, M.D.

Reclaiming Childhood

By William Crain

Siblings without Rivalry

By Faber and Mazlish

**Tales of Successes with Kids from Parents
and Educators who use Love and Logic**

By Jim Fay

Tattoos on the Heart

By Gregory Boyle

Tear Soup: A Recipe for Healing After Loss

By P. Schwiebert & C. DeKlyen

The Wonder of Boys

By Michael Gurian

Together we are Better

By Bev Boss

The Art of Roughhousing

By Anthony T. DeBenedet & Lawrence J.
Cohen

The Female Brain

By Louann Brizendine

**The Happy Child: Changing the Heart of
Education**

By Steven Harrison

The Hurried Child

By David Elkind

The Male Brain

By Louann Brizendine

The Power of Play

By David Elkind, Ph.D.

The Whole Brain Child

By Daniel J. Siegle, M.D.

Unconditional Parenting

By Alfie Kohn

Understanding Children's Play

By Ruth Hartley

Your Child and His Art

By Viktor Lowe