



## **MEMBER HANDBOOK**

### **Brooklyn Preschool, Inc.**

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## **TABLE OF CONTENTS**

### **OVERVIEW OF BROOKLYN**

[Philosophy](#)

[Organization](#)

[Brooklyn and PCPO](#)

### **SCHOOL PROCEDURES & INFORMATION**

[Transporting Children](#)

[Early Arrivals](#)

[Sign-In Procedures](#)

[Sign-Out Procedures](#)

[Carpooling](#)

[Clothing](#)

[Extra Clothes Box](#)

[Meandering School Items](#)

[2s Class Sample Schedule](#)

[Mixed 3/4s Class Sample Schedule](#)

### **Your Family Teaching Day**

[Family Teacher Expectations](#)

[Family Teacher Shift Swaps](#)

[Emergency Use of the Family Teacher Alternate](#)

[Family Teacher Alternate Expectations](#)

[Family Teacher Attendance Policy](#)

[Snack Procedures](#)

[Classroom Cleaning Procedure](#)

[Family Teacher Arrival for 3s and 4s Class](#)

[Family Teacher Arrival for Jellyfish](#)

[Projects- All Classes](#)

[Interest Centers](#)

[Suggestions for Successful Facilitation](#)

[Outdoor Guidelines](#)

[Downstairs Guidelines](#)

[Safety, Security, Discipline, & Conflict Resolution](#)

[Safety Agreements and Boundaries](#)

[Intervention Plans](#)

[Adult Conflict Resolution Procedure](#)

### **SCHOOL POLICIES**

[Protection of the Co-Op Concept](#)

[Non-Discrimination](#)

[Harassment Policy](#)  
[Conduct Policy](#)  
[Media Sharing Policy](#)  
[Student Eligibility Policy](#)  
[Enrollment Procedure](#)  
[Family Eligibility](#)  
[Parent/Caregiver Responsibilities as a Co-op Member](#)  
[Family Teacher Scheduling](#)  
[School Structure](#)  
[School Closure](#)  
[Field Trip Policy](#)  
[School Library](#)  
[Violation of Policies](#)  
[Withdrawals](#)  
[Family Teaching Lateness Policy](#)  
[Pickup and Lateness Policy](#)

#### **PERSONNEL POLICIES**

[Personal Qualities and Classroom Presence](#)  
[Environment](#)  
[Working Responsibilities](#)  
[Teaching Style and Strategies](#)  
[Relationship to Parents/Caregivers](#)  
[Professional Growth and Education](#)  
[Teacher Hiring](#)

#### **HEALTH & SAFETY POLICIES**

[Immunization/Vaccination Policy](#)  
[Accident Policy](#)  
[Access Policy](#)  
[Bathroom Policy](#)  
[Allergic Reaction Policy](#)  
[Emergency](#)  
[Background Check Policy](#)

#### **FINANCIAL POLICIES**

[Tuition for Brooklyn Cooperative Preschool Program](#)  
[Application Fee](#)  
[Registration & Supply Fee](#)  
[Fundraising Commitment](#)  
[Fee Schedule for Mid-Year Enrollment](#)  
[Oregon Criminal Background Check Fee](#)  
[Withdrawal](#)  
[Car Pools That Require Payment](#)

## **BUDGETING**

[Mid Year Budget Review](#)

[Surplus Allocation](#)

[Accessing Reserve Accounts](#)

[Financial Communication](#)

[Cash Box and Cash Management Policy](#)

## **SCHOLARSHIP/FINANCIAL AID**

## **FUNDRAISING**

## **YOUNGER SIBLINGS/NURSERY**

## **BOARD POSITIONS AND FAMILY JOB DESCRIPTIONS**

[BOARD POSITIONS \(average 10-20 hours/month\)](#)

[NON-BOARD POSITIONS \(average 5-10 hours/month\)](#)

## **BYLAWS**

## **BEGINNING A PRESCHOOL EXPERIENCE**

## **EASING SEPARATION FOR ADULTS AND CHILDREN**

## **A WORD PICTURE OF TWO-YEAR-OLDS**

## **A WORD PICTURE OF THREE-YEAR-OLDS**

## **A WORD PICTURE OF FOUR-YEAR-OLDS**

## **A WORD PICTURE OF FIVE-YEAR-OLDS**

# OVERVIEW OF BROOKLYN

## Philosophy

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

## Organization

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

## Brooklyn and PCPO

Brooklyn Preschool, Inc. is a member of the Parent Child Preschools Organization (PCPO). PCPO is an Oregon and Washington state organization composed of preschool parent representatives and preschool teachers who meet monthly during the school year. Its purpose is to promote developmentally appropriate preschool programs and to serve as a central body that provides valuable information and services to its member schools. PCPO is a valuable resource as they maintain local, statewide, and national connections within the field of cooperative preschools. Furthermore, they offer parents and member schools support in all areas of preschool education. Brooklyn Preschool, Inc. is also a member of Parent Child Preschools International (PCPI). PCPO schools do not discriminate on the basis of race, color, sexual orientation, or national and/or ethnic origin. For more information about PCPO, you may visit their website at [www.parentchildpreschools.org](http://www.parentchildpreschools.org).

# SCHOOL PROCEDURES & INFORMATION

## Transporting Children

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

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

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

If bicycling and keeping bikes on location during school, please lock them up out of the way of play. Please only use school bikes on the preschool blacktop and personal bikes strictly for transportation.

## Early Arrivals

Should you arrive at school prior to start time, you may go inside briefly to help your child(ren) hang up their belongings and sign them in. Once this is complete, please return to the outside playground until class time begins. Family Teachers rely on the time prior to 9:00 am (3s/4s class) and 9:30 am (2s class) to set up for the school day, and it is extremely helpful for all students to remain outside while this takes place.

## Sign-In Procedures

- School begins at 9:00 am for the 3/4s class, and at 9:30 am for the 2's. Make every effort to be on time. Please do not leave your child before the school start time. Under a special circumstance (ie: adult or other family member has an appointment immediately after drop off), please connect your child with another parent/caregiver present making both child and adult aware that you must leave before the official start of the school day.
- Hold your child's hand when walking in the parking lot.
- Wash hands together prior to entering building.
- Secure the gate with the lock after entering the playground, even if another member just drove up or is getting out of their car.
- You may walk your child into the building to drop off their coat in their cubby, greet your Teacher and join classmates.
- Log your arrival on the iPad, including for any students from other member families you may be transporting to school. **This is very important for insurance, emergency, and security reasons.** If another parent is dropping off or picking up your child, please send a written, signed note giving your permission. The school

- cannot be held responsible for the safety of any children unless they are signed in officially.
- Please follow the same sign-in/sign-out procedures for all Nursery children as well.

## Sign-Out Procedures

Promptness is critical at pick-up time. Please refer to our [Pickup and Lateness Policy](#) for more information. The minutes a child must wait for a late caregiver can feel especially long as they watch other caregivers arrive and take their classmates home. Please make punctuality a top priority for you and your child. If you are not able to arrive on time due to unavoidable circumstances, please get a message to the school through another family member or call the school at 503-234-7103. If there is no answer, call the Teacher's cell phone.

- Pick-up time is 12:00pm for the 2's class and 12:30pm for the 3/4s class.
- Log the time of pick-up on the iPad.
- Wash Hands at outside sink upon leaving the school.
- Secure the gate with lock after exiting.
- Hold the child(ren)'s hand in the parking lot.
- Exit parking lot using the east side driveway.

## Carpooling

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

## Clothing

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

## Extra Clothes Box

Your child will need a box (approximately the size of a shoe box) to keep at school that will contain a full extra set of seasonally appropriate dry clothes (shirt, pants/shorts, underwear, socks, shoes, masks if desired) and a plastic bag for wet/soiled clothes. Please remember to replenish these items if they are used. They also need to be updated if outgrown. It's a good idea to check mid-way through the year to check for outgrown clothes and replace as needed. Everything, including the box itself, should be labeled with your child's name and stored above or below your child's cubby. We encourage you to make this personalization a joint project you and your child can share. All of the steps of selecting a box, decorating it, choosing the items to go inside of it, etc., serve to give your child a sense of control over the process of beginning preschool. Consider letting your child color/paint on their box and adding favorite photos, stickers, etc. Children who actively participate in this kind of preparation often relate to their school box as a security object in itself.

# Meandering School Items

Occasionally, a toy or object from school will find its way home. Please return it as soon as possible. The Lost & Found box is located in the hall on the Family Teacher cubbies. Please check it periodically. Unclaimed items are donated at the end of the school year. Students are asked not to bring toys from home. Special toys are difficult for children to share and can get lost or broken. Students can bring things in to share with the class on days they bring home a sharing activity, which will have guidelines as to what can be shared. A rare find, a treasure from a trip, artwork, or a book can always be exceptions to the sharing rule, as they may need to be shared in the moment. Please check in with your Teacher if something like this applies to your child's life.

## 2s Class Sample Schedule

For many of these young students, the 2s classroom may be their first consistent group experience. Everything will be new to them, and a predictable daily schedule will lend comfort and stability to this exciting adventure. Families are requested to play outside on the playground if arriving at school early. Establishing an arrival routine with children eases separation.

**9:15 Family Teachers** should be in the classroom and ready to work with belongings stored and aprons on. FT children remain with their family member to do children's tasks until school begins.

**9:30 Arrival and greeting** Upon arrival, families wash hands before entering the school and are greeted by the FT upon arrival to the classroom. Children arrive and hang up coats on hooks or in cubbies. Families escort children to the Teacher for a personal greeting. Children move on to open play choice time throughout 2s classrooms: Big movement and gross motor area (Action Space) Art Projects, Painting Easels, Literacy Centers, Dramatic Play, Block Construction, Sensory Table, loft (Jungle Room).

**10:15- 10:25 Cleanup and Bathroom Break** As children finish choice time, they begin the cooperative clean-up process by making "Toy Soup." Toileting attempts for all toilet-trained or training children and diaper changing for non-toileting children.

**10:25-10:35 Gathering Time** Introduce FTs, songs, stories

**10:35-10:55 Snack Time** Snack is provided for the children and teachers

**10:55 Prepare for Outside Time**

**11:00-11:45 Outdoor Gross Motor Play**

**11:45-12 Return Inside to Group Gathering / Closing circle** Big movement activities such as yoga, animal poses, songs, parades, closing story & goodbye.

**12:00 School day ends.** Children are individually dismissed to their caregivers.

**12:00 Debrief** Family Teachers convene with the Teacher to go over highlights and concerns of the day and ensure all clean-up tasks are complete. Family Teacher Alternate cares for children of other Family Teachers in the classroom while this meeting takes place. Debriefs begin after the new year once the children have adapted to the school schedule and have increased capacity to stay after school.

**12:25 End**

## Mixed 3s and 4s Sample Schedule

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

**8:45 Family Teachers** in the classroom and ready to work. Nursery families arrive by 8:30am to get nursery children settled and be in the classrooms by 8:45am.

**9:00 School day begins with a Teacher Greeting and open play time.**

**9:20 Morning Circle:** Teacher signals transition and students convene for group greeting and welcome activity.

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**9:40 Open play choice time** begins throughout three classrooms: Great Room, Studio, and the Tinker Lab.

- **Great Room:** Blocks and Free Construction, Art & Science Table Projects, Nature Table, Manipulatives, Sensory Tables, Literacy Centers, Dramatic Play
- **Studio:** Literacy Centers, Creative Construction, Sensory Tables and/or Mats, Balance Beams, etc.
- **Tinker Lab:** Woodworking, Dramatic Play, Painting Easels

**10:45 Transition & Story time** in hallway (songs, fingerplays, counting, letters, etc.). This is followed by **hand-washing** in multiple rooms with Family Teachers.

**11:00 Snack**

**11:20** As children finish snack time, they clear and **wash their dishes and flow into cooperative clean up..**

**Cooperative clean up:** Children participate in the cleaning task they chose at the beginning of the day.

**11:30 Outdoor Open PlayPlay + Gross Motor Activities**

**12:15 Closing circle:** music, yoga, relax and goodbyes.

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

**12:30 Debrief** Family Teachers convene with the Teacher to go over highlights and concerns of the day and ensure all clean-up tasks are complete. Family Teacher Alternate cares for children of other Family Teachers outside while this meeting takes place.

**1:00 End**

## Your Family Teaching Day

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

Your participation is an integral part of the day's curriculum plan. Materials and activities depend upon your punctual arrival and full participation throughout the school day. Consider your work day as the special occasion it truly is. Prepare ahead the night before to ease the morning rush. You can help your child prepare by letting her/him know you will be helping in the class. Invite

your child to remember some of the things they have seen other adults do in the class. Don't be surprised if your child demands extra attention from you on your work day. When other children compete for your attention, your child may need reassurance and understanding. If you are feeling caught in a "tug-of-war", ask another adult for assistance. With experience, your dual role of caregiver/Family Teacher will feel more natural and comfortable to both you and your child.

Please note: No siblings older than six months may be present in the classroom on Family Teaching days. Our nursery program is available on a scheduled basis during Family Teaching shifts for siblings up to three years old (usually starting at six months). (For further information, see [Younger Siblings At Brooklyn.](#))

Please plan to silence your cell phone while Family Teaching. **\*\*PLEASE NOTE\*\*** Cell phones should only be used in emergency situations, or to photograph for the newsletter/memory book/etc. Texting, checking social media, etc is not acceptable and is a distraction to your work as a Family Teacher and our students' safety.

## Family Teacher Expectations

Family Teachers should be in the classroom and ready to work by 8:45 am ( 3s and 4s Class) or 9:15 am (2s Class). Please be prompt! (Refer to the [Family Teaching Lateness Policy.](#)) Parents using the nursery (3s and 4s Class Only) should arrive at approximately 8:30 am to allow enough time to get younger children settled before beginning their job promptly at 8:45 am. Family Teachers remain at the school until they have finished cleaning up, debriefed with the Teacher (if applicable), and verified that all children have been picked up. Plan to stay until at least 12:55 (3s and 4s Class), or 12:25 pm (2s Class). Usually, there are two Family Teachers for the 2s class and three Family Teachers for the 3s and 4s class scheduled for each class session.

## Family Teacher Shift Swaps

If you know in advance that you can't work a scheduled Family Teaching shift, it is your responsibility to find someone to cover your shift, not the FT coordinator. This will occur once the deadline to submit scheduling requests has passed through the night before your shift. In these cases, you are expected to find another member to trade shifts with you. *The Alternate should NOT be used in these situations.* If you engage someone to take on a work shift for you outside of a trade, the standard compensation is \$30 payable directly to the individual. Any time that you trade work days with another member, please notify the Family Teacher Coordinator and change the Family Teacher master schedule on the bulletin board in the school hallway. We ask that trading Family Teacher days be kept to a minimum to avoid confusion and burnout.

## Emergency Use of the Family Teacher Alternate

The Family Teacher Alternate is reserved for last-minute illness/emergencies that occur during the night or on the morning of your scheduled work day. If the Alternate covers a shift, that family gets the FT credit and it should be noted on the master FT calendar in the hallway.

## Family Teacher Alternate Expectations

The Family Teacher Alternate arrives by 8:45 am ( 3s and 4s Class) or 9:15 am (2s Class) and performs outside or downstairs set-up, as specified by the Teacher(s). The Alternate shall stay at school until they have verified that all the Family Teachers have arrived. Do not schedule appointments on your Alternate day and have necessary child care prearranged in case you are needed at school. Be aware that the occasional emergency can happen. You may be called to come back to school later in the morning. It is important that you leave a number where you can be reached. In cases when the Family Teacher Alternate is needed to work, be sure that the teacher is informed of the change. If you are not filling in for a Family Teacher in an emergency situation, please return to the school at the time listed on the Alternate job card to help the Teacher as needed and to clean up

outside or downstairs as specified. This time may vary between classes and school years. Plan to stay until at least 1:00 pm (3s and 4s Class), or 12:25 pm (2s Class) to supervise the children of the Family Teachers during debriefing (if applicable).

## Family Teacher Attendance Policy

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

- 1st missed responsibility: Family will be reminded of membership responsibilities.
- 2nd missed responsibility: Family will be charged a \$40 fine or be assigned a special project for the school.
- 3rd missed responsibility: Family will be charged (another) \$40 fine and will participate in the conflict resolution process with the Board.

## Snack Procedures

- After washing hands, children sit in small groups at snack tables.
- At snack time, Family Teachers engage children at their table in social conversation and provide plated snacks to each student.
- Children participate in seated snack time, even if they choose not to eat.
- Family Teachers will refer to the allergy list on the cupboard over the sink and make sure all dietary restrictions are being accommodated. *Brooklyn is a nut-free environment. This includes any food you or your child may bring to the nursery, playground, membership meetings, and community events.*
- When finished, children clear their dishes
- Children are dismissed to outdoor play or other activities.

## Classroom Cleaning Procedure

Near the end of the school day, Family Teachers perform cleaning duties while the children engage in gross motor play. We prioritize unscented and natural cleaning products, which are located primarily in the hallway cleaning closet and above the Great Room sink. Job cards provide detailed descriptions of the cleaning tasks required to keep the classrooms neat and sanitary. All Family Teachers will meet the Teacher at the end of day to debrief and to confirm tasks are accomplished before any Family Teacher leaves.

## Family Teacher Arrival for 3s and 4s Class

The preschool is divided into four classrooms. The 3s and 4s Class uses the Tinker Lab, the Studio, and the Great Room. Each Family Teacher works in a particular room and uses a lanyard that provides detailed descriptions of the schedule and duties for their specific room. The 2s Class and the Nursery use a dedicated room further down the hall. When you arrive at 8:45 am:

- Remember to sign in on the iPad, making any additional notes or comments.
- Choose a job lanyard (Tinker Lab, Studio, Great Room, or Family Teacher Alternate) to support your FT duties. All Family Teachers and Alternates wear an apron. Aprons serve several important functions:
  - help children easily identify daily Family Teachers
  - hold pencil and paper for observations, plus first aid supplies (e.g., bandages, latex gloves, and Kleenex)These items can be replenished from cupboards located above the sink in the Studio.
- Read job lanyards and wear them to refer to throughout the morning. Remember to hang them back on the hooks

at the end of the day.

- For security reasons, a head count is taken at the beginning of the school day and verified with the security sign-in throughout the day the Teacher will continue to take head counts.
- Remain in your area at all times unless you notify another adult who can take your place.
- Wait to close down/put away your area until clean-up time is announced by the Teacher.
- No child shall be in a play area, i.e., the outside playground, downstairs, or classrooms without an adult.

## Family Teacher Arrival for 2s Class

When you arrive at 9:15 am:

- Remember to sign in on the security sign-in sheet, making any additional notes or comments.
- Choose a job lanyard.
- Wear an apron whether you are a Family Teacher or Alternate. Aprons serve several important functions:
  - help children easily identify daily Family Teachers
  - hold pencil and paper for observations and notes, plus first aid supplies (e.g., bandages, latex gloves, and Kleenex). Replenish supplies from cupboards located above the sink
- Read job lanyards and wear them to refer to throughout the morning. Remember to hang them back on the hooks at the end of the day.
- For security reasons, a head count is taken at the beginning of the school day and verified with the security sign-in sheet. Throughout the day the Teacher will continue to take head counts.
- Remain in your area at all times unless you notify another adult who can take your place.
- Wait to close down/put away your area until clean-up time is announced by the Teacher.
- No child shall be in a play area, i.e., outside playground, downstairs, or classrooms without an adult.

## Projects - All Classes

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

When facilitating art, foster experimentation, inquiry, and language by keeping your comments reflective and/or open-ended, e.g., "I see lots of reds and blues mixing together!" or "I wonder how this sponge makes the paint look." Avoid critical judgments and/or closed-ended statements, e.g., "What is it?" or "That looks pretty." You'll find focusing on the creative process, rather than a preconceived notion of an end product, will naturally inspire your best facilitation skills.

## Interest Centers

Interest centers are located throughout the preschool and include such areas as Dramatic Play, Puppetry, Musical Instruments, Dress-up, Housekeeping, Library/Listening Center, Art Easels, and Nature Center. The purpose of the self-directed activity areas is to foster creative/imaginative thought, experimentation and play. In these centers, children explore materials and their relationships, testing out many social, physical, and cognitive hypotheses. You may observe them trying roles they see modeled by adults.

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

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

## Suggestions for Successful Facilitation

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

## Outdoor Guidelines

- Position yourself so that you can watch an area of the playground.
- Sticks may be used for digging or to walk with; they are not for use on play equipment, in running games, on bikes, or to point at people.
- Balls are for throwing; bark chips and toys are not.
- Wheeled riding toys may be on the basketball court or the sidewalks. Children may not push a wheeled riding toy from behind or crash into things while riding. “Riders aren’t crashers, crashers

aren't riders."

- Let children climb where they are comfortable. Do not help children into places on the play structure they cannot reach on their own.
- If something looks dangerous, it probably is. Use your best judgment. The children will find new ways to use the equipment. This is usually a good thing, but if it looks unsafe, stop the activity and ask the teacher later.
- If you witness an accident, report it to the teacher immediately and fill out a school incident report. (See Health and Safety Policy for more detail.)
- Shoes must be worn on the playground at all times unless a student is actively playing in the sandbox area.
- Any wheeled riding toy must contain a minimum of three wheels.

## Downstairs Guidelines

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

## Safety, Security, Discipline, & Conflict Resolution

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

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

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

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

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

From Jane Nelson (author of *Positive Discipline*):

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

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

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

- Involve more than one adult if more than one child is involved.
- Go to child(ren) rather than yell across a room or playground.
- Get down to child's eye level and use a low voice.
- Withhold judgment. Give children the chance to tell you what the problem is (as if you don't know anything about the problem) and validate their experience by repeating their words.
- Use positive rather than negative statements to encourage desirable behaviors, e.g., "The water stays in the touch table," rather than "No splashing," or "Walk please," rather than "No running."
- When responding to a child who is injured physically or emotionally, tell them you are going to help them feel safe.

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

## Safety Agreements and Boundaries

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

- We respect each others' bodies, feelings and our environment. This means:
  - We take care of ourselves, but do not control others.
  - We keep our hands and bodies to ourselves.
  - We speak kindly to each other.
  - We listen to each other.
  - Stop means stop.
  - Throwing items is an outdoor activity.
  - We ride bikes with care and take a break if we crash. ("Riders are not crashers, crashers are not riders.")
  - Sand stays in the sand pit and we do not throw sand. ("Sand stays low, say hello. Sand goes high, say goodbye.")
  - We do not hurt others by hitting, kicking, shoving, pulling hair, destroying personal property, or any other kind of physical aggression. ("I cannot let you hurt people at our school.")
- Children must remain within school boundaries.
- Only adults open closed doors. Children do not open closed doors.

- Stop signs mean stop. Only adults may move stop signs.
  - Please note: Children are wonderful helpers. At school, these are two specific tasks that are not appropriate for children to help with, beyond an emergency.
- All adult members share the responsibility to introduce themselves if they meet a stranger in the school premises. Notify the Teacher and/or church staff if someone is suspicious or does not belong in the building.
- Certain items generally do not belong at school. These include:
  - Guns, knives, or weapons, including costume accessories. \*See note below.
  - Chewing gum, outside food and drinks.
  - Bottles, pacifiers, balloons, whistles, or other things that could be passed from mouth to mouth.
  - Clothes that cannot risk staining.
  - Toys from home.
  - Sippy cups. At school, all children drink from open cups or personal water bottles.

There may be exceptions to these guidelines to support the developmental needs of some students.

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

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

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

## Dealing with Concerns About Individual Children's Development

**Parents should address all concerns about classroom behavior directly with the Teacher.**

Brooklyn Preschool recognizes early childhood development is a continuum of skill development and strives to be inclusive of all students' development. Every child develops in their own way and it is ultimately a family decision of how to address any difficulties. It is also true that (A) families may not recognize a "difference" in their child unless a teacher brings it up, and (B) some children in need of intervention may display disruptive behavior that negatively affects the entire classroom. This is a sensitive matter and can be very upsetting to the child's family. This procedural outline is intended to provide a road map to ensure that situations are addressed and managed within a consistent and sensitive way.

1. **Professional Judgment:** The Teacher(s) will use their best professional judgment when making a determination that a student would benefit from a professional evaluation for intervention in an area of development. The Teacher(s) may notify the board President if they deem it appropriate.
2. **Initial Communication:** The initial communication to the family of the Teacher's observations and impressions will be made in private, with every effort to communicate in person, either over the telephone or in a meeting outside school hours. Email communication may be used to recap conversations conducted in person for record purposes.
3. **Parent Observation and Plan of Action:** The caregiver will be invited to observe behavior (if applicable/appropriate) in the school setting, while Family Teaching or otherwise. The caregiver and Teacher(s) will communicate privately

following the observation with the goal of formulating a Plan of Action together. This may take more than one meeting. A Plan of Action will include support notes to assist all Family Teachers working in the classroom, shared in the classroom Student Support Notes. At any time during this process, the Teacher(s) or the family may separately meet with the board President, in confidence, to discuss their respective perspectives.

4. **Impasse:** Occasionally, even after repeated good faith efforts to reach a consensus, the Teacher(s) and the family may not reach agreement on a Plan of Action. In such an event, the Teacher(s) and the board President will meet to determine how best to proceed for the safety and security of the classroom as a whole. Reasonable accommodations for a child diagnosed with a condition recognized by the Americans with Disabilities Act must be incorporated into the determination, when appropriate. The Teacher(s) and board President will present the determined outcome to the family in writing and may include a decision to require the family, as a condition to the child remaining in the classroom, to:
  - a. Seek professional help;
  - b. Provide a caregiver when the child is in the classroom; and/or
  - c. Any other solution the Teacher(s) and President deem necessary and appropriate in the specific circumstances.
5. **Confidential Nature of Decisions:** Details pertaining to items 1 to 4 above, beyond the Student Support Notes will remain *CONFIDENTIAL* to the Teacher(s) and the President unless the family involved wishes it to be discussed by the Board/Class/Membership as a whole. This is intended to preserve the privacy of the child and the family.
6. **Deferral to Teacher's Judgment:** No procedural outline can cover all aspects of this sensitive subject. At all times, the professional judgment of the Teacher(s) will be recognized and deferred to. The Teacher is strongly encouraged to consult with their fellow teachers and/or PCPO, and from an administrative point of view with the President (or Vice President if the President is unable to serve) before taking definitive action.
7. **Continued Concerns from Parents:** All continued concerns regarding classroom behavior should be directed to the Teacher(s) and/or President directly and confidentially.

## When Safety Agreements and Boundaries Are Compromised

In the event of compromised safety situations involving behaviors with children, an Incident Report will be completed with copies provided to the Teacher(s), Board President, and involved families. Incident Reports will be kept on file with the school records. Teacher(s) may also request that a caregiver join their child for the remainder of the school day or that a child be picked up early. In either event, the Teacher(s) will follow up with the family prior to the next school day, ideally in the order of: (1) in person, (2) phone, (3) brief email requesting a meeting or phone call and (4) email summary of communication.

If a child has established a pattern of unsafe play or behavior such as aggressive, hurtful, or defiant behavior or language, the Teacher(s) will implement the Intervention Plan (*next section of handbook*) and work with the parent(s)/caregiver(s) to establish a Behavior Plan. Behavior Plans will include strategies for Family Teachers to practice with children. Such strategies and behavior modifications for individual children live in the classroom Student Support files and will be shared with Family Teachers on the morning of Family Teacher shifts.

A Behavior Plan *may* include the need for the child to be sent home for the day if the classroom staff is unable to preserve safety and security for all students. In the rare occurrence of egregious behavior, the child could be sent home without a Behavior Plan in place, at the discretion of the Teacher.

## Intervention Plans

Brooklyn Preschool, Inc. strives to provide a successful experience for all enrolled children. If a child struggles to participate in the program or environment, or if a child's behavior prevents other children from having a safe and successful experience, the intervention procedures below will be activated to facilitate a successful experience for all. An Intervention Plan will be activated after a maximum occurrence of three incidents that interrupt the school routine or directly compromise the safety of the other students. Teacher(s) may activate an Intervention Plan at any time if they determine a student's behavior impacts

group experience negatively, a student is struggling in the school environment or 1:1 support continuously outpaces group support

Confidentiality will be maintained throughout the Intervention Plan process. Records of each meeting will be written by the Teacher(s) and distributed to each person present. An additional copy will be filed with the board President. The Teacher may use email communication with the board President as a method of recording and filing all intervention policy and behavior plan related information. All communications regarding the Intervention Policy for the child in question will be kept on file with the school, including email archives.

1. The Teacher will contact the parent(s)/caregiver(s) of the child in question, as well as the Board President to report that an Intervention Plan is being activated. At this time, the family will be asked to respond to a request for an in-person meeting. If the family does not respond to this request, and if the Intervention Plan is being activated for reasons of safety, the Teacher will notify them that their child may not return to school until the meeting is accomplished. This protects the safety of all members and children in our community.
2. The Teacher will meet privately with the parent(s)/caregiver(s) of the child. Families and Teacher(s) will collaborate to identify specific concerns, create expectations and determine a Behavior Plan designed to meet the child's needs and help them achieve the Behavior Plan goals within the specified timeframe. This plan is tailored to the individual child and their family and may include a variety of strategies.

Some Behavior Plans may include strategies such as:

- Requiring a parent or caregiver to shadow the child at school,
- Ending the school day early if unsafe behavior occurs,
- Identifying specific words and actions that Family Teachers will use with the child.

Before the close of the meeting, a follow-up meeting will be scheduled to review the success of the plan. Meeting notes will be filed with the board President.

3. The Behavior Plan will be implemented. This step will involve notifying all Family Teachers, using written instructions and verbal instructions before school starts identifying how best to work with the child. The child's progress will be documented and kept on file with school records.
4. The Teacher and parents/caregivers will participate in a follow-up meeting to evaluate the progress and success of the Behavior Plan. Meeting notes will be filed with the board President. If the expectations have not been satisfactorily met, the Teacher may choose to modify or redesign the action plan. In this case, a second follow-up meeting will be scheduled.
5. Some Behavior Plans may require the parent(s)/caregiver(s) to obtain a professional assessment for continued enrollment at Brooklyn Preschool. This professional assessment will be requested to include a classroom observation of the child by Multnomah Early Childhood Program (MECP) or a private professional. The board President will be notified in writing when this step occurs.
6. After the completion of the assessment, the parents/caregivers will share the professional's assessment and recommendations with the Teacher(s) and Board President. If the professional recommends that a co-op is not an appropriate learning environment for the child, the parent(s)/caregiver(s) may choose to withdraw them from Brooklyn Preschool, Inc. Otherwise, the consulting professional, Teacher, and parent(s)/caregiver(s) will jointly design a new Behavior Plan.
7. The new Behavior Plan will be implemented, and the Teacher will continue to document the child's progress, including filing notes with the board President.
8. A follow-up meeting of the Teacher, parent(s)/caregiver(s), and consulting professional will be scheduled to evaluate the success of the new Behavior Plan. Meeting notes will be filed with the board President.
9. Brooklyn Preschool, Inc. will explore all reasonable approaches to meeting the child's needs within the co-op setting. If at this point the child continues to prevent other children from having a safe and successful experience, an Executive Committee of the Board of Directors may terminate the child's enrollment. Input from the Teacher and the consulting professional will be weighted heavily. Assistance in finding a more appropriate preschool program will be offered to the family.

# Adult Conflict Resolution Procedure

If adult members of Brooklyn Preschool, Inc. have concerns, conflict, complaints, or problems with any other adult member of the school, including Teacher(s), they should follow these steps:

## One-to-One Communication

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

## Calling the Resolution Committee

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

## Calling in a Professional Mediator

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

## Keep it Confidential

*\*All individuals involved in a conflict will maintain strict confidentiality.\** Discussing the conflict with anyone other than those directly involved, the President, or members of the Resolution Committee is not appropriate.

## Documentation

Any contacts made with or by the President and members of the Resolution Committee will be carefully documented.

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

## Resolution Committee Guidelines

1. Listen actively to each person
  - a. Paraphrase what was said to check your understanding.
  - b. Acknowledge the person's feelings and clarify your understanding.
2. Ask each person what his or her needs are in the situation. Paraphrase and help clarify.
3. Jointly brainstorm many possible solutions to meet needs
  - a. Accept all suggestions as possibilities.
  - b. Do not evaluate at this point.
4. Evaluate possible solutions and select one.

5. Make an action plan together. Distribute copies of the action plan to those involved
6. Implement the action plan
7. Check back
  - a. Phone the parties in one week to see how they are doing
  - b. Phone back one week after that
  - c. Modify action plan and/or call additional meetings as necessary

## Legal Child Custody Orders

In Oregon, both parents have an equal legal right to access their child's educational information, records, and communicate with school staff regardless of divorce or a designation of sole legal custody. Communication regarding a child's educational information will be distributed equally between parents unless a specific court order explicitly prohibits it.

### Release of Child

- Divorced Parents
  - a. The school will refuse to release a child except to the custodial parent. The school must have in its possession a copy of the current child custody order issued by the court. An exception can be made only upon written request of the custodial parent. This written request will be kept on file.
- Separated Parents
  - a. The school will release the child to either parent unless prohibited by a current court order or court document on file.

### Medical Emergency

- Divorced Parents
  - a. The school will use the information listed on the student's emergency contact form signed by the custodial parent.
  - b. The non-custodial parent may be contacted if they are listed on the emergency contact form or if all attempts to contact the custodial parent and others on the emergency contact form have failed unless there is a current court document on file preventing the school from contacting the non-custodial parent.
- Separated Parents
  - a. The school will use the information listed on the student's emergency contact form.
  - b. The school may contact either parent unless prohibited by a court order or court document.

# SCHOOL POLICIES

## Protection of the Co-Op Concept

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

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

In the case of a family that has a scheduling conflict and cannot fulfill a FT role, this family can pay Brooklyn Co-op Preschool to be dismissed from FT shifts. This dollar amount is to be determined and set by the Board.

In the case of a family without on-call care for a younger sibling, the family can opt out of being an Alternate FT. The family will still need to meet the required amount of points worked in a year, but do so by only working full FT shifts. Written notification will need to be submitted to the FT coordinator.

## **Non-Discrimination**

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

## **Harassment Policy**

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

## **Conduct Policy**

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

## **Media Sharing Policy**

Photographs and videos of your child at school capture wonderful memories and are an excellent record of your child's school year. The safety and privacy of all students at Brooklyn Cooperative Preschool is of utmost importance.

Brooklyn Cooperative Preschool has developed the following guidelines to apply to all photographs and videos that are taken at school by parents, guardians, and teachers:

- All photos of students are stored in a shared Google Drive folder that all enrolled families and teachers can contribute to.
- 
- Photographs with student faces are only to be used for internal purposes.
- If photographs are to be used by Brooklyn Cooperative Preschool for outward media purposes, they may not have any faces or other identifiable features of children. Any adults in photos must have a signed photo/media release form filed.

- Enrolled families will not share or post photographs or videos that identify other students
- All enrolled families will sign a Media Sharing Policy acknowledgement form agreeing to follow the expectations of this policy.

#### **Outward-facing media:**

- School website
- Social media (Facebook & Instagram)
- School Newsletter (emailed to enrolled families)
- Marketing materials: flyers, tabling materials, brochures, banners, info boards

#### **Internal use of media:**

- Class Dojo (internal app teachers use to share daily experiences)
- In classroom use: posted on cubbies, daily visual schedule, name cards, etc
- Memory books: Student images will be sourced from the shared google photo folder and given to students at the end of the school year.

## **Student Eligibility Policy**

Students who turn two on or before September 1<sup>st</sup> are eligible for the two-day 2s class. Students who turn three on or before September 1<sup>st</sup> are eligible for a minimum of two days, maximum of four days in the 3s and 4s class. Students who turn four on or before September 1<sup>st</sup> are eligible for a minimum of three days, maximum of five days in the 3s and 4s class. Students who turn five between June 1<sup>st</sup> and September 1<sup>st</sup> of the enrolling school year are eligible for a minimum of three days, maximum of five days in the 3s and 4s class with teacher approval when developmentally appropriate.

Students who fall outside of the age guidelines described above who wish to enroll in one of our classes may request to be placed on an inquiry list. If a class is not fully enrolled by the July Board meeting, students on this list may be invited to apply to the most appropriate class. Enrollment exceptions generally apply to students with birthdays September 1st - October 1st. A child's developmental readiness including cognitive, social-emotional, and motor skills will be reviewed prior to approving eligibility.

## **Enrollment Procedure**

Returning students who submit their registration forms on or before January 31<sup>st</sup> will receive priority registration. A non-refundable registration fee is due no later than two weeks after registration.

New students will submit their registration forms following the February Open House and will follow the enrollment procedures outlined on the application. Generally, there is an open enrollment weekend following the Open House where all applications are considered for a lottery of placement. If there are more applications than spots available a waitlist will be formed. Applications received after the open enrollment weekend will be placed on the waiting list in order they are received. Enrollment shall be prioritized as follows: 1) Returning students 2) Alumni families (siblings or children of former students) and 3) all other applicants. The school will make offers based on the order of applications received in addition to the enrollment and scheduling needs of the school. The membership coordinator and board executive committee will make the final decisions as needed. Any exceptions to the age eligibility guidelines must be approved by the Teacher(s) and the Board.

## **Family Eligibility**

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

Responsibilities are impacted by the number of children enrolled. For example, if a family has two children enrolled, they are encouraged to consider a larger parent job or board position.

## Parent/Caregiver Responsibilities as a Co-op Member

1. It is mandatory that anyone Family Teaching attend the May Orientation Meeting for New and Returning Families, and September Family Teacher training orientation. As members join mid-year, an orientation must take place no later than one week after their student's first day of school. This orientation is arranged with the Membership Coordinator and Family Teaching Coordinator.
2. Membership meetings are mandatory for at least one family member. Dates are listed on the calendar. Meetings are scheduled from 6:30-8:30 pm, with the exception of the September Orientation meeting, which runs until 9 pm. If you are unable to attend a member meeting, you should contact the board President for options. Failure to attend a mandatory member meeting without acquiring the information in another way, will constitute a missed family responsibility. The first missed family responsibility will result in member reeducation. The second missed responsibility will incur a \$40 fine OR the assignment of a special project. The third missed responsibility will incur (another) \$40 fine and members may be asked to engage in conflict resolution with the Board. Missing more than two member meetings may be grounds for dismissal. We do not offer childcare for mandatory meetings.
3. One parent/caregiver is required to work in the school as a Family Teacher as needed to maintain the required teacher/child ratio. If unable to work on a scheduled day, the parent/caregiver must find a substitute from within the co-op or a parent/caregiver who has attended classroom orientation. *Note:* If you would like someone who has not attended an orientation to substitute for you, it is your responsibility to contact the Family Teacher Coordinator in advance. This will allow the person substituting for you to receive an orientation prior to working in the classroom. This substitute must also have submitted the required criminal background check, and been cleared by the Criminal Background Checks committee, prior to working in the classroom.
4. Failure to show up for a Family Teaching day will count as a missed family responsibility. The first missed family responsibility will result in member reeducation, the second missed responsibility will incur a \$40 fine OR be assigned a special project, and the third missed responsibility will incur (another) \$40 fine plus conflict resolution with the Board.
5. At least one parent/caregiver per family must hold a Family Job (this may be a Board position). The child will be dismissed from the school if the parent/caregiver will not participate and/or fulfill said duties.
6. Each family must fulfill their financial fundraising obligation (\$500 per family) through a combination of fundraising work and/or out-of-pocket payment. Families are also expected to participate in working shifts to help support and carry out community fundraisers like the Rummage Sale. Failure to participate in mandatory fundraising activities will count as a missed family responsibility.
7. Each family shall participate in school cleaning responsibilities during the year.
8. All members must follow the Family Teacher policies below.

## Family Teacher Scheduling

Each month's schedule is made by the Family Teacher Coordinator (see list of current Board members). If Family Teachers have any specific requests regarding work days, these must be submitted to the Family Teacher Coordinator in writing by the requested date. An online form will be provided for parents to provide availability. All requests will be taken into account, but in the event of multiple requests for a single day, flexibility may be necessary on the part of the Family Teachers to ensure adequate staffing. Once the schedule is published, if necessary, Family Teachers will be responsible for [Swapping Shifts](#) as per the Handbook procedures with other members. In the event of emergencies, Family Teachers will follow the [Family Teaching Emergency Procedures](#) for covering Family Teaching shifts.

## School Structure

- 2s: Monday/Wednesday and Tuesday/Thursday classes are held from 9:30 am to 12:00 pm.
- 3 and 4s: Monday - Friday classes are held from 9:00 am to 12:30 pm.
- Maximum class size for the 2s: 8
- Maximum class size for the 3 and 4s: 16

## School Closure

Brooklyn follows most Portland Public Schools (PPS) closures for vacations, holidays, and emergency weather events. In the event of PPS two-hour delays for inclement weather, Brooklyn will determine start time at the discretion of the Teacher(s) and President. Other emergencies that close the school will be determined at the discretion of the Teacher(s) and the President. Possible make-up class days due to extended closures will be determined by the Teacher(s) and Board. Professional development and in-service/planning days may or may not align with the PPS calendar from year to year due to frequency and staff availability. In the event of a teacher absence caused by illness, school remains open provided we can source staffing within the community and ensure we have a CPR certified adult on premises.

If more than 10-15 school days (3s and 4s) or 4-6 school days (2s) are canceled, the following guidelines will be enacted to fulfill teaching obligations:

- a. 10-15 days (3s and 4s) or 4-6 days (2s) of school cancelled - a viable school offering will be provided at any point during the year to address missed school time. Number of offerings and specifics to be decided collaboratively between the Teacher(s) and Board.
- b. Should we exceed 15 days (3s and 4s) or 6 days (2s) of school cancelled - the Teacher will offer alternate, regular programming, where possible, decided collaboratively between the Teacher and Board.

## Visitors

All outside visitors must be checked in and approved by the Teacher(s).

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

Generally, caregivers may *not* bring siblings to school on their Family Teacher days. We choose to allow babies up to six months old, who must be worn at all times, if other arrangements cannot be made. This is largely an insurance liability. Our insurance only covers enrolled students. Bringing older school-age siblings on your Family Teacher day may only be permitted with express permission and understanding of the liability concerns and if discussed with the Teacher ahead of time. Exceptions may be made with Board approval.

## Field Trip Policy

The Teacher(s) in collaboration with a delegated field trip Family Teaching Family are responsible for carrying out field trip policies) A minimum ratio of 3:1 children to adults is required (in automobiles as well). Each child receives a free Brooklyn t-shirt as part of their membership and is asked to wear this shirt to school on field trip days.

**The delegated field trip Family Teaching Family is responsible for:**

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

**The teacher is responsible for:**

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

**The driver or named responsible adult is responsible for:**

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

## School Library

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

- Parents choose books.
- Books are signed out on the clipboard located near the sign-in sheets.
- Please return books two weeks after the check out date.
- Return books and record the books' return on the clipboard.

## Violation of Policies

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

# Withdrawals

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

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

1. The family must submit a written (email okay) notice of their withdrawal to the Board President. We request at least two weeks notice so that we can cover any scheduled Family Teaching shifts and complete the exit process. During these two weeks, the family is responsible for completing their Family Teaching shifts and Family Job duties, regardless of attendance of the student.
2. The family must contact the Teacher(s) or Membership Coordinator to schedule a last school day for their child(ren). Students at Brooklyn form close bonds and a formal “goodbye” is very helpful to both the departing student and their peers. All student items should be picked up on or before this day including extra clothes boxes,, artwork, keepsakes, and immunization forms.
3. The family will be contacted by the Membership Coordinator and Accounts Receivable Treasurer to discuss any final paperwork or payments due. The withdrawing family will forfeit the remainder of the current month’s tuition and the non-refundable registration and supply fee. The withdrawing family will also pay any remaining balance due toward their fundraising obligation (\$500 per family) for the current semester. In the event that the family has prepaid tuition for the year, the family will be refunded for the remaining months, less any money owed (e.g., nursery fees or fundraising obligation). See the [Financial Obligations for Withdrawals Table](#) for details.
4. The family will return any borrowed school property, including books from the school library, if applicable.
5. The family is strongly encouraged to communicate directly with the Membership Coordinator regarding their withdrawal and the scheduled last day of school for their child(ren). We find it is helpful for members to hear this information first-hand, whether in person or via email. This also allows the parents of your child(ren)’s classmates to give them advance notice of the change.
6. The family is requested to complete an Exit Survey.
7. In the event your family must withdraw from school after paying the non-refundable registration and supply fee but prior to the beginning of the school year, your family is responsible for a written notification of withdrawal and forfeits the non-refundable registration and supply fee. See the [Financial Obligations for Withdrawals Table](#) below for details.

## Financial Obligations for Withdrawals Table

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Before School Year Starts</b>                 | <ul style="list-style-type: none"> <li>• Application and registration and supply fees are not refundable.</li> <li>• Partial tuition refund depending on withdrawal date. Dates vary each year. For the '25-'26 school year: <ul style="list-style-type: none"> <li>○ Before July 15th: Full refund</li> <li>○ Between July 16th - 29th: 75% refund</li> <li>○ Between July 30th - Aug. 19th: 50% refund</li> <li>○ After Aug. 20th: no refund</li> </ul> </li> </ul> |
| <b>Before January 15 Fundraising Buyout</b>      | <ul style="list-style-type: none"> <li>• Application and registration and supply fees are not refundable.</li> <li>• Responsible for remainder of current month's tuition, half of the individual fundraising amount due for the year, and any outstanding balances such as field trip fees.</li> <li>• If the last month's tuition payment was more than the amount due, a refund is issued for the remaining amount.</li> </ul>                                     |
| <b>After After January 15 Fundraising Buyout</b> | <ul style="list-style-type: none"> <li>• Application and registration and supply fees are not refundable.</li> <li>• Responsible for remainder of current month's tuition, the individual fundraising amount due for the year, and any outstanding balances such as field trip fees.</li> <li>• If the last month's tuition payment was more than the amount due a refund is issued for the remaining amount.</li> </ul>                                              |

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

## Family Teaching Lateness Policy

Family Teachers and the Family Teacher Alternate must be at school and *ready to work* 15 minutes prior to the class start time. Family Teachers utilizing the nursery will arrive no later than 30 minutes prior to the class start time, so that their nursery child can settle in. Lateness to Family Teaching shifts will be recorded by the Teacher(s) and reported to the Vice President. Please treat Family Teaching like the critical job it is and plan your morning so that you will be on time. Late arrivals will be handled in the following manner:

- First late arrival: Member family receives a written warning and reminder of Brooklyn Preschool, Inc.'s late policy.
- Second and subsequent late arrivals: Member family is fined \$5, billed and payable with monthly tuition.

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

## Pickup and Lateness Policy

It is crucial that you pick up your child from school on time. Pickup time is 12:00 pm for the 2s and 12:30 pm for 3/4s. The Teacher is counting on you. Your fellow co-op members are counting on you (as you count on them on your Family Teaching days). But most importantly, *your child is counting on you!*

Caregivers are allowed a five-minute grace period, AFTER which they will be assessed a fine of \$1 per minute, billed and

payable with monthly tuition. Families who repeatedly (more than three times in a calendar month) arrive after the designated pick up time will waive the right to the grace period for the remainder of the semester and will be fined \$1 per minute after pick up time. Lateness to pickup will be recorded by the Teacher(s) and reported to the Vice President.

## PERSONNEL POLICIES

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

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

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

We expect our Teacher(s) to have the following traits and entrust our Teacher(s) with these responsibilities:

### Personal Qualities and Classroom Presence

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

### Environment

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

### Working Responsibilities

- Plans, implements, and supervises a preschool program of highest quality
- Manages time well
- Must be present at each class session
- Prepares materials to be ready for use when children arrive
- Closes the school at the end of each class session
- Greets children at the beginning of the class day

- Directs Family Teachers in their tasks
- Attends Board meetings and membership meetings
- Participates in training orientation meetings in Spring and Fall
- Participates in the open house on a Saturday in February
- Completes CPR/First Aid certification prior to start of class
- Completes fingerprinting and criminal background check (police record) prior to beginning of school
- Advises on matters of equipment, supplies, books, and supporting materials
- Provides health certificate showing good general health and freedom from tuberculosis or any other communicable disease upon request

## Teaching Style and Strategies

- Focuses on individual children while being aware of what is happening throughout the classroom, staying relaxed, comfortable, and alert
- Relates to each child's personality and developmental level
- Is willing to learn from children and follow their lead
- Is empathetic, able to feed back to the child an understanding of the feelings behind his words or behavior
- Makes opportunities for one-on-one activities with children
- Perceptive to differing moods of children & makes adjustments when they are tired, irritated, stressed.
- Remains in control in startling and difficult situations
- Enjoys humorous incidents with children, enjoys laughing with them
- Actively participates with children, has a plan for each day
- Sets consistent, realistic limits and focuses on behaviors rather than children when teaching and modeling conflict resolution
- Provides guidance in the development of good habits for eating, toileting, and exercise
- Provides experiences that foster independence and self-reliance and are new
- Plans and implements curriculum to help children achieve developmental and learning goals
- Positions self in strategic spots during the school day
- Supports cultural differences and uses an anti-bias approach to curriculum
- Shows enthusiasm for the day, questions and explores with children so that all learn through discovery
- Creates verbal contract with students about classroom rules and boundaries, physically and emotionally
- Identifies overarching goals for the class at beginning of the year and talks with parents/caregivers about how the Teacher's goals may be the same and may differ from parent/caregiver goals

## Relationship to Parents/Caregivers

- Communicates with parents/caregivers via regular methods, at class meetings and debriefs, at drop-off and pick-up times, via newsletter and scheduled conferencing
- Always discusses a child's behavior privately, never when student is present
- Respects families' right to privacy by not discussing problems with others
- Perceives self as part of a support system for parents/caregivers
- Makes parents/caregivers aware of their strengths and value to membership community
- Uses insights of parents/caregivers about children, listens, and understands their needs
- Effectively guides and instructs Family Teachers about classroom parent/caregiver teaching support
- Articulates the importance of a developmentally appropriate program
- Supports community development of trust and camaraderie among adult members
- Enriches parents/caregiver lives

## Professional Growth & Education

- Makes a conscientious effort to expand knowledge of good early-childhood teaching

- Belongs to early childhood professional organizations such as ONAEYC
- Attends PCPO colleague meetings
- Attends annual conferences such as PCPO and/or PCPI or OAEYC
- Willing to try new things, not afraid of failing or making mistakes
- Demonstrates pride in being an early childhood educator
- Training in early childhood education preferred

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

## Teacher Hiring

In the event of a Teacher vacancy, a Teacher Hiring Committee will be formed with a minimum of three people including one Board member. Current Teachers may be members of this committee.

After establishing procedures with the guidance of PCPO and reviewing the preschool's Hiring Policy, the Committee shall advertise for, interview, and screen applicants. The Committee shall recommend to the Board a single candidate for hiring, providing that two-thirds of the committee concur in making such a recommendation. The Board may vote to hire immediately or to instruct the Committee to continue to solicit applications and inform the candidate that they are under consideration.

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

1. On or before January 25th, when possible, the Board shall offer an invitation to the Teacher to return.
2. The Teacher(s) shall give a letter of intent to the Board on or before February 5th (but no later than two weeks after receiving the invitation to return).
3. Negotiations between the Teacher(s), President, and Treasurer will follow.
4. The contract will be signed by April 1st for the following school year when possible.

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

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

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

## HEALTH & SAFETY POLICIES

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

If your child is overly tired, sick, or shows symptoms of a communicable disease, please keep them home from school. If illness becomes apparent during the school day, the Teacher(s) may send the child home. This is in the best interest of your child and

the other children in the class. Health providers routinely recommend a full 24 hours with no fever, diarrhea, or vomiting before a child returns to a school setting. Remember that fevers are often gone in the morning, but can return later in the day.

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

If your child becomes ill with a communicable disease or condition, please inform the Teacher(s) and the Secretary so they can inform the co-op families to watch for symptoms in our children. This is very important, because some children may be at greater risk of complications, notably nursery kids. Even a conscientious parent becomes more observant with forewarning.

In the event of head lice, which can occasionally be found in our school community throughout the school year, Brooklyn adheres to the following standards:

Following the recommendations of the American Academy of Pediatrics and the CDC, we have adopted a policy that excludes students for live lice, but not for nits (lice eggs). In the event that head lice are found, the student will be sent home for treatment and then rescreened before returning to the classroom. The school must be notified immediately so that all families can be informed. The Secretary will notify the community. The Deep Clean Team is responsible for removing all washable items from the school and treating them appropriately.

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

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

## **Immunization/Vaccination Policy**

A completed immunization form must be returned to the school or President at the September Orientation meeting in order for your child to attend Brooklyn Preschool, Inc.. Oregon law requires pre-kindergarten students (18 months of age or older) to have certain required vaccines or an appropriately signed exemption before school attendance takes place. Please refer to the immunization form and/or current Oregon law for a list of these vaccines.

## Access Policy

The school is to be entered through the East facing door accessible through the playground. This door is operated by entering a numerical door code that is intended only for use by Brooklyn Preschool Community members. Door access codes are frequently changed for security purposes throughout the year and membership will be notified of these changes via Class Dojo.. Door codes may not be shared with anyone outside of the community unless they are a documented and approved pick-up person for your family.

## Accident Policy

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

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

## Bathroom Policy

All children are encouraged to use the toilet independently throughout the day. Our expectation is that all children entering the 3/4s classes will be potty-trained. That said, we recognize that potty-training is a process and accidents are an expected part of the preschool experience.

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

## Allergic Reaction Policy

Upon enrollment, each parent/caregiver will fill out a registration form that includes food allergy information. Specific allergies noted by the parent/caregiver will be posted by the Secretary in the child's classroom, along with the type of allergic reaction, symptoms, and the usual treatment the child requires. In order to prevent an allergic reaction, it is the responsibility of the Secretary and parent/caregiver to inform the other parents/caregivers and Teacher(s) of the child's allergy history.

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

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

It is the responsibility of the parent or caregiver to train the Teacher in proper administration of the medication.

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

## Emergency

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

In the event a fire alarm goes off when you are Family Teaching, exit the building with the children in your room and go to the farthest basketball hoop at the east end of the blacktop. Check children's names on the sign-in sheet, and proceed to the northeast corner of the parking lot near the shed. Teacher(s) exit last to double-check rooms, bathrooms, etc., to make sure all children are outside. The Family Teacher from the Tinker Lab will go to the nursery to assist in the exit of the nursery caregiver and nursery children. In the event of a disturbance on the playground, gather children and go into the preschool building. Report the disturbance to the church office. Call 911 if necessary.

In the event of an Earthquake signal while outside, all students and teachers will gather in the middle of blacktop, sing *Twinkle Twinkle Little Star* two times and wait for teacher to signal safety with two whistles. Adults will check-in with people inside the building. If Inside the building during an earthquake signal, all students and teachers will take cover under a table, sing *Twinkle Twinkle Little Star* two times and adults will count to confirm the number of adults and children present in the room. Adults will announce room location and number of people (e.g. Great Room, 6 kids, 1 adult) and listen for other accounts. The teacher will announce, "Shaking has stopped-evacuate building". The Family Teacher is responsible for evacuating the classroom they are assigned to work in for the day (including in-room bathroom if applicable). Adults will direct children to exit school quickly and gather in the middle of the blacktop on the playground. The teacher is last to exit school after checking all rooms and will meet children and Family Teachers with attendance log and "go bag". The teacher signals safety with two whistles.

## Background Check Policy

This policy is adopted in order to be in accordance with Oregon State Law (ORS 657A.250 to ORS 657A.450). Whereas the Board of Trustees (the "Board") of Brooklyn Preschool, Inc. (the "Preschool") realizes that educating preschool children in a cooperative setting creates risks to the children incumbent upon their being present in a room with an unsupervised adult other than their parents/caregivers, as a volunteer; and whereas the Board considers these risks will be minimized by the use of background checks to screen parents/caregivers and other volunteers for past convictions that might make them inappropriate candidates to assist in the education of young children or in service to the Board; and whereas the Board wishes to act to reduce those risks.

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

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

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

6. Whether there is evidence of rehabilitation; and
7. Whether the volunteer's background would reflect poorly on the institution.

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

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

# FINANCIAL POLICIES

## Tuition for Brooklyn Cooperative Preschool Program

Monthly tuition and yearly fees for each school year and class are subject to change annually with the adoption of the yearly budget and yearly rate sheet.

Families with two children enrolled in the Brooklyn preschool program are eligible for a 10% discount on tuition for the least expensive tuition of the two (does not apply to the nursery.) Fundraising obligation remains the same (\$500 per family). If children are in the same class, the family is responsible for 150% Family Teaching shifts (not 200%.) If families have three or more children enrolled at the same time, this situation will be reviewed on a case by case basis.

Subject to yearly approval by the board and published in the yearly rate sheet, a 5% discount for full payment (tuition only) prior to the beginning of the school year may be available. In the event of an early withdrawal the portion of the tuition paid for the remainder of the school year will be refunded, minus previously applied monthly discount amount.

Prior to the beginning of the school year, you will be billed for the first and last months' tuition (September and June). If a family is in good financial standing, does not have outstanding tuition, fundraising obligation or other payments due come May, they will not be billed for the final cycle of tuition. As school is not in session in July or August, no tuition is due for those months. Each month's tuition is due on the first of the month. A \$25 late charge will be assessed after the 10<sup>th</sup> of each month.

For mid-year enrollment, first and last month's tuition and supply fees are due no later than the student's first day of class. Tuition is prorated for the number of weeks attended in the first month a student attends. For example, if a student joins the school in the second week of the month, their first month's tuition is 3/4 of monthly tuition.

Repeated failure to pay tuition (two months in arrears) will be grounds for dismissal at the Board's discretion and prohibit the child from attending school.

Payment should be made online through your bank account upon receiving an electronic invoice or by check/money order. Cash is not accepted. *Any charges for returned checks will be charged back to the member.*

Tuition will not be refunded, prorated, or credited for any missed school days due to illness, family vacations, holidays, or other personal circumstances. This policy is to ensure consistency in staffing, program planning, and overall operations.

See [Withdrawals](#) section policies related to mid-year withdrawals.

## Application Fee

An application fee will be paid when a family first applies to register a child in the preschool. This fee is non-refundable and supports the school's financial aid fund. Returning students (those who were enrolled the previous year) are not required to pay the application fee. A sibling of an alumni student is considered a "new student" and is required to pay the application fee.

## Registration & Supply Fee

At the time of yearly enrollment, a non-refundable registration and supply fee per student will be paid to hold a child's position in their class. Families are required to remit this fee within one week of accepting their spot in class. Fee amounts are published in the official yearly Rate Sheet. The registration and supply fee will not be refunded in the event of withdrawal from the preschool before the end of the academic year.

## Fundraising Commitment

Yearly Individual Family Fundraising obligations are subject to change annually with the adoption of the yearly budget. The amounts are published in the yearly Rate Sheet, the amount is \$500 per student for the 2026/2027 school year.

Each family is responsible for raising their individual family fundraising obligation, either through fundraising activities organized and tracked by the cooperative, or by paying this fee out-of-pocket by the May billing period.

Additional Community Fundraising targets are set yearly and subject to change upon completion of the Mid Year Budget Review. A percentage of all cooperative organized fundraising activities shall go towards meeting the Community Fundraising goal.

## Fee Schedule for Mid-Year Enrollment

| Date Admitted             | Fundraising Obligation | Supply Fee | Registration Fee |
|---------------------------|------------------------|------------|------------------|
| Prior to Fall fundraisers | 100%                   | 100%       | 100%             |
| After Fall Fundraisers    | 50%                    | 100%       | 100%             |
| Feb. 1 - Mar. 1           | 50%                    | 50%        | 100%             |
| After Mar. 1              | 25%                    | 50%        | 100%             |

## Oregon Criminal Background Check Fee

The preschool will pay for up to two criminal background check fees per family for Family Teacher volunteers. If a family would like to have additional family members or caregivers present in the classroom or otherwise volunteer, that family will be responsible for paying any additional criminal background check fees. The current fee per background check is \$5.

## Withdrawals

For procedures and financial obligations for withdrawals before or during the academic year, see the [Brooklyn Preschool Withdrawal Policy](#) and the [Financial Obligations for Withdrawals Table](#) for details.

## BUDGETING

Budgeting work for the upcoming school year shall commence in January by the Budget & Financial Policies Committee under the direction of the Treasurer(s). The budget shall include a Rate Sheet with an estimate of current (and year to year percentage change) cost per session hour and applicable average expected member volunteer contributions and other fees.

A draft budget shall be presented to the board for feedback at the March Board meeting. A budget draft (subject to stages of employee and facilities contract negotiations) is presented to the membership for feedback by the April member meeting, with final budget adoption by the Board at the May board meeting. The official publication of the new budget is made by the May membership meeting for new and returning families.

## Mid Year Budget Review

A current fiscal year budget review along with any discernible projected shortfall/surplus shall be completed by the Budget & Financial Policies Committee no later than December 31st. It will then be presented at the January board meeting along with any recommended corrective measures (including but not limited to: accessing reserve accounts, pro-rata tuition increase, additional fundraising activities, additional offerings, etc.). As needed, the board will present the budget review findings along with board revised/adopted corrective measures/options to the full membership.

## Surplus Allocation

Reserves play a crucial function for the organization to adequately fund contractual obligations, pay for needed large ticket facilities improvements and equipment, or mitigate the impact of an individual fiscal year budget shortfall while safeguarding the organization for future membership. A yearly budget shall strive to generate an adequate, manageable surplus and include a (capped or uncapped) percentage-based allocation of the projected surplus to reserve accounts. The surplus allocation shall prioritize adequate funding of contingency reserve for use in budget shortfall years while balancing the funding needs of additional reserve accounts that the Budget & Financial Policies Committee deem necessary (including but not limited to Teacher Professional Development, Facilities & Safety, Substitute/New Hire Fund, Financial Aid/Scholarship Fund, Teacher Wish List, etc.)

## Accessing Reserve Accounts

Unless otherwise over-ridden by a board decision with written reasoning presented to the membership, a standing policy of accessing reserve accounts shall be in effect as follows;

- A. Using no more than 50% of the Contingency Reserves Account or meeting no more than 50% of a single year budget shortfall through reserve allocation
- B. Reserve account funds shall be used for their intended stated purpose with any individual allocation over \$200 from a reserve account requiring board approval.
- C. Use of the funds in the Emergency Reserve account shall be for addressing unanticipated and unmitigatable events only. (loss of lease, catastrophic facilities loss, etc.)

## Financial Communication

A four day advance notice is required of a financial agenda item which is to be presented at a membership meeting and that the board has deemed may require the full membership vote.

## Cash Box and Cash Management Policy

Policy copy to be kept in the cash box, as well as a hard copy given to all Money Handlers. *(Approved Fall 2018)*

Rules for Cash (Box) Management :

- More than one person must account for cash received. At the end of event where cash is being collected 2 people must verify the cash amount at closing, place and seal in the envelope provided, write the total along with the date and name of the event, both persons must initial over the seal
- All customers must be given a receipt for cash payments. Receipt book will be provided.
- Cash payments must be logged on the paper ledger, receipt copy at the event, and on the bank deposit slip. At the end of the event, these three items must be reconciled and balanced.
- The bank deposit must be made on a regular basis during regular business hours. If deposit cannot be made on the same business day it must be made the following business day. Please put a note with the person's name, phone, date cash was removed, and amount.
- All cash must be kept in a locked box.
- Brooklyn Coop, as needed, will provide adequate cash to make change for customers making cash payments. This withdrawal will be made by one of the board members with banking privileges. The withdrawal receipt must accompany the cashbox and be reconciled with the event/another cash handler before the event. 2 people must initial the receipt to verify the beginning cash balance. The cash change must also be reconciled with every deposit.
- No one, under any circumstances, may borrow any money from the cash box. If a cash handler is providing cash for change purposes at the event, another cash handler must verify and provide a receipt for the amount deposited to the cash box. At the end of the event 2 cash handlers will count out the cash due back and initial, and date the receipt with a note of payout.

## SCHOLARSHIP/FINANCIAL AID

The financial aid policy *(Established in the fall of 1990 and amended in 2019)*, was created to preserve access to our preschool experience for current members of good standing and/or prospective members for whom the full cost of our program would present a barrier to membership. All other aspects of school policy and procedures will remain the same including, but not limited to, classroom work obligations, fundraising, attendance at member meetings, and family job responsibilities. Financial aid does not supersede any other rules of the preschool, and continued granting of scholarship funds will be dependent upon the

satisfactory fulfillment of member responsibilities as outlined in this handbook.

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

## FUNDRAISING

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

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

1. Raising revenues: Each family is responsible for raising the total fundraising obligation amount set forth at the beginning of the school year (\$500 per family). This may be done via participation in fundraising activities throughout the year for which your family will earn credit, by paying the required amount out-of-pocket, or by a combination of these two methods.
2. Participation in fundraising activities: In addition to earning credit toward your fundraising obligation for volunteering, there are some events where all families are needed to volunteer regardless of their fundraising obligation status. Failure to participate in a mandatory fundraising activity will be considered a missed family responsibility. The first missed family responsibility will result in member reeducation, the second missed responsibility will incur a \$40 fine OR assigned a special project, and the third missed responsibility will incur (another) \$40 fine and members will be asked to engage in conflict resolution with the Board.

Half of the yearly fundraising obligation (\$250 per family) must be met by the end of the first semester. Statements will be distributed in January and any first semester fundraising obligation balance owed will be due at that time. If a family has earned more than is required for the first semester, any overage will be applied to their second semester balance.

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

## YOUNGER SIBLINGS/NURSERY

Brooklyn Preschool, Inc. is pleased to offer a nursery program as needed and available when our community has two or more participating families, for younger siblings of the 3/4s class (usually six months of age and older) while parents are teaching in the classroom. Families who have mentioned the need for childcare on the preschool application form will get specific information for the coming year at the Member Orientation meeting in May. They will be required to attend a Nursery Orientation before school begins.

### Infants

The nursery is available to siblings six months of age and older. If you have a younger child under the age of six months, you have the option of wearing your infant while you work your Family Teacher shift. The infant may be carried in a sling, front pack, or backpack while you are working. Baby wearing is limited to one Family Teacher per classroom shift. Be aware, however, that our accident insurance only covers the enrolled students and infants using the nursery. To minimize the risk of accidents, Family Teachers who bring infants with them on their scheduled Family Teaching day must carry their babies at all times.

### Nursery Scheduling and Tuition

Nursery childcare shifts will rotate between participating families in the nursery program. Each month you will submit your availability to the Family Teacher Coordinator for the following month's schedule. If you are unable to work on a day that you have been scheduled to Family Teach, it is your responsibility to find another nursery family to trade with. Based on nursery availability; a family utilizing our Nursery services *may* work less FT shifts in the classroom. If you have a sick child the night before you are scheduled to Family Teach or provide Nursery Care, it is your responsibility to find someone to trade with.

To allow time for your child to get settled in the nursery, nursery families are advised to arrive 30 minutes prior to the start of school; this allows for 15 minutes with your child in the nursery, and the mandatory 15 minutes of prep time for your Family Teacher job. Nursery families must follow the same [Sign-In](#) and [Sign-Out](#) procedures outlined for preschool students in the handbook.

### Nursery Alternate

One Family Job may be Teacher Substitute/Nursery Alternate. This role fills in for the Nursery Provider in case of illness or unforeseen circumstances. If neither are available, another member will be asked to step in and provide nursery care for the day.

# BOARD POSITIONS AND FAMILY JOB DESCRIPTIONS

Each family commits to a job for the entire year. \*Family jobs include all board positions and other roles as described below.

**Family jobs may change from year-to-year depending on need and enrollment numbers.** Returning and alumni members have a priority choice of their family job and are given first right-of-refusal over previous job(s) held. All members are given a job request form to be returned to the Family Jobs Coordinator who assigns all positions (except the Board). Duties may be added and/or removed throughout the year to accommodate the school's and families' needs. All family job positions may not necessarily be filled in a given year. If a high need position becomes vacant during the school year, the membership may need to have family jobs re-assigned. *(\*If unable to fulfill job duties, a family may request an alteration or change to accommodate their circumstances.)*

## BOARD POSITIONS *(average 10-20 hours/month)*

The Board of Directors sets and enacts policy for the preschool. The board meets EVERY 2nd Tuesday of each month, including a transition meeting in June and throughout the summer (June - August). Board members are expected to attend every board meeting. Meetings are open to all members, unless otherwise indicated. The board may hold emergency closed meetings. The board plans and attends general membership meetings and orientations. Board positions, division of labor and duties are subject to change in response to changing membership and enrollment needs.

The members who fill the following positions are full-voting members of the board and attend all board and membership meetings, unless otherwise indicated.

1. **President** – The President is the Executive Director of the corporation, is responsible for the general management of the corporation, sees that all orders and resolutions of the Board are carried into effect, and works with the Treasurer-AP to ensure financial matters of the co-op are well-managed and support the long-term fiscal stability of the school - including overseeing teacher contract negotiations and assisting with creation of the annual budget. Other duties: creates agendas and presides at all board meetings, attends PCPO meetings if able, prepares school calendar with teachers' and board input, contributes to monthly newsletter, etc. Serves on EXECUTIVE, BACKGROUND CHECK, + SCHOLARSHIP COMMITTEES.

2. **Vice President** – The Vice President confers and works side by side with the President to ensure the smooth operation of the school, including deputizing/ acting for the President when necessary, and facilitating the Advisory Board - including long-term planning. The VP creates agendas and presides at all membership meetings, follows-up missed membership responsibilities, and assists with special situations as needed (ie. Handbook revisions). Other duties: oversees board goals, contributes to monthly newsletter, manages alumni contacts, coordinates group email accounts, maintains the brooklyn\_user email / board drive, etc. Serves on EXECUTIVE COMMITTEE.

3. **Treasurer - Accounts Payable** – The Treasurer has custody of the corporation funds and shall keep full and accurate accounts of disbursements in books belonging to the corporation, and works with the President to ensure financial matters of the co-op are well-managed and support the long-term fiscal stability of the school - including overseeing creation of the annual budget and assisting with teacher contract negotiations. Other duties: manages all outgoing payments (including payroll), prepares and presents monthly financials, oversees tax preparation, and prepares year-end financial statements. *(Must have access to a computer and printer.)* Serves on EXECUTIVE, BUDGET & FINANCE, + SCHOLARSHIP COMMITTEES.

4. **Secretary** – The Secretary collects, files, updates, and maintains all school records and is responsible for all hard copies of student/ member data. Other duties:; records/ distributes/ and posts minutes of ALL membership and board meetings, submits insurance requests for events outside of normal school day activities, maintains school bulletin boards, collects/ distributes mail from our Post Office box, and assists with handbook revisions as necessary, Must be VERY detail-oriented! *Extremely helpful to have a personal laptop with which to take notes at all meetings.* Serves on EXECUTIVE + BACKGROUND CHECK COMMITTEES Facilitates HEALTH & SAFETY COMMITTEE.

5. **Family Jobs Coordinator** – The Family Jobs Coordinator is responsible for all tasks associated with managing member jobs. This includes prioritizing fulfillment of positions, updating/ maintaining/ and distributing both electronic and paper documents, plus orientation and follow-up with all members to ensure they are able to fulfill their responsibilities. Other duties: collates all job hours, confers with board and teachers to decide if new jobs are needed, and submits relevant handbook revisions. Facilitates COMMUNITY BUILDING COMMITTEE

6. **Fundraising Coordinator** – The Fundraising Coordinator plans and organizes fundraising activities and is supported by the Fundraising Team. They determine fundraising obligations and buyouts in collaboration with the Treasurer. Facilitates FUNDRAISING COMMITTEE.

7. **Marketing Coordinator** – The Marketing Coordinator plans and executes publicity for the year including, but not limited to, times of open enrollment, open house, and fundraising events. Collaborates with board positions and members to create this publicity. Maintains website and outdoor signage. The Marketing Coordinator oversees deliverables created by the marketing team. Promotes the preschool when opportunities present themselves and by using the school website, Facebook, Next Door, Craigslist or other online or social media groups. Coordinates annual t-shirt printing for school and distributes t-shirts to current students. Facilitates COMMUNICATIONS COMMITTEE.

8. **Membership Coordinator** – The Membership Coordinator ensures that our school has the fullest possible enrollment, returns phone calls and emails from people interested in the school, connects prospective families to tour leaders and new families with appropriate orientation person, processes all applications, and keeps the teacher and other members informed of changes in membership. They are in charge of organizing the yearly Open House and keeping the roster up-to-date. Facilitates ENROLLMENT/ SUMMER CAMP COMMITTEE.

9. **Family Teacher/ Nursery Coordinator** – The Family Teacher/Nursery Coordinator orients members to their Family Teacher duties, writes newsletter articles on Family Teaching and scheduling, prepares each monthly Family Teacher schedule, and acts as liaison between teacher and parents on Family Teaching issues. The Family Teacher/Nursery Coordinator also helps develop the nursery plan over summer, checks in with the nursery provider and brings issues/needs to the Board. The Family Teacher/Nursery Coordinator collaborates and facilitates the annual contract with the nursery provider, President and Treasurer. Additionally, the Family Teacher/Nursery Coordinator works with the Health and Safety Coordinator to make sure that the room is safe, stocks the cupboard in the nursery with snacks and needed supplies, and orients new nursery families.

10. **PCPO Representative/ Adult Education Coordinator** – The PCPO Representative attends PCPO general meetings and reports back relevant information to the Board, writes reports for the newsletter, posts PCPO information, advertises PCPO conferences and workshops on hallway bulletin board, and organizes carpools to PCPO events. Also recruits, and coordinates adult education experts to attend parent membership meetings throughout the year. Serves on COMMUNICATIONS COMMITTEE

## **NON-BOARD POSITIONS (*average 5-10 hours/month*)**

Non-board positions, division of labor and duties are subject to change in response to changing membership and enrollment needs.

1. **Raffle Coordinator:** Works closely with the Fundraising Chair to coordinate all aspects of the fall Raffle. Heads committee to solicit donations (through businesses, membership and alumni). Solicits donations of recurrently needed goods. Maintains a donation history and thanks donors with school letterhead. Serves on FUNDRAISING COMMITTEE.

2. **Class Cook:** Assists teachers in planning and executing class cooking projects. Attends and prepares for monthly class cooking days in addition to Family Teaching days. Preschool will provide all needed equipment and supplies, but Class Cook may need to assist in procuring them and complete some preparation at home in advance of cooking day. Submits nutrition/ recipe/ etc. every other month to the newsletter. ***This position is ideally suited for a NON-Nursery family or a family with alternate childcare readily available for siblings.*** Serves on NUTRITION COMMITTEE.

3. **Cleaning & Sustainability Coordinator** **\*\*Two family team\*\***: *Cleaning:* This team is responsible to complete weekly or bi-weekly deep cleanings of the classrooms and nursery according to the specific cleaning guidelines set out by the Early Learning Division. The frequency will depend on what the guidelines warrant. The team is to maintain and update a detailed deep cleaning to do list with help of Health & Safety Coordinator. If the team is not available for some of the cleanings, member volunteers can be solicited to sign up. If member volunteers have been signed up by the team to do the weekly deep cleaning tasks, the team is responsible to ensure that the volunteers get reminders and then a detailed list of the deep cleaning to be done during their set time. With teachers, coordinates end-of-year cleaning/ take-down of classrooms for all members, with task distribution. *Sustainability:* Oversees continual efforts to make the preschool more environmentally-friendly. Monitors water filtration system, coordinates recycling round-ups, takes countertop green bin food waste home on a weekly basis to put in the curbside yard debris container, and educates the membership on sustainability issues as applicable – toys, food, cleaners, etc. Tracks our progress with the Oregon Environmental Council as an “Eco-Friendly Childcare Provider.” Contributes to the monthly newsletter with relevant articles as needed. Serves on HEALTH & SAFETY COMMITTEE.

4. **Community Builder/ Hospitality Coordinator:** Fosters class community connections and opportunities for social engagements. Coordinates and publicizes (via newsletter, bulletin board, emails, etc.) scheduled school-wide member ‘Community Event’ evenings, plus class-based informal morning coffee talks or walks, after school picnics, etc. ***at least once each month.*** Assists Membership Coordinator with welcome tours for prospective members, and helps orient new members during the school year. Supports all class-specific communication, including coordinating family support as needed (e.g. meal calendars for new babies), and coordinates class appreciations for teachers - holidays, birthdays, end-of-year, etc. ***This position is ideally suited for someone who identifies as extroverted, loves to plan gatherings, and is motivated to organize events that bring members together - essential for the Brooklyn experience!*** Serves on COMMUNITY BUILDING COMMITTEE.

5. **Community Fundraising Coordinator (Dine-Ins & Other Fundraising):** Helps coordinate Dine-In fundraisers throughout the year, Mid-Year Raffle, and other fundraising opportunities as they arise. (Dine-ins are optional monthly events for the family; they take place at local restaurants that agree to share a portion of the profits with our school.) Serves on FUNDRAISING COMMITTEE.

6. **Digital Copy Editor:** Solicits updates and works with the board to bring the website current as well as the school handbook. Coordinates and collaborates with Marketing Director to make website changes as needed and leads revisions towards the end of each school year to support printing of a paper version and consistent updated website version. Works closely with the Marketing Coordinator and Newsletter Editor to make sure all Brooklyn materials and documents are consistent, professional, including all images and use of logo. Computer access is required and copy experience desired. Serves on COMMUNICATIONS COMMITTEE.

7. **Field Trip Coordinator/ Librarian:** Makes reservations regarding field trips, as designated by teacher(s). Maintains file on prior trip contacts/information. Makes field trip school tags for each child as needed. Creates, distributes and collects field trip permission forms. Manages transportation to and from location, including carpooling schedules, and coordinates other details as

needed. Librarian: Get subject area books from the public library at the teacher's request. Write book reviews for the newsletter. Manages the school resource library; reminds parents to both check out and return books; ensures that the school owns a sufficient number of copies of mandatory reading materials, such as the member handbook and *How to Talk so Little Kids Can Listen* (Maybe organize a membership book group for conversation on *How to Talk*...) Serves on BUDGET & FINANCE COMMITTEE.

**8. Gardener & Groundskeeper:** Coordinates with teacher(s) to develop the garden spaces at the school. Tends to weeding and general upkeep of beds inside the fence and in the parking lot. Organizes garden workdays and spring and summer (following the school year) watering schedules. Oversees replenishment of sand, gravel and soil as needed. Coordinates with church liaison monthly to determine need for volunteer work parties to upkeep church grounds. Collaborates with the Maintenance Coordinator as needed. May help with garden design, integrating the garden into the curriculum, and supporting such in the classroom. Access to a truck and garden tools is helpful but not required. Serves on FACILITIES & GROUNDS COMMITTEE.

**9. Grant Writer:** Work closely with the Fundraising chair to research and apply for applicable grants in order to support the fundraising efforts of the school. *Experience with Grant writing is very helpful!* Serves on BUDGET & FINANCE COMMITTEE

**10. Health & Safety Coordinator:** Acts as the liaison between the Health Department and the school. Keeps updated on the latest health guidelines from the Early Learning Division. Presents health and safety information at membership meetings as necessary and facilitates the collection of immunization forms. Creates emergency information cards for field trips at the beginning of the year. Responsible for filling/updating first aid kits and medical information packets. Reviews children's immunization forms and reports this information to the health department. Makes periodic checks of classrooms, nursery and playground to inspect equipment and environment for safety. Provides information on this subject for the newsletter. Makes sure first aid supplies, bleach, antibacterial soap, gate locks and electrical outlet plugs are in good supply all year. Advises teacher and president when illness/epidemic may require school closure. Coordinates with church and teachers to schedule monthly fire drills. Reviews applications and polls membership for allergy information and compiles a list of students' allergies to post in the food preparation area(s). Alerts all teachers and Family Teachers of any student with life-threatening allergies. Works with the Cleaning & Sustainability team to keep a deep cleaning list up to date with any additional cleaning protocols needed. Serves on HEALTH & SAFETY COMMITTEE.

**11. Hospitality Coordinator:** Responsible for coordinating refreshments, set-up and take-down at all Membership Meetings (4 per year), May Orientation, and September Family Teacher Training by delegating to families. Submits meeting information for publication in newsletter. Monitors Lost & Found (brings to meetings, takes to church office or Goodwill.) Coordinates food, beverages & utensils, plates, etc. for annual Open House event. Serves on HEALTH & SAFETY COMMITTEE.

**12. Laundry Coordinator:** This position consists of taking home all contents of both laundry bags in the Great Room (rags, etc.) plus all aprons each Wednesday and bringing them back Thursday mornings by 9:15 am. Rags should be folded and put away and aprons should be hung back up in regular positions. This position requires regular access to washer and dryer. Serves on FACILITIES & GROUNDS COMMITTEE.

**13. Maintenance Coordinator:** Repairs, maintains and/or assembles school equipment, toys, bikes, balls, sheds/locks, fairy garden, etc. (generally upon request – work with teachers). May include some light painting and small building projects. Work could be in all areas of preschool – nursery, garden/play yard or classrooms. Maintains list of families willing to assist on maintenance projects. Ensures that school vacuums are in working order, has replacement belts and bags on hand, and schedules servicing as necessary. Check in with Church Liaison/Teacher(s) to determine the need for volunteer work parties for building upkeep. Serves on HEALTH & SAFETY COMMITTEE.

**14. Digital Communications Team:** Publish a monthly school newsletter from September through May. Collect newsletter information, including teacher & President reports, PCPO report, event updates, photos and artwork. Formats, edits, copies

and distributes newsletter monthly. Contacts members to request additional articles or advertisements (from school families). Posts cutoff date for article submission (28<sup>th</sup> of the month with distribution on the first Thursday of the month). Creates digital Google drive photo albums for each class that all families can access and contribute photos to throughout the year. These photos will be accessible for families throughout the year as well as used to compile the Memory books. Keeps track of photos and ensures that each child has photos taken of them throughout the year by communicating with Family Teachers in each class to encourage taking and distributing these photos to the digital albums. If available, take pictures at school functions, in class, and on field trips. At close to year end, compiles photos into a memory book for each class that will be printed and distributed to each family at a year end event. The team is responsible for splitting up these duties and working together as works best for their skills. *Computer access required.* Serves on COMMUNICATIONS COMMITTEE.

**15. Rummage Sale Coordinator:** Part of fundraising team. Works closely with the fundraising chair, especially during the rummage sale. Heads the rummage sale committee and oversees all tasks related to the running of the sale, including donations of items, publicity, set-up/clean-up and staffing of volunteers (this is a school event that all families are required to participate in for at least one shift). Typically, this job has the most work during the spring, when the rummage sale takes place. Serves on FUNDRAISING COMMITTEE.

**16. Snack Coordinator/ Buyer:** Coordinates monthly nut-free snack calendar with teacher(s). Purchases, delivers and stocks all snack food items. Coordinates with membership to provide homemade snack items as available. Purchases additional snack food ingredients for class cooking projects by teacher request. Keeps cupboards and refrigerator organized and cleaned out as necessary. Creativity is a plus – any and all ideas are welcome in making snack time a creative and fun food adventure for the kids at a low cost. Current ELD guidelines recommended refrigerators are cleaned & sanitized monthly. Serves on NUTRITION COMMITTEE.

**17. Summer Camp Coordinator:** Collaborates with teacher(s) regarding the Summer Camp offering, including recruiting and hiring summer teaching staff, if necessary. Responsible for polling membership about program ideas and possible summer dates, and all aspects of organizing camp - registration, Family Teacher recruitment and scheduling, etc. Works with Treasurers on budget. Serves on ENROLLMENT/ SUMMER CAMP COMMITTEE.

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

**19. Teacher's Assistant Substitute Teacher/Nursery Alternate:** Assists the teacher by helping prepare the school for students. **Must be available to work the week of classroom set-up (See school calendar for dates).** Helps with upcoming projects, school set-up (name tags, bulletin boards, portfolio files, etc.) and dramatic play themes. Organizes and maintains creative construction and art supply areas and storeroom. Helps the teacher with inventory & keeps inventory list current. Makes play dough / Flubber / bubble solutions at the teacher's request. Coordinates creation and/ or acquisition (primarily gathering donations) of materials and books. Completes other take-home projects as needed. Assumes teacher's duties in their absence during conferences, workshops, and sick days (approximately 4-8 days per year). Experience teaching young children (e.g., Sunday school, daycare) is preferred. Certification in infant/child CPR/First Aid, which is required, and can be obtained at school's expense after jobs are selected. Is available as Nursery Alternate in the event that Nursery Provider is ill. Ideally, this person would be available to cover all 5 days of the week if needed. ***This position is ideally suited for a NON-Nursery family or a family with alternate childcare readily available for siblings.*** Serves on ENROLLMENT/ SUMMER CAMP COMMITTEE.

**20. Treasurer - Accounts Receivable:** Manages the accounts receivable finances of the preschool. Receives and deposits tuition and other payments. Enters all accounts receivable transactions into the accounting system. Teams with the AP Treasurer to help propose annual budgets, recommend process improvements, and identify cost-saving opportunities. Responsible for managing money and coordinating the money collection process at all fundraising events. Serves on BUDGET

& FINANCE + SCHOLARSHIP COMMITTEES.

21. **Treasurer Assistant:** Provide assistance to primarily the Accounts Payable Treasurer as needed. Serves on BUDGET & FINANCE COMMITTEE

# BYLAWS

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

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

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

This corporation’s primary purpose will be to: (a) provide a preschool program for young children that involves their parents/caregivers on a regular basis and (b) provide adult education for the parents/caregivers of enrolled children.

## **Article IV: Membership**

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

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

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

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

Section 5. Special Meetings – Special meetings of the members of this corporation may be called by the Board of Directors or by petition of one-third of the membership to the President by a demand signed, dated, and delivered to the corporation’s Secretary.

Such demand shall describe the purpose of the meeting. Notice of the following: dissolution, merging, indemnification, amending articles, conflict of interest situations, or selling assets, must be given personally or by first class mail seven days prior to meetings.

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

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

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

## **Article V: Board of Directors**

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

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

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

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

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

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

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

Section 8. Regular Meetings – Regular meetings of the Board shall be held at times and places to be determined by the Board.

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

Section 10. Meetings by Telecommunications – Any regular or special meeting of the Board may be held by telephone or telecommunications, as long as all members can hear each other. Computer communication is acceptable if arrangements are made ahead of the meeting with the President.

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

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

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

## **Article VI: Committees**

Section 1. Executive Committee – The Executive Committee shall consist of the President, Vice President, Treasurer, and Secretary. The Executive Committee shall have the power to make ongoing decisions between Board meetings and shall have the power to make financial and budgetary decisions.

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

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

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

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

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

## **Article VII: Directors**

Section 1. Titles – The directors of the corporation shall be the President, Membership Coordinator, Fundraising Coordinator, Secretary, Treasurer, PCPO Representative (as appropriate), Vice President, Jobs Coordinator, Marketing Coordinator and Family Teacher/Nursery Coordinator. A position may be shared among more than one director.

Section 2. Election – A director may be re-elected without limitation on the number of terms they may serve.

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

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

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

Section 6. President – The President shall be the executive director of the corporation, shall prepare meeting agendas and preside at all meetings of the members, shall have responsibility for the general management of the corporation, and shall see that all orders and resolutions of the Board are carried into effect. The President attends PCPO meetings if able to do so, assists the Vice President and Secretary with revisions to the handbook, prepares the calendar, and writes a monthly newsletter column.

Section 7. Vice President – The Vice President confers and works side by side with the President to ensure the smooth operation of the school, including deputizing/ acting for the President when necessary, and facilitating the Advisory Board - including long-term planning. The VP creates agendas and presides at all membership meetings, follows-up missed membership responsibilities, and assists with special situations as needed (ie. Handbook revisions). Other duties: overseas board goals, contributes to monthly newsletter, manages alumni contacts, coordinates group email accounts, maintains the brooklyn\_user email / board drive, etc. Serves on EXECUTIVE COMMITTEE.

Section 8. Treasurer – The Treasurer(s) shall have custody of the corporation funds and shall keep full and accurate accounts of receipts and disbursements in books belonging to the corporation. They shall oversee the creation of the budget in accordance with the policies outlined in the official Handbook and present a monthly statement of the current budget and prepare the year-end financial statement.

Section 9. Secretary – The Secretary records and distributes the minutes of parent and board meetings, collaborates with the Membership Coordinator to type and revise roster and signup sheets, helps the President and VP with the revision of the handbook if necessary, and opens and distributes the mail (must have access to a home computer).

Section 10. Membership Coordinator – The Membership Coordinator ensures that our school has the fullest possible enrollment, returns phone calls and emails from people interested in the school, connects prospective families to tour leaders and new families with the appropriate orientation person, and keeps the Teacher and other members informed of changes in membership.

Section 11. Fundraising Coordinator(s) – The Fundraising Coordinator position can be a single or shared position. The coordinator(s) plans and organizes fundraising activities and is supported by the Fundraising Team. They determine fundraising obligations and buyouts in collaboration with the Treasurer.

Section 12. Family Teacher/Nursery Coordinator – The Family Teacher/Nursery Coordinator orients members to their Family Teacher duties, writes newsletter articles on Family Teaching and scheduling, prepares monthly Family Teacher schedules, and acts as liaison between Teacher and parents on Family Teaching issues. The Family Teacher/Nursery Coordinator also helps develop a nursery plan over the summer, checks in with the Nursery Provider, and brings issues/needs to the Board. The Family Teacher/Nursery Coordinator collaborates and facilitates the annual contract with the Nursery Provider, President and Treasurer. Additionally, the Family Teacher/Nursery Coordinator works with the Health and Safety Coordinator to make sure the nursery room is safe, stocks the cupboard in the nursery with snacks and needed supplies, and orients new nursery families.

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

Section 14. Marketing Coordinator – The Marketing Coordinator plans and executes publicity for the year including, but not

limited to, times of open enrollment, open house, and fundraising events. Collaborates with board positions and members to create this publicity. Maintains website and outdoor signage. The Marketing Coordinator oversees deliverables created by the marketing team. Promotes the preschool when opportunities present themselves and by using the website, Facebook, Nextdoor, Craigslist, or other online or social media groups. Coordinates t-shirt printing for school and distributes t-shirts to current students.

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

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

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

Adopted 1995

Revised 2002

Revised 2010

Revised 2018

Revised 2019

Revised 2021

# BEGINNING A PRESCHOOL EXPERIENCE

## Expectations of Children

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

### What May My Child Do on the First Day?

- Explore the environment

- Observe other children and adults
- Become acquainted with the Teacher(s)
- Participate in different activities

#### How Can I Help Prepare My Child for School?

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

#### It Is Not Uncommon for Children to:

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

#### What Is It Like to Begin Preschool?

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

#### You May Feel a Bit Overwhelmed:

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

#### You May Be Somewhat Fearful:

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

#### You May Feel Isolated:

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

#### Try to Remember:

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

*\*The Teacher is a resource person. Consult them when you have questions about handling situations or need help at preschool.\**

# EASING SEPARATION FOR ADULTS AND CHILDREN

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

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

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

## When Children Need Parents to Stay

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

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

## Adjustment Difficulties

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

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

Teachers can prove confusing, overstimulating, and uncomfortable for some children, including those who are healthy, intelligent, and developing normally.

In such cases, a team effort among Teachers, parents/caregivers, and a board representative is made to assess appropriate action. In most cases, a trial period is agreed upon and every reasonable effort is made to meet the needs of the child within the preschool environment. If, at the end of this trial period, it is still felt by the Teacher(s) that Brooklyn is unable to meet the child's needs, the family will be asked to withdraw the child from the school and seek a more appropriate environment. The Teacher maintains a resource file of schools, professional counselors, and assessment specialists, which is available to all members.

## A WORD PICTURE OF TWO-YEAR-OLDS

### **Social-Emotional Development**

- Thrives on routine
- Enjoys contact with others
- Driven by own desire and basic needs
- Imitates others in language and action

### **Mental Development**

- Recognizes familiar people, objects and body parts
- Echo language
- Vocabulary: 50 words or more
- Communicates in simple phrases and 2-3 word sentences

### **Motor Development**

- Walks in a mature pattern
- Climbs stairs while holding on
- Walks in any way not on tiptoes
- Needs daily structured adult participation physical activity
- Needs unstructured free play to explore environment and toys
- Needs not to be inactive for more than one hour at a time except when sleeping
- Uses hands to stack, build, grasp, draw and play

## A WORD PICTURE OF THREE-YEAR-OLDS

### **Social-Emotional Development**

- Highly imitative of adults
- Playmate-conscious
- Plays "animal"
- Beginning to share and take turns
- Enjoys contacts, especially with adults
- Wants to please adults, to conform
- Spontaneous

- Goes after what they want and fights for it
- Jealous
- Asserts independence often
- Exuberant—very talkative
- Lively humor (mixed identities, incongruities)
- Avid “me-too”er
- Surprise-conscious
- Often gets stymied and frustrated

## **Mental Development**

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

## **Motor Development**

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

# A WORD PICTURE OF FOUR-YEAR-OLDS

## Social-Emotional Development

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

## Mental Development

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

## Motor Development

- Longer, leaner body build

- Vigorous, dynamic
- A “workman”—builds, drives, pilots
- Accurate, but rash in body movements and jumps body height, and upright
- Acrobatic
- Throws balls, catches, kicks with some accuracy
- Dresses self except for back buttons

# A WORD PICTURE OF FIVE-YEAR-OLDS

## Social-Emotional Development

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

## Mental Development

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

## Motor Development

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