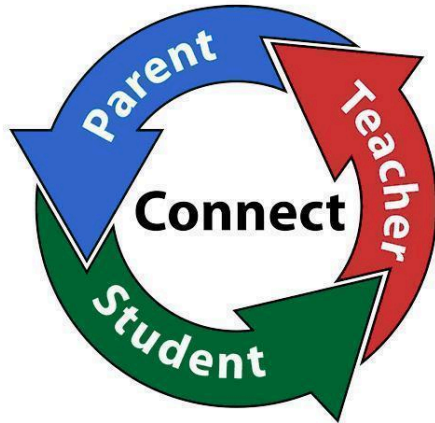




Parent Training Manual

General Guidelines, Policies, and Procedures

2024-2025



Welcome to Gig Harbor Cooperative Preschool!

The Preschool Teachers, Bates Child Studies Instructor, and Preschool Board of Directors work together to offer high quality, early childhood and parent education services for families.

- One member of the household is considered a student of Bates Technical College. The preschool classroom operates as the Bates laboratory, serving as the primary method of parent education instruction.
- During the school year you will have the opportunity to earn parent education credits. A total of eight credits are required by the end of the year. Five credits must be earned by the date of the in-house registration to be eligible to register early for next school year.
- The Child Studies Instructor is the liaison between the College and Preschool. The primary responsibility of the Instructor is to provide assistance and advice to the Preschool Teacher, Board of Directors, and Bates students enrolled in the program.
- The Preschool Teachers are also enrolled Bates students. Their primary roles are to plan and implement a developmentally appropriate curriculum for young children with the help of the Bates Instructor and monthly professional development opportunities.
- The Preschool Board of Directors operates the school business including personnel functions. The Board hires the teachers to implement the curriculum of the school and work with The Board in offering an enriching environment for children and families.
- The Cooperative parents who are enrolled Bates students earn college credits by studying child growth and development, early childhood education as well as small business management through roles in the classroom, on the Board, and at parent education functions.

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MINIMUM ADULT TO CHILD RATIOS

- Children age 19 months-35 months: 1 adult to 3 children
- Children age 3-5 years: 1 adult to 5 children



ADULT SAFETY RESPONSIBILITY GUIDELINES

- If at any time you discover a safety hazard at school (e.g. broken toys, equipment, health hazard), please remove it from use and report it to the teacher.
- Teach children and gently enforce rules about areas that are off limits (kitchen, church sanctuary, closed areas of the classroom).
- Redirect children to other play area(s) if one activity/area becomes too crowded.
- Furniture is to be arranged for safe evacuation in case of emergency and for safe traffic flow around activities.
- Children using hazardous tools or equipment (e.g. food preparation, carpentry tools) must be closely monitored by an adult.
- All material used by children is to be evaluated for age appropriateness and degree of risk.
- All cleaning and other hazardous materials must be kept in locked cupboards and out of reach of children at all times. **Do not leave bleach bottles at kid level, even on the kitchen bar.**
- Floors are to be kept in good repair and free of spills, toys, paper, or other tripping hazards.
- Hot beverages are to be kept out of the classroom. (Due to liability issues for insurance purposes.)
- **Cell phone use, including emailing and texting, is not permitted while working with children. If you have an emergency please notify the teacher.**
- Use of tobacco products in any form is not permitted anywhere on the grounds.

ADULT PERSONAL SAFETY POLICIES

- Adults will always maintain a two to one ratio with children (e.g. two adults helping children use the bathroom, two adults staying with children waiting to get picked up).
- Always tell the teacher or another adult when you may be alone or out of sight with a child.
- We are not set up to change diapers on a regular basis. However, accidents will be handled in a respectful and modest manner. Share incidents with the teacher.
- Remove dirty diapers into an outside trash bin and soiled clothing placed in a plastic bag.
- Two adults must always be present with a child when assisting with toileting or diapering.

SIBLINGS AND OTHER UNENROLLED CHILDREN

- Siblings are not allowed in the classrooms except during drop-off and pick-up.
- Parents need to make arrangements for care of unenrolled children on working days.
- Siblings enrolled in other co-op classes are not to attend any other class than that of which they are enrolled.
- Unenrolled children may not play on the playground due to insurance liabilities.

ARRIVAL & DEPARTURE

- School begins when the flag is out signifying the classroom is ready. Non-working parents must wait for the flag before entering the classroom. Classroom will be locked from outside after 10 min. This is for safety purposes.
- Parents or guardians must sign their child in and out, leaving any special instructions for the day. If another parent or guardian is picking up, please indicate such and leave their contact number on the 'special instruction' line of the sign-in sheet.
- Upon signing out, notify the teacher and escort your child out. It is essential to get eye contact with the teacher. If it is the teacher's first time meeting a pick-up person, the teacher may ask to show ID. Children are the responsibility of their parents before class time begins and after class time ends. At least two adults must remain at school until all children have been signed out and left.
- The co-op assumes no responsibility for children on the grounds before drop-off or after release.
- Children should not be left unattended in or out of the classroom or in a car. This includes siblings in car seats. The law and common sense for safety must be followed.
- Children will be released only to those listed on the Release Form. Please have at least one other parent in your child's class listed on the Release Form and update as necessary throughout the year.
- Please respect the learning environment by limiting socializing in the classroom. This pertains to working parents and parents dropping off and picking up. Non-working parents are welcome to step outside for friendly conversation after drop-off or before pick-up.



PRESCHOOL CLOSURE PROCEDURE

- If the Peninsula School District has closed schools, then the preschool shall be closed.
- If not enough working parents show up for the day, class will have to be canceled.
- Emergency School Closures: The decision to close the preschool for any emergency situation shall be determined by the president(s) and the teacher(s). These are the policies to be followed:
 - If the Peninsula School District is operating on an emergency schedule (schools are operating one or two hours late), the morning preschool classes will not attend.
 - Closure of the school for any other emergency situation shall be determined by the president(s) and the teacher(s).



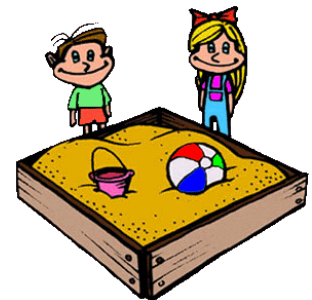
PARKING LOT SAFETY REGULATIONS

- Please park in designated parking spots only; not along the curbs or in unmarked parking areas.
- Do not park in the 'No Parking' zone in front of the school entrance.
- When possible, walk in front of parked cars rather than behind.
- Never leave a child alone in your vehicle. If a child is napping, ask for help from another parent. Never leave the motor running when absent from the vehicle.
- Enter and leave the parking lot with extreme awareness and caution. Be on the lookout for children moving to or from vehicles, especially while backing up.
- Always hold your child's hand when going to and coming from your vehicle. Do not let your children run ahead of you. Do not let your child run to you upon pickup. Always come into the classroom or playground for drop off and pick up.
- You are responsible for your child before and after class time.
- Discuss and review safety rules with your child before school starts and throughout the year.
- Do not stand in the parking lot conversing with other adults until your child is secured safely in your vehicle while under your supervision.

POLICIES FOR CHILDREN'S INDOOR SAFETY



- Each work or play area is to be evaluated for safe limits of occupancy for the intended use. Only the appropriate number of children will be allowed in each area.
- To prevent injury, building blocks should be stacked no higher than the shoulder of the shortest child who is playing in the area. Blocks should only be built on the floor, however, "small castles" will be allowed to be built on the tables.
- Children should walk indoors. Running is not allowed.
- **Climber/slide guidelines:**
 - Floor mats are required under all indoor climbing equipment and slides.
 - Children may only travel down the slide, feet first, sitting on their bottoms.
 - One child at a time on the slide.
 - Climbers should be set up in the middle of the room away from overhead lights.



POLICIES FOR CHILDREN'S OUTDOOR SAFETY

- No child shall be outside the classroom without adult supervision.
- Outdoor play equipment should be inspected regularly for insects and wasp nests.
- Keep in mind while supervising children that there may be a wide range of gross motor skill abilities. Some children may need to be restricted on certain climbing structures if they do not demonstrate a competency level that the teacher believes is safe.
- Outdoor equipment is to be used as designed.
- No jumping from the top of the slides.
- No climbing on the roof of structures or rails.
- Children are to slide feet first.
- Sand, rocks, or wood are not to be thrown.
- No animals are allowed in the outdoor play area(s).
- Please encourage children to keep pebble rock in the pebble area.
- Working parents should be roaming the playground and be in close proximity to children playing on equipment.
- Beverages are not allowed outside while supervising children.
- The back gate on the north side of the playground will be left unlocked during class time so children can run freely from the playground to the trikes and cars when set up.



- **Bike Days:**
 - Helmets are required for all children riding on any type of bike or trike.
 - Roller skates, skateboards, scooters, and wagons will not be allowed.

SITE CLEANING

- Master cleaning schedule will be distributed after school begins and will be posted in the classroom.
- Each parent's cleaning date is assigned at the beginning of the year (or time of enrollment once school has started). It is the parent's responsibility to switch with another parent and update on the schedule if scheduling conflicts arise.
- Children are welcome and parents will share in supervision.
- If a representative from your family does not attend one of the scheduled cleanings, a \$75.00 cleaning fee will be charged to your account in April.

HEALTH AND HYGIENE

- Immunization Forms must be on file prior to the first day of school. Washington State does not require children to be immunized, but the co-op must have either a completed Immunization Form or Exemption Form on file before a child can attend class.
- Children, employees, and parents in the co-op must meet all local and State Health Department immunization requirements. All adults shall follow public health policies to avoid contact with blood or bodily fluids. Protective gloves shall be used when administering first aid or contacting bodily fluids.
- Children and adults with a known or suspected communicable disease are not permitted to attend or work in the classroom.
- If you suspect you or your child is ill/getting ill, stay home. Return 24 hours after there are no symptoms without the aid of medication (e.g. fever reducers, anti-nausea).
- Any child who becomes ill will be isolated from the other children and the parent or emergency person will be notified for pick up.
- Paper towels and tissues shall always be available.
- **Children and adults shall wash hands upon entering the classroom and before preparing/serving/eating food, after toileting, returning from the outdoors, or coming in contact with any bodily fluids.** Liquid soap and running water shall be used. Lather through the ABCs or Happy Birthday 2x's, then rinse and dry.
- Toys or objects that come in contact with a child's mouth shall be cleaned with bleach water and air dried.
- Bleach water must be mixed daily. Correct ratios are listed on the spray bottles. Never leave bleach bottles within arms' reach of children. **Bleach Solution should be made with cold water for sanitation purposes.**
- Do not allow children or adults to share towels or wash rags.
- Garbage and waste must be emptied daily and taken to the outside trash bin.
- Recyclable material shall be left in the classroom in the designated recycle bin(s).
- **DO NOT** bring sick siblings into the classroom. Stay with them in the car and ask another adult to assist you with drop-off or pick-up of your healthy child; or ask another adult to stay with your sick child in your car while you drop-off or pick-up your healthy child. A child too sick to go to school should not be in our classroom.
- If you suspect that your child may have been exposed to the flu or other high risk illness (e.g. others sick in your household), please err on the side of caution and keep your preschooler home until there is no risk of being contagious.
- If your child has a communicable disease and has been at school, contact the Health and Safety chairperson immediately. Complete confidentiality will be maintained, but it may be necessary to notify others in the class and/or school.



FIRST AID

- If an accident occurs:
 - Alert the teacher, who will administer first aid.
 - If the accident is a result of a fall, don't move anyone or anything.
 - Unless the injury is life-threatening, try to contact the child's parent before administering first aid (other than cleaning and putting on a band aid).
 - The first aid kit is located in the cabinet marked first aid and red backpack.
- If a medical emergency occurs:
 - Assess the situation quickly. Remain calm and use common sense.
 - Have one adult (preferable the teacher) remain with the student and start first aid.
 - Another adult should get the first aid kit and make the necessary phone calls. If the injury is severe where minutes count, call 911, then contact parents.
 - If a parent is not available, one adult should accompany the child to the hospital. Take the Emergency Consent Form. Remain at the hospital until the parent arrives.



Please let your class rep know if you are currently with CPR/First Aid training. We are required to have one adult at all times in the classroom who has this training. Our teacher is always current. In the event of a substitute teacher, knowing who is CPR/First Aid trained is very helpful for scheduling.

FIRE EVACUATION PROCEDURES (DRILLS MONTHLY)

- When a signal is given (two long whistle blasts or fire alarm), working parents lead the children quickly and quietly out of the building to the gazebo on the greenbelt.
- The teacher is responsible for closing all doors and bringing the attendance record, emergency contact forms, emergency first aid backpack, and phone.
- The teacher will check to make sure all children and adults are accounted for.
- Remain with the children until permission is given to return to the classroom.

EARTHQUAKE PROCEDURES (DRILLS QUARTERLY)

- Indoors, take cover under heavy tables or against inside walls.
- Outdoors, move away from the building and utility wires.
- Do not enter or exit the building during an earthquake.
- When the initial quake subsides, check for injuries and give first aid.
- If the building appears weakened, evacuate calmly and carefully through the safest exit and bring attendance records, emergency contact forms, first aid emergency backpack, and phone.
- Remain away from building and utility wires. Do not touch or walk over downed wires.
- The teacher will check to make sure all children and adults are accounted for.

- Access emergency supplies from the outdoor bin using the key on the backpack if outdoors for an extended time.
- Turn on battery operated radio to get the latest emergency bulletins and instructions from local authorities.
- Be prepared for aftershocks.
- Check for fire hazards and utility damage. It may be necessary to shut off utilities.
- Clean or stay away from any spilled hazardous materials.
- Check sewage lines before resuming use of toilets and water.



LOCKDOWN PROCEDURES- OTHERWISE KNOWN AS SAFETY DRILLS (QUARTERLY)

- Teacher takes charge.
- If outdoors, promptly and calmly get children inside.
- Lock doors (if full lockdown).
- Dim lights and close blinds.
- Children and adults quietly sit along the wall near the phone, away from windows.
- Keep an emergency first aid backpack with the group.
- Teacher leads a quiet activity with children and keeps everyone calm.
- Wait for further information and the all clear before resuming normal activity.
- A modified lockdown may constitute simply staying indoors depending on threat level.

Important Note About Emergency Forms: If you experience any changes during the school year that might affect how GHCP would respond to an emergency (e.g. new contact information, new medical status, new emergency contacts or physician), please update the Emergency Contact Sheet that we have on file.

SUSPECTED CHILD ABUSE REPORTING

All employees of Gig Harbor Cooperative Preschool are mandated to report suspected instances of child abuse, mental suffering or endangerment of the emotional well-being of children who they become aware of in their professional capacity, or within the scope of their employment. Please keep in mind that we may have other individuals in the classroom who may be mandated reporters due to their employment outside of the classroom. Additional information is available from your classroom teacher or Bates instructor.

FAMILY EVENTS

Family events are co-op sponsored events which may not be part of the regular preschool curriculum or which include people not regularly enrolled in the preschool class. The following rules apply:

1. Parents must provide transportation for their children to and from the event.
2. Parents must supervise and are responsible for their children all times during the event. GHCP assumes no responsibility for car seats or drivers on special family events.
3. The event is open to siblings, grandparents, and other immediate family members.
4. Information on special family events will be published on the class calendar. Additional necessary information will be shared with parents via email or a letter sent home.



FIELD TRIPS

Field trips are activities planned by the teacher which enrich and extend the classroom curriculum. The following rules apply:

1. Siblings are not allowed on field trips (even if they are an enrolled student).
2. Parents must provide transportation for their children to and from the event. GHCP assumes no responsibility for car seats or drivers on field trips.
3. Working parents are assigned a group of children to supervise.
 - Be alert and respond to each child's needs.
 - Stay within the confines of the planned trip.
 - Always keep children within reach.
 - Collect and distribute any items or handouts for children.
 - Report any issues or concerns to the teacher.
4. Written permission must be received from each parent prior to each field trip. Necessary fees will be collected prior to the trip and may be non-refundable.
5. All parents can attend field trips. Working parents are required to attend.
6. Information on field trips will be published on the class calendar. Additional necessary information will be shared with parents via email or a letter sent home.
7. Teachers may not transport any children due to insurance and liability reasons.
8. The school will follow all regulations set by the Risk Management Guidelines (available upon request).

POSITIVE BEHAVIOR GUIDANCE: 3 R'S OF COOPERATIVE PRESCHOOL

Positive guidance techniques are used in the classroom in order to enhance children's development. Simple and appropriate limits and rules are provided in the classroom.

Children are encouraged to problem solve on their own when it is appropriate. Adults will intervene when it is deemed necessary. The **Remind, Redirect, Remove** system of intervention is used in the classroom as a key behavior management technique in order to ensure safety.

1. **Remind:** First remind children about the appropriate ways to interact with peers, adults, toys, and equipment. Model for them by giving them words or actions to use.
2. **Redirect:** Then redirect children's play another way when conflict arises (e.g. sharing, taking turns, using equipment or toys in another way, redirecting to another activity).
3. **Remove:** Lastly, remove the toy or the child from the area in a positive and encouraging way. (Best not to use physical means. Often best handled best by the teacher.)

The goal of using these techniques is to ultimately guide children to manage their own impulses. This process is always a work in progress and by practicing consistently, children develop the ability to use these techniques on their own. Teachers and adults have a wonderful opportunity to coach and facilitate this growth through consistency and active participation.

Basic Behavioral Expectations at School Are:

- The child is respectful to others.
- The child respects him/herself.
- The child handles property responsibly and safely.



WORKING PARENTS' RESPONSIBILITIES

- If you know you are not able to work certain dates, please let your class rep know prior to him/her creating the monthly schedule so he/she can try to make accommodations.
- **Once the calendar is made, it is your responsibility to work on the dates assigned to you or to find a suitably trained replacement.** Do not call your class reps until you have exhausted all efforts to find a replacement. When changes are made, please correct our schedule in the classroom.
- On your working days, please arrive 15 minutes early and be prepared to stay at least 15 minutes after class or until your duties and those of other working parents are completed. Some days may require extra furniture set-up or take-down time.
- Should you need assistance with your classroom responsibilities, parents are allowed to substitute another trained adult (e.g. grandparent, other family member) to work on their behalf provided that it does not interfere with classroom operation. It is the responsibility of the parent to coordinate this. **All working adults and their substitutes must complete parent training prior to working in the classroom.**
- Always wash hands upon entering the classroom, after contacting any bodily fluid or using the bathroom, and before handling food.

ADULT EXPECTATIONS FOR INTERACTING WITH CHILDREN

Be positive

- Use “**do**” instead of “**don’t**”. State expectations for desired behavior rather than undesired behavior. (e.g. “Walking feet, please,” instead of “No running.”)
- Tell children what they **can do** rather than what they **can’t do**.

Encourage and empower

- Offer choices when available and when either outcome is desirable and acceptable.
- Recognize effort, regardless of the product (e.g. “We’ll try again tomorrow,” or “That was hard work, but you kept trying,” or “I can tell you are trying hard to sit on your bottom. You can do it!”)
- Allow children to work through their own problem solving unless they need help with possible solutions or intervention becomes necessary.
- Give clear simple directions and check for understanding.

Be respectful

- Disapprove of the act, not the child. (e.g. “Throwing rocks at others can cause injury and is not okay,” instead of “Naughty boy/girl,” or “You are being mean/not nice.”)
- Speak to every child the way you would want yourself or your child spoken to.

Be observant

- ‘Notice’ the good things you see happening. (e.g. “I notice you are making kind choices by sharing the toys,” or “I notice you are working hard to keep your hands to yourself.”)
- See and appreciate children for who they are, not who you hope they become.



Be mindful

- Children may feel apprehensive about new situations. Children are not forced to participate. ‘Looking on’ is a form of participation.
- Be on the child’s level physically and verbally. (e.g. Sit or squat at tables, use language he/she can understand.)

Be a role model

- Speak with and about others (adults and children) using kindness and respect.
- Listen when it is someone else’s turn to talk.
- Follow all rules and directions you and/or the teacher expect of children.
- Use appropriate language and subject matter when conversing in front of children.

Enjoy yourself

- Your time in the class should be a positive experience for everyone, you included!
- We are all learning and you aren’t expected to be the perfect parent or teacher’s assistant.
- Please refer all issues you are not comfortable with handling or which require more intervention to the teacher.

Gig Harbor Cooperative Preschool
CLASSROOM GOALS



The National Association of the Education of Young Children advocates developmentally appropriate activities for children. These activities are challenging, yet achievable. They promote success because they are geared to the developmental stage and individual ability and interest of each child.

Developmentally Appropriate Goals for Young Children Are:

- Build healthy positive self-concepts.
- Provide opportunities to enhance social skills.
- Encourage children to think, reason, question, and experiment.
- Promote language development.
- Encourage and demonstrate sound health, safety, and nutrition habits.
- Respect cultural diversity.
- Develop initiative and decision-making skills.
- Provide opportunities for physical development.

Specific Goals for Two/Three Year Old's

- To develop a positive feeling about school.
- To develop in each child a feeling of confidence and self-esteem.
- To help the child feel that school is a safe place.
- To provide lots of "I can do" activities.
- To promote physical, social, emotional, and intellectual growth of each child.
- To help build awareness of other children and learn how to be part of a group.
- To give children a feeling of a daily schedule that builds confidence with predictable routines.
- To provide limits that are consistent for this age.
- To offer a wide array of language experiences.
- To provide a wide range of sensory activities.
- To make use of the wonderful energy of this age.
- To develop self-help skills.

- To begin the process of helping children make a comfortable separation from their parents in the classroom.

Specific Goals for Three/Four Year Old's

- To help children develop a comfortable separation from their parents.
- To help children become more confident in the class.
- To develop social skills to interact with other children.
- To develop stronger self-esteem.
- To enhance the feeling that school is a safe place.
- To foster self-help skills appropriate to this stage.
- To encourage cooperative play with classmates.
- To learn to follow directions and follow the class rules.
- To develop a child's ability to take turns.
- To help children develop listening skills during group time.
- To expand opportunities for expressive and receptive language.
- To continue to offer a wide array of activities that are developmentally appropriate for this age.
- To extend learning with science and cooking activities.
- To foster gross motor development.
- To provide many activities that foster fine motor coordination.
- To help children begin to recognize their written name.
- To provide opportunities to develop awareness of colors, shapes, and numbers 1-5.
- To offer opportunities for children to use scissors and other forms of small motor activities.

Specific Goals for Four/Five Year Old's

- To help children participate in large group instruction and activities.
- To help children develop self-help skills.
- To promote cooperative play.
- To help children learn to take turns and wait for attention.
- To help children display appropriate behavior and follow rules.
- To continue to build a love for school.
- To continue to develop positive self-esteem and 'can do' attitude.
- To foster cooperation with other children.
- To help children develop problem solving skills.
- To help children follow 2-3 step directions.
- To continue to develop children's language and foster a love of books.
- To develop fine motor skills: scissor skills, pencil skills, eye-hand coordination.
- To develop emergent reading skills: matching and sorting, grouping and classification, patterning and print awareness, ordering and sequencing, oral language
- To develop math skills: classifying, comparing, sequencing, counting

- To develop pre-writing skills: pencil use, left to right tracking
- To develop awareness of shape recognition, color recognition, recognition of first name

Weekly Class Schedule

2's Class

Tuesday and Thursday 9:30-11:00

3's Class

Monday and Tuesday 9:30-11:30

Wednesday 10:00-12:00

Pre-k Class Schedule

Monday-Thursday 12:30-3:00