

COTTAGE CO-OP NURSERY SCHOOL

Parent Handbook

Cottage Co-Op Nursery School
169 Arlington Dr
Pasadena, Ca 91105
(626) 799-0387

CLASSROOM NUMBER:
(626) 799-1979

TABLE OF CONTENTS

Welcome	3
Overview	4
School Procedures - The Basics.....	7
Parent Teacher.....	7
Teaching in the Classroom	10
Working with Children	11
Interaction with Children	11
Encourage children to communicate and problem solve	13
Model and encourage a sense of empathy.....	14
Encourage independence and self-help skills.	14
Establishing and Maintaining Consistent Limits.....	15
How to Set Limits	16
Supporting and Extending Play	17
Classroom Policies	22
In the event of an accident/injury	22
Drop Off/Pick up and Music Time	23
Emergency Drills	23
Emergency Valve Shut-Offs.....	23
Parking	24
Health and Safety Policies.....	25
Immunization Requirements	26
Allergies/Health Conditions	27
Illness	28
IMS PLAN (Incidental Medical Services).....	29
Earthquake Preparedness Policy.....	29
Lockdown Policy.....	30
Separation Anxiety.....	31
Daily Schedules	34
The Board, Pods and Committees.....	35
Board Structure.....	36
Here is a description of each role:	37
Committees.....	39
General Membership Obligations.....	42

Fundraising..... 43

Joining Midyear..... 44

Financial Obligations..... 45

Cottage Co-Op Traditions..... 47

Communications 49

 Grievance Policy..... 50

Neighborhood Association Rules 51

Rules of the Road..... 52

First Day of School Check Lists 53



child
directed
creative
play

WELCOME

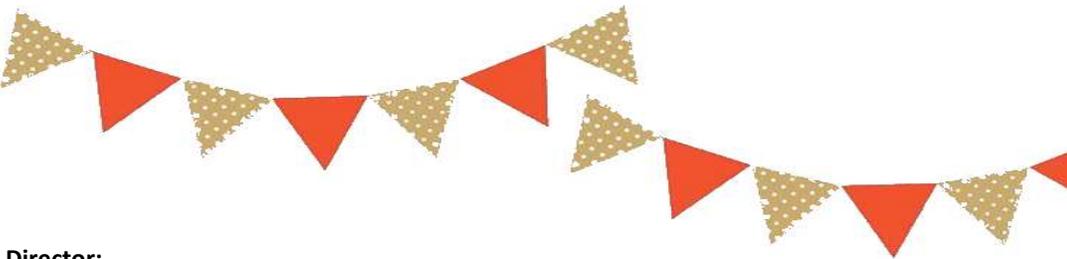
Welcome new families and welcome back returning families. I truly believe that free play, and the emergent curriculum that we practice at Cottage are the future of a successful education system. Jocelyn, in her new role as Director, along with our dedicated teaching staff will be our guides through this process. We will learn together with our children and community, and grow as individuals.

This document is a great place to start. Inside the contents of this handbook you will find everything you need to know about how Cottage operates on a daily basis, what rules must be followed, how to play with the kids in the yard, needs for your emergency backpack, who your board members are, you name it, and we tried to include it. This is a valuable resources for new and returning families, as its updated every year with new policies, procedures. If you notice something missing, please let us know so we can include it.

I am looking forward to fun-filled year, and look forward to seeing you all around the school. If you have any questions, ideas or concerns, please email me president@cottagecoop.org, or my personal email neil@symes.tv or find me around the school.

Neil Symes
President of the Board, 2018-2019
Cottage Co-Op Nursery School

2018-2019 LEADERSHIP



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OVERVIEW

OUR MISSION

At Cottage Co-Op, our mission is to foster social-emotional development through a child-led curriculum while supporting parents through a co-operative community.

HISTORY

Cottage Co-op Nursery School was founded in 1972 as a non-profit, cooperative preschool by former Pacific Oaks parents who were inspired to create a co-operative school that honored Pacific Oaks' approach to learning while extending its benefits to the whole family.

PHILOSOPHY

The Cottage Co-op program is based on the “whole child” approach to early childhood education. The whole child refers to the child in his/her social, emotional, physical and cognitive capabilities. Our play-based and emergent curriculum facilitates social, emotional, physical and intellectual growth in a developmentally-appropriate environment. As each child (and family) is unique, we encourage the development of a strong self-image and respect for individuality and diversity.

EDUCATIONAL PRINCIPLES & CURRICULUM

Emergent curriculum, developmentally appropriate, and play-based. You've heard those buzz words on the school tours and read them in parenting literature. So what do they mean? You will soon be living these philosophies in small moments as you work side-by-side with teachers in the classroom. Below you will find brief definitions of what we're talking about when we talk about...

DEVELOPMENTALLY APPROPRIATE

The definition of “Developmentally Appropriate Practice” includes an understanding of two dimensions: age appropriateness and individual appropriateness. Human development research indicates that there are universal, predictable sequences of growth and change that occur across all domains of development — physical, emotional, social, and cognitive. “Age appropriateness” means that teachers will use their knowledge of this typical development as a framework for preparing the learning environment and planning appropriate experiences. For example, it would not be “age appropriate” to expect two-year-olds to clean up all the toys they have taken out. At clean-up time, we model cleaning up and assist them in putting away a toy. This is not to say that we don't challenge our children in moving beyond what they can already do. It does mean that we are very aware of the difference between a nudge and a push and we craft our expectations accordingly, so that when a child reaches the age of five, we can expect that s/he is developmentally ready to assist more in the clean-up process.

Human development research also indicates that each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, and family background. Which means a younger child might actually have more of an interest or attention span for cleaning up than an older child. Or perhaps a child is dealing with another issue and is emotionally unable to engage in the activity that day. The teachers are always on the look-out for clues about what is developmentally appropriate for each child and the class.



EMERGENT CURRICULUM

An emergent curriculum is not predetermined or static, i.e. during week three, we study clouds. An emergent curriculum is flexible. It responds to the interests, issues, and skill levels of the individuals within the group and crafts these considerations into “teachable moments.” For example, our reading of *Sector 7* by David Wiesner initiated a discussion about clouds which led to pretend play about space which inspired the teachers to incorporate talk about the solar system and on and on. Because student interests and needs drive the curriculum, children learn that school can be relevant and fun. This kinetic connection between the children, their teachers, and the curriculum models the notion that we are active, curious, life-long learners. What greater way is there to motivate children to love learning than by allowing and encouraging them to explore and expand, question and discover, choose and create?

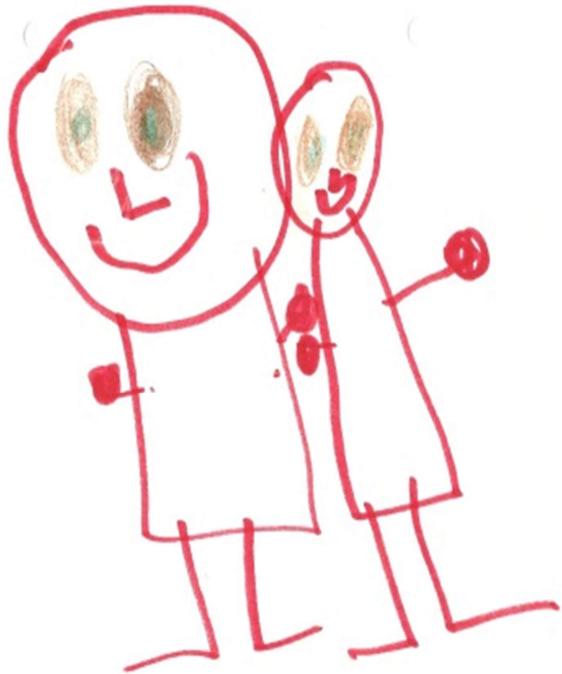
PLAY-BASED

Play is the child’s natural medium of learning, growth, and socialization. It is through play that children explore and understand the world, other people, and themselves. They play house, they play good guys and bad guys, they build, they climb, and they interact. Play is experienced with the five senses. It is socially and emotionally rich and is internalized as such. When two children are pretend cooking and an issue arises — one child doesn’t want to bake a cake and the other child really wants her to bake a cake — they are learning through play. When they both decide to make ice cream cones and open a store, they are learning again through play. They learn how to negotiate, they learn how to speak up for themselves and respect others, they learn how the physical world functions, and how to be social creatures.

Play doesn’t just tell us what a child is interested in, it also tells us about what and how a child is thinking. A child might be having trouble entering play one day and when the teachers observe this, they can tailor their teaching to help the child reach out to his peers. Teachers observe children at play to develop a keen understanding of each child’s needs and interests. Child-initiated, teacher-supported play is an essential component of a developmentally appropriate practice.

OPEN-ENDED PLAY

Open-ended play means children choose freely from many available activities and those tasks are open-ended. Even if there are certain supplies at the art table, a child’s interaction with the materials is not scripted. For example, we will not be directing children to make Thanksgiving turkeys out of their handprint. Rather, materials and support will be present and the child’s interests and imagination determines the process and product.



CHILD-DIRECTED CURRICULUM



A child-directed curriculum goes hand in hand with an emergent approach. The child's interests plot a learning course that the teacher and the child are involved in developing. As an example, a child is interested in costumes. He tends to be fairly reserved and sometimes has difficulty separating from his mother. The teachers seize upon his interest and create a unit of study. Suddenly, more and more children are interested in making costumes which leads to more integrated pretend play. Soon, the reticent child can't wait to go to school to see "what we're going to make today."

FUNCTIONAL

We believe the strongest learning occurs in the context of meaning. Doing letter drills or filling out worksheets do not activate the whole child. But a child who has worked all morning creating a rocket ship and doesn't want anyone to knock it down might be motivated to communicate with his fellow students by writing a sign. The learning springs from a functional need and as such has more personal and lasting meaning for the child.

PROCESS

The process of children's work is emphasized rather than the product. For example, when a child engages with paint at the art table, she might decide that her "beautiful painting" isn't as exciting as putting all the colors on the papers and mashing them together until it's a murky brown. The product here might not elicit the "wow, that's amazing" response. But the process of watching the paints change color, feeling the sensation with her hands, and deciding for herself what the image means is amazing.

CONFLICT RESOLUTION

We do not swoop in to solve problems. When two children are fighting over a truck, we view the conflict as a "teachable moment." Even with our youngest children, we want to model the process of problem solving and conflict resolution so that they can build on that experience. As with the example about clean-up expectations, we do not expect that our two-year-olds will realize suddenly that they should share and respond accordingly. We understand that this is a continuum and we are taking the long-view. Our goal is to arm our children with a positive course through conflict. So when they are in the Rainforest class and they are fighting over a swing, they won't need as much modeling and assistance. By not directly imposing a solution, this approach encourages children to develop the building blocks that truly matter: self-awareness, empathy, confidence, language and problem solving.



PARENT PARTICIPATION

Cottage encourages family growth. This is not an open-your-car-door-drop-your-kid-off school. You are in the trenches working with the children and watching the teachers model "the Cottage way." As a result, you get invaluable experience and practice with these child-centric philosophies and techniques that you can then bring home and incorporate into your own parenting.

SCHOOL PROCEDURES - THE BASICS

We talk a lot about our children's transition into the classroom, but what about us parents? What does it mean to be a Parent Teacher? I've never worked in a classroom! Don't fret. The following two sections will provide you with the nuts and bolts of working in the classroom and our philosophy of working with children. In addition, you will attend a parent training session during the first week of school to help you transition into nursery school and feel prepared on your first teaching day in the classroom. And remember what we tell our children: there are no mistakes; just teachable moments. So please ask questions of the teachers and veteran parents. And enjoy playing in the mud! Working in the classroom is a gift for the entire family.

PARENT TEACHER

Two Parent Teachers work alongside the full-time teachers in each classroom each school day. One parent will be assigned to prepare snack and the other will prepare the yard and activities.

At least one parent in each family is required to participate as a Parent Teacher. Only parents who have gone through the parent training workshop are permitted to work in the classroom. Parents can share the teaching duties as long as they have both been trained. Children may not participate in Cottage's program unless their parents have completed training and are available to work in the class. Full-time child-care providers or extended family members may not be considered as substitutes for the parent in the classroom. Due to safety reasons, younger siblings are not permitted to be in the classroom with the Parent Teacher.

Parents who teach in the classroom must be able to meet the following physical requirements:

- Able to observe, see, hear, and respond to children's needs
- Able to lift 30-40 pounds
- Able to crouch to a child's height and sit on the floor with children

There are allowances for parents with physical limitations. Please contact the Program Director regarding any special circumstances.

The number of days parents teach in the classroom depends on the classroom and the enrollment. Typically, for a two-day per week class, the work days are 1-2 times per month. For a three-day program, the work days are 2-3 times per month and for a five-day program, it is a combination of the two formulas above. Each classroom has a room representative who does all of the scheduling for parents. Schedules will be posted on the website. If you are unable to work due to a conflict, it is your responsibility to trade teaching days with another family. If you trade days, you must inform the room representative of the change.

We try to accommodate pregnant and/or nursing moms to manage the work in the classroom by front- or back-loading the work schedule, as long as the impact on the other families is not overly burdensome. All exceptions to the work schedule that change the number of days a family is scheduled must be requested and approved by the Program Director.

Parent Teachers are required to arrive at school 45 minutes before the start of the school day. This means that you should give yourself extra time to park and walk to the school. This will give you time to prepare the yard and the snack BEFORE the class starts. Upon arrival, you should sign your child in, put on a handy red apron, and then set to the yard or snack parent duties.



THE SNACK PARENT



Snack Parents are responsible for bringing in a designated snack which you can find on the Snack Menu on the Cottage website. When purchasing snacks, please bring enough for all the students and the teachers in the class. If you cannot find an item on the snack menu, make a best guess at a substitute keeping in mind potential allergies.

Snack should be brought in unopened packages and delivered to school 48 hours prior to your scheduled work day. This rule is in place in the event that the snack parent needs to call in sick at the last minute, the alternate will not have to rush to pick up snacks – the snacks will already be at the school.

We recommend that snack parents buy organic produce and dairy products whenever possible. The Environmental Working Group (EWG) produced with their annual “Shoppers Guide to Pesticides” report. This includes The Dirty Dozen, which is a list of the fruits and vegetables likely to contain the highest amounts of pesticide residue. Also featured is the Clean 15, a list of fruits and vegetables least likely to contain pesticides.

THE DIRTY DOZEN FOR 2018

1. Strawberries
2. Spinach
3. Nectarines
4. Apples
5. Grapes
6. Peaches
7. Cherries
8. Pears
9. Tomatoes
10. Celery
11. Potatoes
12. Sweet Bell Peppers

THE CLEAN FIFTEEN FOR 2018

1. Avocados
2. Sweet corn
3. Pineapples
4. Cabbage
5. Onions
6. Sweet peas
7. Papayas
8. Asparagus
9. Mangoes
10. Eggplant
11. Honeydew
12. Kiwis
13. Cantaloupe
14. Cauliflower
15. Broccoli

Please keep the top of the refrigerators clear of any items. You should store dry snack items in the cabinet and perishable items in the refrigerator. Snacks should be labeled to indicate which class they are for and the date of their planned use. Store snacks in the appropriate refrigerator, i.e. Big Yard or Small Yard, labeled with the date for the snack.

The first order of business in the kitchen is to empty the dishwasher and place all dishes in the cabinets. (A trick of the trade is to fill your bins directly from the dishwasher, putting away dishes you don't need.) Next, the snack parent can start setting up the grey snack bins. There is a list next to the bins of everything that needs to be set up, including the number of children/teachers in each class.

The snack parent should pay close attention to the allergies list posted. If an allergen is in the ingredients of a snack, bring this to the attention of teachers.

- Fill the large thermos with water and deliver to class.
- All fruits and vegetables must be washed thoroughly with the fruit and veggie wash solution provided in the kitchen. Always use the plastic cutting boards that are in the drawer, do not use the wooden tops of the drawers.
- When finished prepping, snack can be covered and refrigerated until snack time. All food must be covered, whether in the refrigerator or in the bins. It is recommended not to open all packages so that we don't waste food.
- We serve snack "family style". Please set the table with individual place settings. Please encourage children to take small portions so as not to waste food. Children can ask for more food but please try to help them not to take more than they will eat.
- When snack is finished, the snack parent can clear the remaining serving dishes and return the bins to the kitchen. Kitchen clean-up should only be done after the school day ends at noon as we need to maintain the teacher-student ratios in the classroom.

Here is the basic clean-up procedure:

- Rinse and place dirty dishes in the dishwasher. Please only take up only half of the dishwasher as the other class will need space as well.
- For the dishes that do not fit, wash those according to the 3-Step Dish Washing Method posted above the sink.
- All bins must be washed and cleaned before being set out to dry on the white wire shelving.
- The sponges should be rinsed, squeezed dry, and put in microwave for 20 seconds. After nuking, place sponges on dish rack to air dry.
- Leftover thermos water should be tossed and the thermos should be washed.
- According to safety codes, all cleaning supplies must be stored in the closet opposite the children's restroom in the Big Yard classroom. This door should remain locked at all times.
- Wipe all surfaces after cleaning up and leave the kitchen tidy.
- Make sure the last person in the kitchen starts the dishwasher. It is not fun to arrive to school the next day to a load of dirty dishes!

THE YARD PARENT

- Check in with the teachers about any special set-ups or assistance they may need.
- Sweep up leaves and dirt.
- Rake the sand box. Put the leaves in the large trash can for yard waste only.
- Turnover and fluff the sand box.
- Wipe spider webs from nooks and crannies.
- Wipe off any wet equipment.
- Assist teachers in setting up curriculum activities.

TEACHING IN THE CLASSROOM



At five minutes before the start of the class, Parent Teachers and teachers have a Morning Briefing to discuss the focus of the day: what to look for, how to entice children in a particular area, how to be of help to the teachers on a given day. And when class is in session, Parent Teachers assist the teachers with gathering children for Group Time, hand washing for Snack Time, Music Time, Clean-up Time, and the day-to-day engaging and playing with children. You should also be mindful of the ratios we maintain and make sure that all the children and all play areas are being looked after.

After the school day, when both Parent Teachers have finished their duties, they can meet with the teachers for a debriefing. This debriefing is intended for us as a team to work together to understand child development, to share our day's experiences and ask for assistance if needed. We will discuss what we observed, how we were effective or not, and how to improve. You may bring a lunch for your child on the days that you work so they can participate in Lunch Bunch while you are cleaning and debriefing.

When you are working at Cottage, you are not only working with your own child, but the class as a whole. Spend some time explaining this to your child, as s/he may have an expectation of being the sole recipient of your time and attention.

ALTERNATE PARENT TEACHER

If you are listed on the work calendar as an "alternate," you may be called in the event of an emergency for either the yard or snack parent. Childcare arrangements for other children in the family should be made beforehand, just as when one is scheduled to work. Alternate Parent Teachers should phone the school by 8:30 am to make sure they are "off the hook." Call the classroom number: **(626) 799-1979**.

There have been occasions (although rare) when alternates have been notified they will be needed to work in the classroom upon their arrival at school. Be prepared to work until you learn that you are not needed. If you know you will not be free to work on days you are scheduled as an alternate, please make arrangements to switch with another parent.

I'm scheduled as a Parent Teacher and I'm Sick. What Should I Do?

If you or your child is sick and you are unable to work on your scheduled day, you should first try to find another family to trade dates by sending an email to the entire class asking for help, using the class email distribution list. Usually someone will be able to save the day and trade work days. If you trade work days with someone (for any reason), it is important to notify your room representative so that s/he can change the information on the calendar so the teachers know whom to call in the event that someone is late and so that you receive credit for your work days. If you use your alternate parent, you owe that family a shift.

If you or your child becomes sick the night before or the morning of your teaching day OR if there is a family emergency, THEN you can call the alternate whose phone number should be listed on the work calendar. Please notify the alternate as soon as you can as it will greatly affect his/her day. Also, make sure that you actually make contact, i.e. sending an email won't cut it. We need to maintain our ratios in class and it is your responsibility to ensure that your shift is covered.

WORKING WITH CHILDREN

OK, now you know when to arrive for your teaching day, how to clean the sponges, and where the gas shut-off is. But what about the children? What do we do with those things? And what if they scream, cry, or bite each other? This section (in conjunction with your parent training) will help you feel at ease promoting the Cottage philosophy and managing any kind of conflict on your teaching days.

INTERACTION WITH CHILDREN

Every time we talk to a child, we are making larger philosophical choices about how to interact with children. Do we order them to say “sorry” when they don’t want to? Or do we sit down and have a conversation about what happened, process the overwhelming feelings, and model helpful behaviors? How we interact with children helps determine how they value themselves and others; their ability to have meaningful relationships; their sense of trust in others and their world, and their willingness to explore. The following are suggestions for having positive, nurturing, respectful, and growth-producing interactions with children.



LISTEN “ACTIVELY” TO CHILDREN.

Get down on the child’s level whenever possible so you can talk with the child face-to-face: sit down at the table with the child, get down on your knees, or sit on the floor.

Try to “read” children’s behaviors: “Your face looks all scrunched up and red. I’m wondering if you are feeling angry. Is there something I can help you say to Emily about the toy she took away from you?”

Reflect back the child’s message to convey your understanding: “What I am hearing is that you are not finished using this toy. How can we let Emily know that you are not finished with this toy?”

RESPOND TO CHILDREN GENUINELY AND HONESTLY

Use a natural tone of voice. Be honest about your own feelings and desires. Don’t feel like you have to “solve” or offer an easy resolution to all problems and questions. Be honest about what you can and can’t do what you know and do not know. “I’m not sure about the rules for the block corner but I don’t think this is safe. I want you to stop until we ask your teacher for advice.”

ACCEPT CHILDREN’S FEELINGS.

Try not to think about feelings as “good” or “bad” or “right” or “wrong.” Feelings express a need (whether the child knows it or not) and it is our job to help the child understand and process them. Children may be more receptive to reasoning and problem-solving if we accept their feelings as valid. Young children cannot always put their feelings into words. Try to help children put their feelings into words and provide acceptable outlets for them.

Lydia hit Ellen on the head with a shovel. Ellen is crying and Lydia is looking a little overwhelmed at realizing she has really hurt someone. While attending to Ellen and offering sympathy, the adult should also be aware of Lydia’s needs. Both children in the situation need your assistance. First, focus on the fact “someone has been hurt” (or someone was put in danger of being hurt), rather than “the rules have been broken.”

Rather than force children to make apologies that may not be sincere, you can express your own feelings as a model: “Ellen, I’m really sorry that you got hurt! It looks like Ellen really got hurt when you hit her with the shovel, Lydia. Can you think of something that might make Ellen feel better?” You can also ask Ellen what would help her feel better. If neither child makes suggestions, you could help by asking if an ice sponge, cup of water, etc. would help.

The Parent Teacher reflects what is happening: “Ellen, Lydia is trying to help you feel better by....” Ellen may just reject Lydia’s efforts in which case you can explain that Ellen is still hurting too much and that she is possibly too angry to have Lydia’s help now but that she can try again when Ellen has stopped crying.

After Ellen has stopped crying, proceed with problem-solving suggestions:



Parent Teacher: “Can you tell me with words what you were trying to tell to Ellen?”

Lydia: “I want the red bucket, but Ellen said it’s hers!”

Parent Teacher: “I can see you need this red bucket. Ellen is using it, and is not ready to share yet.”

Talk to both children about how to solve the problem without hitting. If the two children can’t come up with a solution, you may ask for advice from another friend. “Tommy, we have a problem here: Ellen was using this red bucket and she is not done with it but Lydia really needs it. What should we do?” Or you could offer suggestions/choices yourself: “We could go and look if there is another bucket in the bin or I can help you ask Ellen to pass the bucket to you when she is done with it. What would you like to do?”

Reflect the child’s feelings to convey that you have understood him/her.

Chad is running and bumps into Alan. Alan starts screaming that Chad is a dummy. Rather than saying that it was just an accident or no name-calling at school, you might respond: “I can see that you are really angry about getting bumped. It hurts even if it is an accident. Instead of calling Chad a name I think it would help if you tell him why you are angry and that he needs to slow down a little bit. Do you want me to help you talk to him?”

Accept angry and hostile feelings while protecting the child from acting them out.

“I know it makes you mad when I stop you from hitting but I’m here to keep everyone safe. Hitting hurts. I will not let you hit anyone and I will not let anyone hit you. Let me help you find words to tell Sarah how angry you are.”

Avoid shaming, labeling, or making public punishments. Instead of saying: “You are being mean and you shouldn’t do that at school,” focus on describing the unacceptable behaviors and offer alternatives. The difference between “I am bad” and “I did something bad” is immense. The child might conclude “today I am very good: I shared, cleaned the table, and tied my shoes, but tomorrow or later, if I have a hard time sharing, I will become a bad girl/bad boy.”

Provide opportunities to make choices but only offer a choice when it is honest.

For example, say: “It’s time to wash hands for snack,” instead of “Do you want to wash your hands?”

ENCOURAGE CHILDREN TO COMMUNICATE AND PROBLEM SOLVE

Preschoolers' actions are more strongly guided by feelings than by reason. They are working on developing their impulse control skills. Left to "work things out themselves," children are unlikely to resolve their differences based on objectivity, fairness, or adult concepts of morality. However, children will respond to guidance by adults and can eventually learn to employ problem-solving techniques.

If two children are having difficulty sharing, help them think of ways they could solve the problem "I can see that you both really, really want this caboose. I am going to put my hand on it to keep everyone safe while we talk. Do you have any ideas about how you can decide whose turn it is?" Sometimes negotiations go back and forth. Make sure to stay with the children and assist them: "Kathy said she will use the train first and then pass it to you, Tom. But it looks like Tom disagrees with this arrangement. What are you suggesting, Tom?" If their own ideas don't work or they don't have any, suggest your own (setting a specific amount of time for each to play, a way in which they could use something together, finding something for a child to do while the other one waits, finding a toy to trade.) We could easily bring another caboose, problem solved. But nothing is learned. We have the time and space at school to appreciate these teachable moments and this kind of modeling and processing helps the children internalize these essential problem-solving skills.

Younger children will need more directive help, but will still benefit from having the resolutions verbalized.



"I can tell that you really want a turn with that toy but I can't let you grab it from Sarah. When she is done, I will make sure you get a turn. Let's find a toy for you to wait with." Have the child listen while you explain to Sarah that another child wants a turn and to give the toy to the child when she is done (when possible have the other child verbalize this with your help). Then make sure it happens. You may also suggest that finding a toy to offer for a trade may work when you want a turn. Through our narration, we are modeling the problem-solving behaviors that our children will grow to understand.

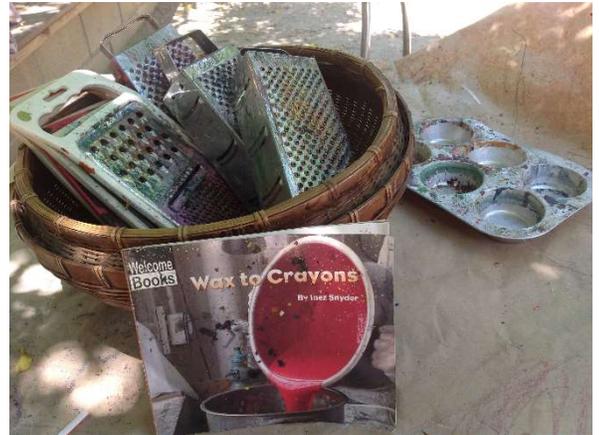
Whenever possible, try to give children time to experiment with techniques they have learned about interacting. For instance, when a toy has been grabbed away from a child, the child may be ready to speak up for himself. A child who has been called a name might have a way of standing up for himself and verbalizing resolutions. Don't jump in too soon, but be aware of preventing physical injuries, extreme frustration, or over-excitement.

Accept individual differences and encourage children to respect individual needs and differences. Some children prefer to observe before joining in. Do not expect every child to be actively participating. Some children prefer to play alone. Do not expect social behavior from every child. It is age appropriate for children between 2-3 years old to be engaged in parallel play (play next to each other).

Children are at different skill levels. Encourage children to accept individual stages of learning and different ways of feeling and doing things. If children make judgmental comments about other children's artwork, skills, behaviors, or special needs, model an acceptance of different abilities and needs.

If Sally says: “Look at that mess! Janie just scribbles like a baby!” You can respond, “Your work is really different from Janie’s. Everyone works differently and scribbling is an important thing to do. It does not mean Janie is a baby, it just means she is working on learning something different than you.”

Model respect for diversity and non-biased views of the world. Help children address the physical and cultural differences among people. If Alan says to Jose: “Your skin looks dirty. Did you take a bath this morning?” You can respond: “Jose’s skin is brown. It is his color and it doesn’t wash off. Let’s look around and compare the similarities and differences in the way people look.”



Avoid making comparisons between one child and another or encouraging competition. Say: “Would you like me to write your name on your picture or would you like to do it yourself?” instead of: “Look, Jill is writing her name on her picture. Can you do that?”

MODEL AND ENCOURAGE A SENSE OF EMPATHY

Someone has been absent from school for several days due to illness. The teacher can talk about why the child is absent, and ask the children to think about how it might feel to not be at school. Is he missing his friends? What do you think he is doing at home? How do you feel when you are sick? The children may want to make pictures or have the adult write something to send to the child at home. Or they may want to leave some welcome-back surprises in his cubby.

Children who have never been in school before and do not have siblings might have difficulty accepting that the toys or activities left on the floor that morning have been picked up by someone else. Parent Teachers can help a child understand the concept of being part of a group, and sharing and respecting property by modeling through play:

A child reaches and tries to take a shovel from your hand. Rather than share right away use this situation as a teachable moment. “I do not like when people grab things from my hand. What are you trying to tell me? Oh, I understand that you would like to use this shovel, right? I am using it right now but when I am done, I will remember to pass it to you. Or would you like me to help you look for another one?” This practice will help the child in future interactions.

ENCOURAGE INDEPENDENCE AND SELF-HELP SKILLS.

When giving children help, encourage them to do as much for themselves as possible. This will enhance their skills as well as their sense of independence and self-sufficiency. If a child asks you to put his/her jacket on, instead of automatically doing it for the child, ask: “How would you like me to help you? What parts can you do by yourself?”

Jeremy and Lisa have had a great time dumping all the blocks in the block area, but then decide to move on. You might say: “Jeremy and Lisa, you need to come back and help me in the block corner. These blocks need to be put back on the shelf so that other children have room to build and can find the blocks they are looking for. I know there are a lot of blocks, so I will help you. Then you can play with other things.” Try to make the process engaging: “What shape should we do first? I’ll put one block of each shape on the shelf and then you can start fitting the rest like a puzzle.”

We encourage every child to help at Clean-up Time in some way. Having children get the room clean is not our major goal, but rather that they learn an age-appropriate sense of responsibility. There will be times when the value of the activity children are engaged in is more important than cleaning-up.



Mark is carefully completing an elaborate block structure. Clean-up is in progress. Rather than have Mark stop what he is doing, the adult can encourage completion of the idea. “Mark I see you need just a little more time to make your building just the way you have been planning. I’ll help the children be careful not to knock it down as we clean up the other blocks. Would you like to leave it up for your mom to see when she picks you up? If your mom has time to wait, I’d like it if you could help take it down and put it away then.”

If you feel a child is shirking the responsibility despite your efforts, check with the teacher for the best follow-through advice.

Our goal in encouraging independence is to help the child feel a sense of autonomy. We must also understand the importance to the child of natural periods of regression. They need reassurance that they will still be taken care of. There are also obvious times during the day when children are too tired to gain anything positive out of our expectancy of independence.

It is the end of a busy morning. Linda’s shoes are in her cubby. The teacher asks the children to get their jackets and shoes to get ready for going home. Linda flops down on the floor almost ready to cry. You can say: “I can see that you are pretty tired from playing so hard today. I’ll get your shoes for you and help you put them on.”

ESTABLISHING AND MAINTAINING CONSISTENT LIMITS

While we do have some specific rules, we try to keep the rationale for limits simple and consistent.

THREE GOLDEN RULES:

1. We respect each other. (No hurting other people’s bodies and feelings.)
2. We respect ourselves. (Keep body safe.)
3. We respect our environment. (Appropriate use of equipment: no damaging of materials, furniture, or equipment.)

Below are more specific rules we observe. At times throughout the year, the children themselves may decide to author and post their own rules — no pushing, no being mean, etc.

COTTAGE RULES:

- Gates and storage doors should be opened/closed by adults only.
- Children must wear underwear or diapers or other clothes covering the private parts of their bodies
- Children can throw objects that are safe to throw such as small balls, beanbags, etc. (If they are throwing something unsafe, you can offer to find something safe to throw.)
- Adults do not lift children onto climbers. (“It is important to do your own climbing. I can help you by putting my hand behind you so you feel safer or suggesting where to put feet and hands.”)
- We allow almost anything to go down the slide — sand, water, smaller toys. But an adult needs to stay close to ensure that the bottom of the slide is clear. Children may climb up the slide, too. Again, an adult should monitor the child’s ability to do so safely. Children may not go down the slide head first.
- Fences are not for climbing — the climbing structures and trees are for climbing. When climbing trees, stop at the taped marker.
- Keep sand low. (“The sand needs to stay down low. Sand hurts if it gets into eyes.”)
- If a child wants to jump from a climbing structure, the height of the structure must be no taller than the child.

HOW TO SET LIMITS

Sometimes you may remind a child of a limit or rule and the child listens politely and stops the behavior. Other times? You may be ignored or even defied. Remember that children are going to test limits, that this is a healthy urge to assert oneself, and that these are wonderful teachable moments. Below you will find suggestions to approach limit-setting in a positive, peaceful manner.



State suggestions or directions in a positive rather than a negative form.

We should refrain from using negative words such as Don't, No, Can't, Not, etc. Instead, tell the child what he/she CAN do. Bad Example: "Don't throw the sand." Good Example: "The sand needs to stay low." Of course, in an emergency safety situation, you may say whatever works, NO! STOP! WAIT!

Use simple, clear statements about what is, or is not, acceptable behavior, with choices when possible. Use an "I" message. Instead of "Don't hit people," you can say: "I need you to keep your hands to yourself. It is not OK to hurt our friend's body."

If a child does something that s/he was not supposed to do, let him/her know about your feelings. Use "I" messages and describe what you see or the problem itself. Say: "I have a hard time reading the story while someone is talking" instead of "No talking during the Group Time."

GIVE THE CHILD TIME TO ACCEPT THE LIMITS YOU SET

Assist the teacher in giving children a five-minute warning before transitions, such as Group Time, Clean-up Time, and Music Time. "Lisa, in five minutes it will be time to go inside. I remember you told me you wanted to ride a bike this morning. Let's make sure you get your turn now if you want one."

TRY TO ANTICIPATE PROBLEMS AND REDIRECT BEHAVIOR

The best way to deal with a problem is to avert it. If you notice a child is feeling cranky or has an abundance of energy, you might want to help him find an appropriate activity. You may want to ask him, "What's your plan?" This pause in their activity and need to think may be just the redirection the situation needs.

Our schedules are flexible and we try to flow with the energy of the group and/or individual needs. For example, if it is "indoor" time, but the energy level is getting too intense, we can open the Big Yard. Share your observations with the teacher when it seems the "plan" just isn't working and you can both decide what to do.

If children are teasing, pushing, running fast, etc., redirect their behavior into an activity. "There are so many of you running so fast that I'm afraid someone is going to get bumped or fall down. Does anyone want to ride bikes?"

Many problems can be avoided just by having adults present at activities. Sit with children at tables, sit on the floor in the block corner, stand near (or participate in) an active game of tag or good guys/bad guys. When assisting at Group Time, sit with the children and be ready to offer extra help to children who may need it. Refrain from standing in a corner, drinking coffee, and having conversations with other adults.

LET'S TAKE A BREAK



We do not condone “time-outs.” Punishing through isolation, harsh words, or belittling does not help a child understand the way you expect him/her to behave. There may come a time, however, when your attempts to set limits are not heeded and the problem behavior becomes unsafe or disruptive.

You may try to redirect the energy into a related but safe activity: “I see it’s too hard for you to stop throwing these blocks. I can’t let you throw blocks. They could hurt someone’s body. If you want to throw something, we can find something safe to throw. Can you think of objects that are safe to throw?”

If the child resists redirection, you may suggest that you “take a break” from the current activity. “I see that you still want to throw blocks. Let’s take a break. We can come back to the block area when you are feeling calmer.” You may ask questions about feelings attached to the behavior: “Is there some reason why you feel like throwing today?” You may try a change of scenery — read a book, visit the writing table, go on the swing. If this is a situation that is not resolving or even escalating, consult with a teacher as soon as possible and communicate what you have observed:

“Zach wants to throw blocks but I am worried they could hurt someone’s body. We need to find something safe to do.”

Teachers will sometimes individualize guidance based on an understanding of the reasons behind certain behaviors.

You may notice that a teacher responds differently to one child who is angry than to another child who seems to be exhibiting the same behaviors. Or they may handle separation for one child differently from another child. Children are at different levels emotionally as well as physically, and also have very individual concerns and experiences. Individualized guidance means that we do not respond to each child in exactly the same manner. We base our guidance on the reasons for each child’s behavior, so that we may address their particular concerns, feelings, and growth needs in the most appropriate manner.

You can help teachers individualize their guidance by communicating concerns and experiences you have about your own child, i.e., Max woke up at 4 a.m. this morning and might be cranky later. The more information the teachers have, the better they are able to guide the children through any feelings or difficulties.

SUPPORTING AND EXTENDING PLAY

Preschool children learn by “doing” as they actively explore their environment. We Parent Teachers can help in this learning process by being present and open to play. So put your cell phone down, experience where the children’s imaginations can take you, and see how you can help support and extend these important play experiences.

EXTEND SOCIAL EXPERIENCES

It is important to help children learn each other’s names, especially early in the year. Use children’s names as you sit with children at the tables: “Would you like to build with Legos, too, Shawn? Tim and Sarah are building a zoo.” When you help children engage

in problem solving, encourage them to use each other's names. "Johnny is holding the dinosaur you want. I'll help you ask him when you can have a turn."

Reluctant or sensitive children may feel more comfortable joining a social situation if an adult is nearby for support. Remain close to children's activity areas (i.e., sit on the rug or sit at the tables, instead of standing in the doorway) and notice if a child is hesitant to join an activity. You may offer support to this child, narrate what you see, or notice that s/he is observing the activity.

Some children have a difficult time joining a group; we can assist them by modeling what to say. It's always better to ask: "What are you cooking?" "What are you building?" or "What are the rules in your game?" as opposed to: "Can I play with you?" You may also help bridge the transition: "I'm going to cook apple pie. Do you want to cook something too?"

Between ages 3 and 5, some children show signs of understanding the concept of including or excluding their peers from groups. Both actions are age appropriate. We cannot make children play together, but we can expect them to treat each other respectfully and find ways of working out the problems of sharing the same space. You might hear children saying, "You can't come on the pirate ship," "Girls can't play bad guys," etc. You might respond: "It's not okay with me to exclude someone from playing in an area that belongs to everyone."

Julia, Trevor, and Kaila are playing in a house. They are cooking a birthday cake. Tania approaches their house. Julia says, "We don't want you here. Go away!" Kaila supports her, "Yeah, go away!" Tania replies, "But I also want to make a cake." Trevor says, "We don't like you, go away." The teacher arrives and says, "It sounds like you have a conflict." Tania says, "Yes. I want to play but they won't let me." Julia replies, "We want to play alone, without her." Trevor and Kaila agree with Julia. The teacher says, "I hear that Tania wants to play in the house. I hear that Julia, Trevor, and Kaila want to play by themselves." Trevor says, "Yeah, we don't want her to play with us!" The teacher replies, "One thing we do at our school is allow children to decide for themselves where they want to play. I see that Julia, Trevor, and Kaila decided to play inside the house. I see that Tania also decided to play here. It seems like everyone has made that decision." Julia responds, "But we do not want her to play here with us." The teacher answers, "This is Tania's decision to play here and also yours. If anyone wants to leave the house, they can make the choice to do so."

Promote intellectual growth and language development.

The environment is designed to spark the child's desire to observe, think, experiment, problem-solve and use language through play. This is considered developmentally appropriate learning because preschool children must experience new information and materials so they can integrate the new knowledge with what they already know. While children play there are many opportunities for encouraging children to observe, question, explore, experiment and use language to describe their experiences.

Sometimes you are there to observe play (do not feel that you must always be talking and directing children). Children also need time to just experience materials. Playing and manipulating things is their way of thinking.

Try to ask open-ended questions. Open-ended questions are the questions you cannot answer with one "correct" word such as: yes, no, good, bad, etc. Open-ended questions promote the development of critical and creative thinking skills.

With younger children, you could encourage language development by naming what the child is doing: "I can see you painting with red paint, now you added some yellow lines, one line is long, and the other line is short."

Some children do not have enough time to get their turn in a discussion. The Parent Teacher could make a list of the children's names and what they want to talk about as a reminder for the next day.

Children often like to label their block buildings or make signs such as "save to show my mom" or "don't touch!" Encourage them to do their own writing as best as they can.

When there are many children wanting to do a new or exciting activity and there is not enough room, post a list of the names of children waiting for turns.

You may offer to write a story about a picture a child has drawn. Or, better yet, you may ask the child if s/he wants to write a book.

Encourage children to use the “scientific process” of observation, experimentation, hypothesizing, testing, and making predications. Instead of coming up with answers or directions, such as “If you put one more block on, it is going to fall over,” or “If you use two of these it will be the same size as the long one,” encourage children to think about cause and effect, make predictions, and verbalize outcomes. “How could we make this balance?” “What do you think will happen if you put another block on the top?” “What will happen if we add more flour to the play dough?”

While you are kneeling down or sitting on the floor while observing children play, you might want to start your own game or participate in a game already in process. You might start constructing your own building next to a child’s building. To extend the play you might reach for the box with people and announce: “My office needs some people. I think I need a driver. He will deliver paper.” You might ask questions: “Where does this ladder take you?”

While you are playing with the children, you are constantly modeling behavior. For example, before you choose to add to the child’s building make sure to ask him/her if it is okay to connect two buildings. Next time s/he will know to ask another peer.

SUPPORT CREATIVE THINKING

Preschool children are most often in a stage of intellectual and artistic development that does not focus on realism or logic. Children focus more on the process than on producing a finished product. When talking about a child’s artwork, avoid using general words such as “pretty” or “beautiful.” Instead of asking children “what are you making?” you can ask if they would like to tell you something about what they are doing or you can comment that the child is making a picture with a lot of green, or several interesting shapes, or an interesting design.

You may comment: “John decided to roll clay very flat and Sarah is building something up with little balls of clay. It’s interesting to see all the different ways you can think of to use your clay!”

You could say: “It’s interesting that you have a lot of color in this corner,” instead of: “You have a lot of space left on that paper. Why don’t you put some color over here?”

Encourage experimentation with materials and individual expression (strike a balance between creative use of materials and respect for art supplies.) “I see you decided to mix some colors together on your paper, Alyssa. What happened to the colors when you mixed them?”

Parent Teachers can demonstrate some simple techniques of pinching, gouging, and scraping clay or play dough, but avoid making things for the children. This can place the emphasis on the product rather than the process. You may even solicit ideas for their techniques. They are masters of play.

You are sitting at the clay table and some children seem reluctant to touch the clay. You can talk about how different the textures of clay and play dough feel. You can discuss where they think clay comes from, etc. There is no need to make anything in particular because the children are at the level of exploring the basic qualities of the clay.

Instead of automatically writing a child’s name in the corner of a picture, ask whether they want their name written on their work and where. They may choose not to have it written at all. They may want to write it themselves. Let the child choose if he wants to display or take home his art.

SUPPORT PHYSICAL DEVELOPMENT

Body movement is an underlying and essential component in all areas of the child’s development. Children’s sense of mastery is important for developing self-confidence and a sense of independence. A variety of small and large motor experiences is essential

for the development of later learning skills. Social interactions and dramatic themes are closely related to movement. It is important that children have extended periods of time to explore space and experiment with using their bodies in a challenging play environment.

Maintain rules in order to establish a safe place for exploration and experimentation.

Be physically present in the yard and remain close to children who are climbing.

If you feel that an activity seems to be unruly or overwhelming, do not hesitate to ask another teacher or parent for help.

Help children move planks, supports, tires, blankets, boxes, and crates in order to create their own ideas, spaces, or challenges and to have an age-appropriate sense of control over their environment.

If children are interested, engage them in directed activities such as throwing and catching balls, jumping through or in and out of hoops, playing simple chalk games such as jumping over or in shapes they have drawn, or riding the bikes through an obstacle course.

Help children problem-solve their physical challenges. Lee is on top of the climber and nervously asks you to “get him down.” Rather than just lifting him off the climber tell him you will help him learn how to get down and that you will make sure he is safe. Keep your body very close to his, but let him do his own climbing. This will build confidence and pride in his physical accomplishments. If, however, Lee is hysterical, it is obviously not the time for a climbing lesson. Lift Lee down and offer to help him whenever he feels he is ready to try again.

Encourage body awareness through verbal feedback on a child’s use of his/her body and developing abilities. Jeff has fallen off the balance beam twice. This time he puts out his arms. “It looks like your arms are really helping you balance, Jeff.” Or: “You’ve been tipping over on your bike a lot today. Can you think of anything you are doing that causes your bike to tip over?”

SUPPORT THE PROCESS OF EMERGENT CURRICULUM

Every week the teachers take time to create a curriculum for the week. During the planning, they think about what to put out in each area based on larger curriculum intentions (i.e. working on fine motor development, working on team building) as well as the emergent interests of the class. “Emergent curriculum” is the process of building on the experiences that grow out of children’s spontaneous concerns and interests and help them find out what they want to know.

For example: a teacher may overhear a group of children having a discussion about dinosaurs that leads to the class sitting down and coming up with a web topic that explores all the possible directions the class could go in their quest to learn all they can about the topic of dinosaurs. Ideas may also be sparked by offering experiences such as taking a walk through the sandbox looking for dinosaur bones or reading books.

Let us know your own child’s individual concerns. For example, is s/he going on an airplane ride, having his/her first night away from parents, having a hospital experience?

Let us know if you have special resources you would be able to share with the school, such as special musical instruments, items for display, special music recordings, access to hospital or doctor supplies, access to interesting places to visit, etc.

CLASSROOM POLICIES

NO SMOKING

Smoking is NOT allowed at school, nor will smoke breaks be permitted while staffing the classes.

NO CELL PHONES

Please put phones and gadgets away. If you absolutely need to take a call, excuse yourself from the classroom, notifying a teacher. You can use the camera on your phone to take pictures but please limit your use to just photography.

NO SIBLINGS

Parent Teachers must make childcare arrangements for siblings when scheduled to work in the classroom. It is understandable that it may be a long morning for nursing mothers. Use of the Parent Room is encouraged for nursing or pumping.

NO PEANUTS

We request that your child's lunch not include any peanut products. Other nut butters are acceptable. Cottage is a peanut-free environment. Please ensure that nothing comes to school with peanut products.

NO SCOOPING OR PICKING UP CHILDREN

Please do not scoop or pick children up. This rule is important for two reasons: 1) Safety for you and the child and 2) To show respect towards children. At school, even for comforting your child or other children, we ask that you sit down on a chair or on the ground before you embrace a child to comfort him/her (i.e., after a fall, if they are missing mommy/daddy, after a conflict). If you are standing and walking around with a child in your arms, there are chances for falling and hurting yourself and/or the child or other children. If you need to pick up a child, you need to describe the motions you are about to take, giving the child full knowledge of what is about to happen: "I'm going to pick you up to place you on the swing."

DIAPER CHANGING

Teachers will handle all diaper changing and toileting. Parents are not to be alone in bathrooms with any children (except their own, of course) and should not change or wipe a child using the bathroom. Soiled diapers are to be placed in a plastic bag and then in the trashcan located outside the back door of the Small Yard classroom. After helping your own child with any diaper or toilet needs, make sure you wash your hands for 60 seconds prior to going on to the next activity.

HOW TO HANDLE BLOOD/URINE/FECES

If a child is bleeding, it is important that we protect ourselves by wearing latex gloves to clean up the blood. This policy is the same for urine and feces.

IN THE EVENT OF AN ACCIDENT/INJURY

Every class has a folder with Ouch Reports. If you witness a child getting seriously injured, follow these steps:

- Never pick up a child, allow him/her to get up, to see how badly they are hurt. If the child is limping or unable to get up unassisted, notify the teachers, at which time they will determine if 911 and/or the parents need to be notified.
- If a child can get up and walk unassisted, observe the child, ask where it hurts, and offer assistance by washing the area of the wound, putting a Band-Aid on, getting a glass of water, comforting the child, etc.
- If you observed an incident which resulted in a cut or bruise, fill out an Ouch Report.

- If you observed an incident which resulted in a blow to the head, complete the Head Injury Report and consult the teacher for further actions to be taken. In completing these forms, never indicate the name of the other child involved in the accident. Give confidentiality to the other party involved.

DROP OFF/PICK UP AND MUSIC TIME

Please minimize conversation with other parents during pick up or drop off. This can be distracting to what is happening in the classroom and can interfere with the flow of the day. Please use drop off time to transition your child and help them engage in an activity before saying good bye. Socializing/hanging out and outside conversations can occur in the parent room upstairs or outside of school. As a courtesy to our neighbors we ask that you not linger on the front lawn area. This applies to both noon and Lunch Bunch pickups.

Please be an active participant during music time. Music Time is an integral part of our day, a connection for the children and teachers and a way to say good-bye to Cottage for the day. We encourage you to join in! Your child may be very excited to see you and it may be easier for him/her to stay focused on the group when you join in as well. When coming in to the classroom, please be respectful of this time - you may join in, or you may wait for your child to finish his/her day in another area of the school. Please no outside conversations during music time, socializing, checking in about the day, etc. You will have a chance once the good-bye song has been sung.

SIBLINGS

Drop off and Pick up is a busy time, teachers are involved and caring for children enrolled in the classroom. Please remember that you are responsible for siblings at all times. For safety reasons, siblings must be with a parent at all times.

EMERGENCY DRILLS

Every month, our school policy is to practice emergency drills, practicing what to do if the school is on fire or in an earthquake or if an unauthorized person enters the facility. The teachers prepare the children during Group Time by discussing what we will be practicing, why, and smart emergency practices. The Parent Teachers will be asked to assist the teachers during these drills. In all emergency drills, teachers will ring bells, calling the children to a location outside. When all children have gathered, they will be escorted to the far end of the Big Yard. The teachers will call roll. When everyone has been accounted for, the Director dismisses everyone back to class. Please see the section on safety procedures for information about what to do in the case of a real emergency.

EMERGENCY VALVE SHUT-OFFS

In the event of an emergency, teachers might ask Parent Teachers to shut off the water, electricity, and gas at the main shut-offs. This information will be relayed during the parent training during the first week of school.

- The main water valve is located on the facade of the building on the east side. Turn it counterclockwise to turn off water.
- The main gas valve is located on the facade of the building on the west side. There is a wrench in a bag, use it to turn the knob counterclockwise to shut off.
- The electrical panel is located in the little storage area between the back door of the Small Yard classroom and the Big Yard/Kitchen back door. All buttons can be turned to the off position.

PARKING

Cottage Co-op Nursery School operates at our current site under a Conditional Use Permit (CUP) issued by the City of Pasadena. This permit affects our parking options, as well as other aspects of our presence in this lovely residential community. There is a two-hour parking limit on Arlington in front of Cottage. However, there is unrestricted parking on Arlington, east of Pasadena Ave. For your child's safety, please use the marked crosswalks at Pasadena Avenue and Glenarm to reach the school. We also have a Rules of the Road plan that we must follow [see Neighborhood Association Rules on the last page of this handbook] which states that we must enter Arlington from the east, (i.e. from Fair Oaks) and we must take a right onto Pasadena Ave. Please observe these rules. Fees will be assessed for those who do not.

HEALTH AND SAFETY POLICIES

What follows is a lot of official jargon and common sense about how to maintain a safe and healthy environment. PLEASE READ IT! Sure, we know how to wash our hands. We bug our children to do it all the time. But when you are working with sweet, slobbery children all day? IT IS A NECESSITY. Please also pay special attention to the Illness section and if your child is under the weather, ask yourself: what would you do if you saw a kid with the same symptoms? If you would whisk your child away and tell them not share his saliva-laden toys, then PLEASE, stay home and get well.

The teachers may, at their own discretion, ask you to take your child home if they feel he or she is either too sick to be at school or is at risk of infecting other children at Cottage.

HEALTH PRACTICES

Infection can be transmitted directly or indirectly, depending on the nature of each disease. Direct transmission can occur in such ways as touching, droplet spray from sneezing/coughing and close physical contact with bodily fluids, excretions, secretions and discharges. Indirect transmission can occur through contaminated food or water and objects such as towels, toys, combs, brushes, sharing of hats, pencils, eating utensils, clothing and diapers.

Parents are responsible for informing the teachers of any communicable diseases with which your child has been diagnosed. Please call the school and let a teacher know the details after a doctor's diagnosis.

A woman of childbearing age should be aware that some infectious agents such as those causing rubella, herpes simplex, CMV infection, AIDS/HIV, syphilis, and hepatitis B can be transmitted to the unborn child.

Teachers are responsible for following and instructing parent staff on appropriate health procedures. The following practices shall relate to all children and adults in this environment:

HAND WASHING

This is the single most important procedure for preventing the spread of disease because it physically removes microorganisms from the hands. Hands should be washed before class, before eating, before and after giving personal physical health care to individuals, after cleaning up bodily fluids, excretions, secretions, discharges (nose blowing), and after using the toilet (this includes diaper changes).

Teachers and parents must check, before and during class, to make sure soap and paper towels are readily accessible to all students and adults. Student bathrooms in each classroom are to be used by the children ONLY. The restrooms upstairs are for adults ONLY.

The process for hand washing are as follows:

- Use liquid soap/detergent and running water (warm water for adults).
- Rub all areas of hands and wrists briskly for 10-15 seconds (make sure children "rub hands together").
- Rinse well under running water.
- Dry hands thoroughly with paper towel.

CLEANING UP AND DISPOSING OF BLOOD AND OTHER BODY FLUIDS

These health guidelines are for the protection of both children and staff and should be followed as closely as possible. A copy will be posted in each classroom.

- Treat all blood and bodily fluids as though they are infectious. Make sure you have an emergency zip-lock baggie in your apron pocket. The baggies contain: gloves, Band-Aids, and tissue.
- Wear disposable non-latex gloves when cleaning up blood and any other body fluids. Do not re-use gloves. After use, remove glove by grasping the cuff and stripping it off by turning inside out. Wash hands after removing gloves. A box of replacement gloves should be kept in each bathroom and above the diaper changer.
- Wash all contaminated skin areas immediately with soap and water.
- Wipe up any possible infectious materials with paper towels and dispose in plastic bag. Clean all contaminated areas first with soap/detergent and water. Follow up with bleach spray. Clean all blood-contaminated areas with a solution of 1 part bleach to 9 parts water and allow to stand 5 to 10 minutes before rinsing with water. Do not place bleach solution directly on urine, blood, vomit or feces, because noxious fumes may be produced. Always wipe first with paper towel.
- Place all contaminated materials, including soiled diapers or clothing in plastic bags. Do not use cloth bags or backpacks. Seal bag by tightly tying it closed. Place plastic bag on top of cubby section with child's name and instructions to wash. At pick-up, parents must check their child's cubby area for dirty clothing.

IN THE EVENT OF AN INJURY

Stay calm. Because fear and hysteria are easily transmitted through body language, walk to where you are needed; do not run. In the event a child is on the ground as a result of an injury, he or she should not be moved or picked up until a trained staff member determines that it is safe to do so.

Do not pick up or attempt to move an injured child. The teaching staff is trained in first aid and should be relied on in emergency injury situations. All head injuries require a call to the parent, and the teachers will assess if the injury necessitates a 911 call. A Head Injury Report must be completed by the teacher and given to the parent to help them assess the nature of the injury and seek immediate help (if need be).

All other non-emergency injuries that occur at school, such as falling, scraping of the knee, being bitten, etc. should be noted on an Ouch Report. These must be completed by the person who observes the injury. Completing this form requires that we state the facts but do not give names of any other children involved in an injury (this is to respect every family's right to privacy and confidentiality).

IMMUNIZATION REQUIREMENTS

All children and Parent Teachers are required to have tuberculosis (TB) tests upon entering school and to present proof thereof before the first day of school.

Every adult teaching in the classroom is required to have a current TB test. We need a copy of your TB test results to place in your child's file. TB tests must be less than 2 years old as of the last day of classes of the current school year. Our policy has changed from previous years in that exemptions are no longer allowed. After consulting with a physician, we have discovered that TB tests are safe for pregnant and nursing mothers. For more information, please consult with your personal physician or visit the CDC fact sheet: <http://1.usa.gov/d9Ryp3>

All immunization records, including TB test results, must be at school before the first day of class. A child will not be allowed to attend school or parents to work in the classroom until the school has received these immunization records. The school also urges parent assistants to have measles vaccinations.

The California Department of Health Services requires the following immunizations before children may attend preschool:

- Polio, DTP/DtaP/DT/Td, MMR, HIB, Hepatitis B, Varicella, Influenza (recommended annually, not required),
- Hepatitis A (recommended, not required), TB test (or physician indication that risk factors are not present)

We are required to send home any child who does not have a signed or stamped proof of immunization (or parent signed waiver form) from his or her doctor or the County Health Department.

If the child has an exemption to immunization, we must receive the exemption form from his/her doctor before the child can attend classes. If your family has personal beliefs that prevent your children from being immunized, you must contact the Director of Curriculum immediately and submit appropriate forms and sign the back of your children's blue immunization card, which is kept in children's personal files here at Cottage. In cases where a child has special health conditions, the Director will need to consult with the child's physician before admission is approved.

ALLERGIES/HEALTH CONDITIONS

If your child has specific and/or severe allergies, please notify the Director before school begins. This information will be disseminated to teachers and Parent Teachers so that they are mindful of any restrictions, safety issues, or limitations.

When working in the classroom, Teacher Parents are responsible for noting any allergies, significant health conditions, and/or special instructions regarding all children in the class. These instructions must be followed when preparing snacks and caring for the children. A list of children's allergies is posted in each yard and also in the kitchen. Knowledge of a child's allergies or health conditions can be essential if emergency care is required.

ILLNESS

Children should be in good health when they attend school. If they are not in good health, they may be asked to return home. Symptoms of illness may worsen after arrival and you may be contacted by teachers or the director to pick your child up from school.

Children with the following symptoms should be kept home from school.

- Fever (temperature 100.4 degrees or above) along with behavior changes or signs of illness such as sore throat, rash, vomiting, cough, diarrhea, etc.
- Symptoms that may indicate severe illness such as lethargy, difficulty breathing or abdominal pain.
- Vomiting and/or diarrhea.
- Children who are within the first 24 hours of treatment for strep throat or impetigo.
- Eye redness with discharge unless evaluated by a healthcare provider.
- Mouth sores.

Children should be without fever for at least 24 hours prior to returning to school.

Although the following conditions do not mandate that the child stay home, please use your best judgement in deciding whether to attend school.

- Common colds, nasal discharge (regardless of color or consistency) and cough.
- Watery eye discharge without associated fevers, eye pain or eyelid redness.
- Rash without fever or behavior changes.

It is strongly recommended that parents working in the classroom receive a flu vaccine each year. Please submit proof of your flu vaccine to the director by December 2. Parents with contraindications to the flu vaccine or who prefer to opt out will need to submit a letter stating such to the director by December 2.

Even sunscreen will only be reapplied if there is a current and signed Sunscreen Permission Form on file.

IMS PLAN (INCIDENTAL MEDICAL SERVICES)

It is our goal to be as inclusive as possible, including integrating children with various on-going medical conditions into our daily routine. The following plan outlines what our procedures are for the conditions we currently accommodate.

1. We can accommodate children with anaphylaxis (severe, potentially life threatening allergies), asthma (chronic lung disease that impairs breathing), and diabetes (abnormal blood glucose levels).
2. Personal plan of care procedures will be kept for each child with one of the above conditions provided by doctor or parent.
3. Epi-pens, inhalers, nebulizers, and diabetes related equipment and medications will be kept in the medical box in the kitchen corridor.
4. All of our staff is certified in pediatric first aid. This training includes use of the Epi-pen. In addition, the permission for inhaler/nebulizer use is specific to certain trained staff members who are trained in their use.
5. Parents/authorized guardians will sign a written consent to administer inhaler/nebulizer treatments in addition to the permission to administer other medications.
6. We ensure that proper safety precautions are met including the wearing of gloves in potential exposure to bodily fluids, proper hand cleaning following glove removal, safe disposal of all relevant materials.
7. In case of a disaster that requires us to vacate the facility, we will bring the blue Emergency Backpacks with us. For class trips, the teachers will carry these as well.
8. Following and IMS occurrence, treatment will be logged in the medical record book (LIC9221) and parents will be notified by phone.
9. Serious incidents and any change in this plan will be reported to our licensing office and an Unusual Incident Report (LIC624B) will be filed.

EARTHQUAKE PREPAREDNESS POLICY

It is a requirement of the Department of Social Services that the school have an earthquake preparedness policy.

Earthquake preparedness fee: Each family will be assessed an annual fee of \$20 per child for the procurement of emergency provisions: food, water, and medical supplies. (This is included in the \$100 materials and disaster preparedness fee billed annually in August.)

Facility Tours: As part of the parent training, all Teacher Parents who will be assisting in the classrooms will be given a tour to show them the location of all emergency supplies and electrical/gas/water shut-off valves.

Emergency Backpacks: Each child who attends Cottage is required to have an earthquake backpack stored at the school. These packs are kept in an accessible area along with the other emergency supplies. In the event evacuation is required to an official shelter (determined by the City of Pasadena), the location will be posted on the front door of the school and all attempts will be made to contact families at the phone numbers supplied on the emergency information sheet. Clearly write your child's name and class on the outside of the backpack. Please bring your child's earthquake preparedness backpack by the first day of school. Your child may not attend class until his/her backpack is at the school.

ITEMS TO INCLUDE IN YOUR CHILD'S BACKPACK:

- A 3x5 card listing your child's name, birth date, address, phone number, parents' work phone numbers, and names of relatives and friends to be contacted, including an out-of-state contact person and phone number. Include information regarding allergies or other special needs.
- A complete change of clothing (i.e. oversized sweatsuit) and a sweater or jacket.
- One roll of toilet paper, packaged clean wipes, and diapers if appropriate (6 maximum).
- A letter from parents that will comfort and reassure your child and a photo of the entire family.
- Any necessary medication for 24 hours with physician's instructions and signed parent consent/medical release forms.
- Any small, easily carried snack food that will not spoil or harm the other contents of the pack for one school year (or be harmed by excessive temperatures). For example: fruit bars, energy bars, dried fruit, etc.
- Keep packs light - children will be carrying their own packs.

Parent Teachers: It is Cottage's policy that parents who are teaching at the time of an earthquake are considered Cottage staff and, as such, are expected to remain at school until the children are reunited with their parents.

When to pick up your child: When an earthquake of any magnitude occurs in which there are reports of structural damage, please pick up your child from Cottage immediately (if possible given existing conditions). If structural damage occurs to our school building, the children and staff will remain in the rear yard until it is safe to move elsewhere. In the event of such disasters, local phone service is often interrupted. Our policy will be to contact your out-of-state contact person with information about your child. If ordered to evacuate, the location will be posted on the front lawn where you can pick up your child as soon as possible.

LOCKDOWN POLICY

Although we are in a safe neighborhood, and even though we close our front door at 9:30 a.m., we still want to be prepared if someone enters our facility who is not welcome. If you see that someone unknown has entered the facility and appears to be a threat, immediately call out, as discreetly as possible, "today's field trip has been cancelled." By stating this, all teachers are to take possession of their classrooms, taking their children with them, closing and locking the doors behind them.

Assuming the stranger enters from the front, every class should find refuge in the small yard classroom. If the stranger enters from the back yard, every class can go to their own classroom and lock up. If the stranger enters from the side yard, teachers should lead the children to the closest place inside that can be locked up. One of the teachers will call 911 and inform them of the situation.

If there is an event in the immediate area that would lead us to be concerned about strangers entering campus, we will initiate a lockdown procedure as well.

SEPARATION ANXIETY

Separation anxiety is universal and unpredictable and developmentally appropriate. The stages that children go through to accomplish separation from their parent(s) can manifest in three stages, which may or may not follow in order: protest, anxiety and finally, adjustment.

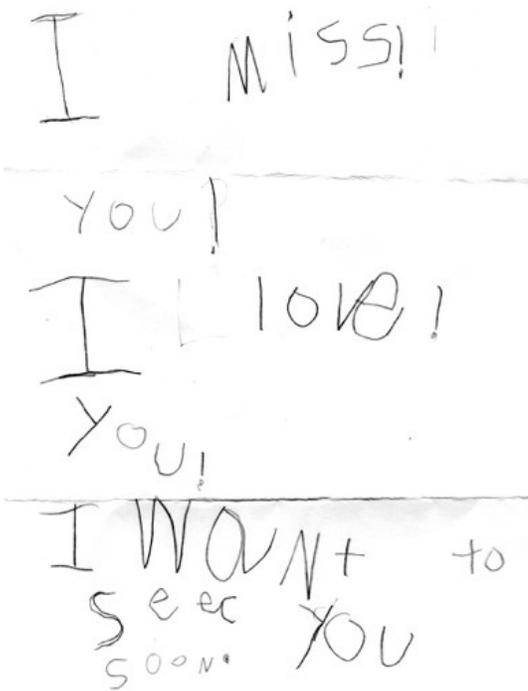
Since each parent and child is an individual, separation behaviors will understandably vary in their expression and/or level of intensity. Some children show signs of separation anxiety at the start of the school year; others may seem already adjusted and have an easy transition into school. Some children may not express separation anxiety behaviors until later in the school year.

The teachers are prepared and committed to helping each family through this process. The guidelines outlined here are offered as a resource to families when they are ready to develop a plan for assisting their child in negotiating the separation process. The Director of Curriculum and your child's teachers are available to consult with you individually regarding more specific ideas and strategies.

An important element for successful negotiation of the separation process in this setting is for a child to develop familiarity and comfort with the teacher and the environment. Cottage teachers are committed to nurturing a relationship with each child in their class and providing them with the kind of attention that will facilitate their successful negotiation of the separation process.

GUIDELINES FOR EASING SEPARATION

Your family will receive a note from their teachers introducing themselves and welcoming the child to the first day of school. New families are expected to stay the entire length of that first day with their child.



Parents whose children are not currently going through separation anxiety are asked to leave the class environment after helping their child settle into an activity. Parents are encouraged to make use of the parent room for continuing conversations rather than lingering in the class environment.

Saying goodbye to a child is always important for providing appropriate closure. Sneaky departures invariably lead to trouble and often only increase a child's anxiety about their parent's whereabouts, even for the child not experiencing separation anxiety. Parents are encouraged to say something like, "I'm leaving now but I'll be back at the Good-bye Song!"

If the teacher feels a child is not quite ready to separate s/he may suggest that the parent remain in the environment to help the child feel secure. The following guidelines will help negotiate the separation process more smoothly:

After you sign in, help your child get acclimated in the environment — notice the different play options, mention the children's names who are currently there, notice what the teachers are doing. Ask your child what s/he wants to do and join in the play. Check in with the teacher so s/he can connect with your child before you say goodbye or sit on the parent bench.

If you choose to use the parent bench, explain to your child that your purpose that day is to sit and observe instead of play with him/her. Your reassuring presence can encourage greater confidence in your child, helping him/her to expand his/her ability to engage in play and exploration of the environment on his/her own. If your child understands that you are not leaving and will be in a particular place if s/he needs you, the child may be assured and feel more secure. This separation process does not have to begin immediately; you may choose to play and engage with your child rather than sit and observe on the parent bench.

If your child questions why some parents are playing with their children while you are choosing instead to sit and observe (it is typical in a class for parents to assist children in starting an activity before leaving), an appropriate response is, “Zeke’s parent will be leaving in a few minutes, but I will be staying today. You can find me over here if you need me.”

Teachers will observe your child for cues that will be useful in gauging his or her readiness for separation and whether you are moving too quickly or too cautiously. Your child’s teachers will support you and your child in finding the approach that best meets your child’s and your family’s needs — so don’t hesitate to use their expertise.

SEPARATION TIPS

Starting a new school may bring some anxiety to you and your children. Here we outline some bullet points to our approach for helping you separate from your child in a positive, nurturing, and supportive manner:

- Stay calm. Be patient. It will take time. And it’s OK to cry.
- Trust the teachers and the setting.
- There is no formula that will work for every child.
- The best plan is to come with a plan - prep your child beforehand.
- You can start a dialogue about school from the moment you decorate your child’s cubby. What does going to school mean? School is a place where you come to play, you will meet new people, you will be learning, you will have fun, etc.
- The teachers will have a dialogue with you to find out if you or your child is feeling “anxious” about having to say goodbye. Based on that information and what the teachers observe on the child’s first day, they will develop a plan of action with you.
- On the first day of school, i.e. Orientation Day, parents can hang around and discover the wonders of the school with their child.
- The subsequent days for each child will be different. With some children, you can say goodbye without a problem. Others will be sad and will cry and perhaps get angry that you are not responding to their need to stay with them.
- Parents may feel anxious too and it may be hard or emotional for them to say goodbye to their child. Be prepared to cry and feel sad...even if your child engages easily.
- We always encourage all parents to engage with their children for about 10 minutes after arrival so your child can “get their bearings.” Allow your child to lead you into his/her play. If s/he does not know what to do or seems reticent, feel free to notice everything and everyone around.
- Be prepared. If you have decided you are going to leave, follow through. Let a teacher know your plans and tell them what time you will be leaving. Let your child know: “in five minutes Mommy has to leave” and when the five minutes are up, say goodbye, and proceed with your goodbye routine. Perhaps you share a high-five and a kiss, a hug and a smooch, or a hands locking at the gate, blowing a kiss from the gate, etc. When you are leaving, be sure to get a teacher to help you leave; the teacher will remain with your child until he or she understands your departure.
- Be sure to tell your child when you will return. For some parents, the teachers might advise you to return in 10 minutes. For others, the teachers might suggest you return at Music Time or the Goodbye Song. Even though your



child is not reading yet, you can use the clock to show the hands and how long you will be gone. They will come to understand time much faster than you think. And make sure that you return when you say you are going to return.

- Your child may cry, wail, kick, scream, and get angry. Stay consistent and follow through. Do not turn back and do not return until the time you have promised you will return. If you do turn back, you have just given your child a reason to cry more and even harder the next time. We know this is difficult, but stay on course and trust in the process. Your child will be nurtured in his/her feelings; the teachers will be nearby validating his/her feelings and will let the child know “Mom will return at the goodbye song.” The teachers will try to calm the child by holding or hugging them. Some children may not want to be held, in which case a teacher will try to engage them in an activity.
- When you do return at the promised time, do let your child know, “Mommy is back when I told you I would be.” Ask how your child felt while you were gone. Be prepared to hear them say that he/she really missed you, felt angry, sad, etc. Comfort him/her and then ask more specific questions about the day, “What did you eat?” “What book did you read?” “What songs did you sing?” Reassure him/her that Mommy/Daddy will always come back. This approach will help your child to trust your words and the environment.
- There are many excellent picture books that deal with separation. Here are some of our teachers’ favorites: Owl Babies by Martin Waddell, The Hello Goodbye Window by Norton Juster, Llama Llama Misses Momma by Anna Dewdney, The Kissing Hand by Audrey Penn, When I Miss You by Cornelia Spelman, How Did You Grow So Big, So Soon? By Anne Bowen, Pete and Polo’s Big School Adventure by Adrian Reynolds. You may wish to start reading these before school even starts to begin the important dialogue.
- Over time, as your child develops relationships with teachers and peers, s/he will feel more comfortable and so will you.



DAILY SCHEDULES

MULBERRY TREE CLASS – 2'S

2 years – 2 years 6 months
Class meets Wed/Fri in Small Yard
9:00am-11:45 am

MULBERRY CLASS SCHEDULE

8:15 Teaching staff arrive
8:15 Parent Teachers arrive and set up
9:00 School begins
9:05 Morning Meeting, beginning mid-year, followed by free play
10:15 Group Time is offered
10:30 Snack Time is offered
10:45 Free Play: Inside/outside
11:35 Clean-up Time
11:40 Good-bye song
11:45 School day ends
Parent Teachers help clean up, meet with teachers

OLIVE TREE CLASS – 2'S/3'S

2 years 3 months – 3 years 3 months
Class meets Tues/Thurs in Small Yard
9:00am-12:00pm

OLIVE CLASS SCHEDULE

8:15 Teaching staff arrive
8:15 Parent Teachers arrive and set up
9:00 School begins
9:05 Morning Meeting, beginning mid-year, followed by free play
10:15 Group Time is offered
10:30 Snack Time is offered
10:45 Free Play: Inside/outside
11:35 Clean-up Time
11:45 Good-bye song
12:00 School day ends
Parent Teachers help clean up, meet with teachers
12:00 Lunch Bunch Begins
1:30 Lunch Bunch ends

OAK TREE CLASS – MIXED AGE

3 years 3 months – 5 years 3 months
Class meets Mon in Small Yard
and Tues/Thurs in Big Yard
9:00 am – 12:00 pm

OAK & RAIN CLASS SCHEDULE

8:15 Teaching staff arrive
8:15 Parent Teachers arrive and set up
9:00 School begins
9:05 Morning Meeting, beginning mid-year, followed by free play
10:15 Group Time is offered
10:30 Snack Time is offered
10:45 Free Play: Inside/outside
11:35 Clean-up Time
11:45 Good-bye song
12:00 School day ends
Parent Teachers help clean up, meet with teachers
12:00 Lunch Bunch Begins
1:30 Lunch Bunch Ends

RAINFOREST CLASS – MIXED AGE

3.5yrs - 5 years 3 months
Class meets Mon/Wed/Fri in Big Yard
9:00 am – 12:00 pm



THE BOARD, PODS AND COMMITTEES

As a 501(c)3 nonprofit organization, the Parent Governing Board of Cottage Co-op Nursery School is governed by a Board of directors who oversee the director and help run the school. The board includes the Director and is made up of current and former parents, and may include other community members with a vested interest in Cottage Co-Op. With the exception of the serving director, all members of the board are volunteers and elected into those positions. Most positions are elected each year, but the board members serve on the board for more than one term. To provide more stability structure, some positions on the board (Alumni Rep) are elected for multiple year terms. Current cottage parents can fulfill their participation obligation (Pod Job) by serving as a Board member. This is a challenging and rewarding way to help the school.

With the exception of the director, all board members must:

- Volunteer
- Sign a non disclosure document not to share any employee or families information
- Sign a commitment form to make decisions that ensure the Co-Ops prosperity by collectively directing the company's affairs, whilst meeting the appropriate interests of its members (Families).
- Sign a conflict of interest form

The Parent Governing Board of Cottage Co-op Nursery School is responsible for governance and policy setting with responsibilities loosely defined as:

- Determine the Co-Op's vision and mission to guide and set the pace for its current operations and future development.
- Assist in the development and approve company policies
- Providing direct oversight and reviews for the Director
- Determining programs and services
- Determine and review the Co-Op's goals
- Determine, review and approving the strategic plan
- Overseeing operations
- Provide support to the Director and teachers
- Develop, propose and approving the annual budget
- Approving major contracts, grants, and affiliations
- Reviewing program evaluations
- Serving as a public figure for the school
- Fundraising
- Admissions
- Advocating for the school
- Hold periodic public meetings (typically monthly)



The Board does not manage the employees (that's the director's job), but rather helps run the school by organizing and overseeing the projects that keep our school running smoothly.

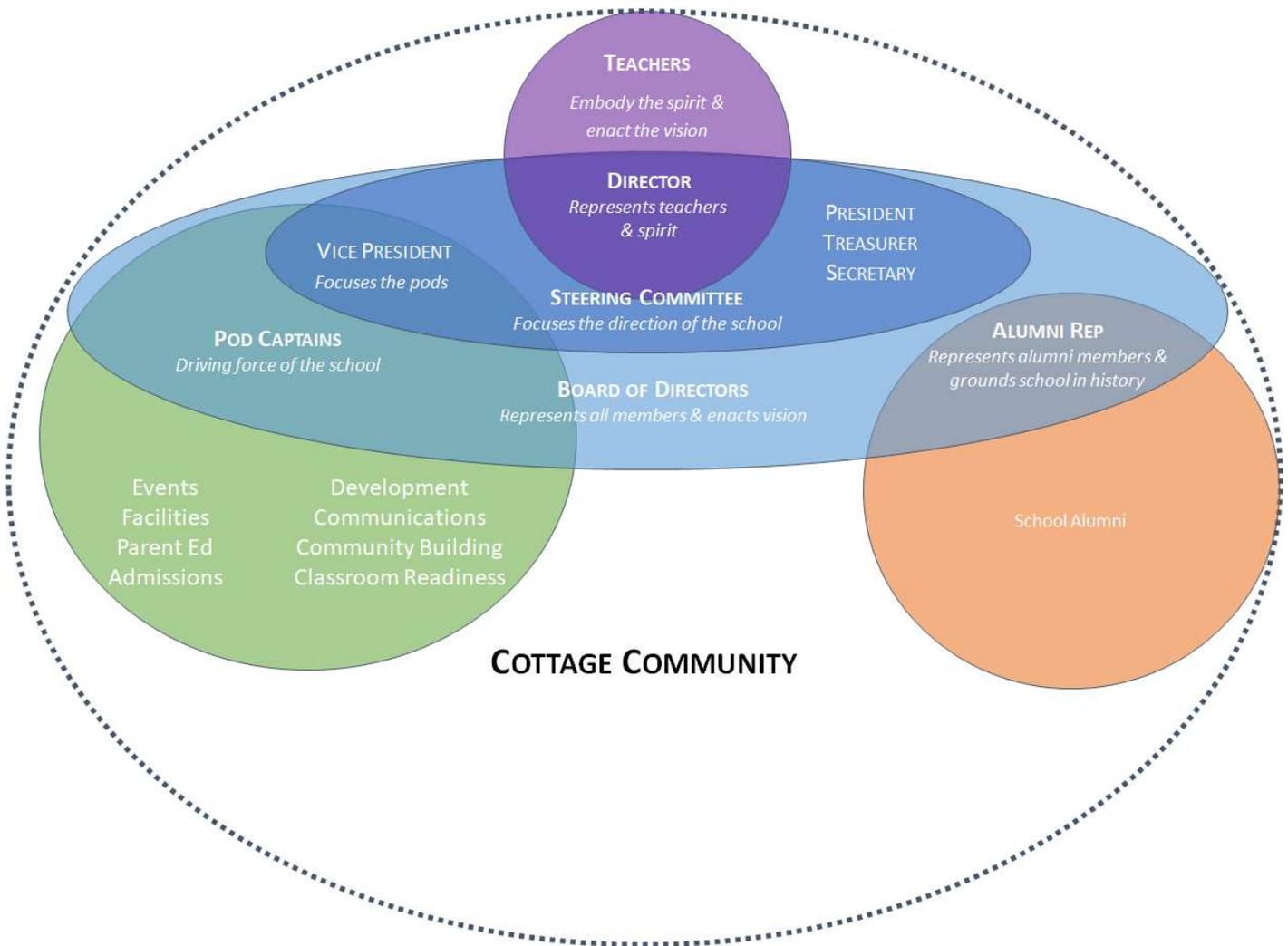
If you are interested in contributing your efforts to on the Board? Email the VP!

Board members serve a 14-month term. During the first two months, the newly elected Board members serve in a non-voting (ex officio) role, overlapping the previous Board. Each Board member will have a 12-month voting term from July 1st to June 30th.

BOARD STRUCTURE

The foundation of the board is each of the pod leaders. These pods leaders facilitate each of the responsibilities of their pods, making sure that our school can run every day. These include jobs like sending the newsletter, updating the website, deep cleaning the kitchen, doing laundry, running fix-it weekends and helping hold our school and public events. Each of the pod descriptions are below, if you have special skills you would like to offer Cottage, please let the VP know.

Pod leaders make up the majority of board members. Additional members of the board include the name individuals on official documents and include the President, Vice President, Secretary and Treasurer.



HERE IS A DESCRIPTION OF EACH ROLE:

PRESIDENT

The president's primary goal is to be the face and leader of the school. They represent the school at internal and external (public) functions, is the primary liaison with governments and the community. Their primary job function is to facilitate the smooth running of board meetings and chairs several committees focusing the school's direction. The president does not propose, second or vote on motions, unless there is a tie. They are named on all legal and tax documents.

VICE PRESIDENT

The informal leader of the Pod Captains and primary recruiter for board members. In that job, they track fulfillment of parent obligations and are the primary point person for enforcement of policies & procedures. They fill in for President when absent, and would become temporary president if there was a resignation.

TREASURER

Committee chair for the financial committee and overseer of the financial transactions and the "books" for the school. Typically the key executive on the organization's bank accounts, and prepares and presents the annual budget. They are named on all legal and tax documents.

SECRETARY

Primary responsibility is to record and maintain minutes for all Board & General Membership meetings. In addition, the secretary maintains the member records of Cottage members (current & alumni), and chairs the Membership Committee. They are responsible for logistics of Board & General Membership meetings, including location, invites, attendance and recording quorum. They are named on all legal and tax documents.

ALUMNI REPRESENTATIVE

Provides a historical perspective and strong grounding of the board year over year. Typically a 2 year term. Works with Director for Alumni communications / development.

ADMISSIONS POD CAPTAIN

Conducts info nights, tours, and handles all communications with prospective families. They also prepare and send admissions letters.

COMMUNICATIONS POD CAPTAIN

Handles all internal and external communications including website, blog, graphics, yearbook, and marketing.

DEVELOPMENT POD CAPTAIN

Oversees all fundraising activities, including apple sale, annual fund and mini-fundraisers. Also oversees alumni outreach and relations.

PARENT EDUCATION POD CAPTAIN

Handles the planning of the parent ed. series (as part of development sphere), plan and coordinates of parent ed. events, and (in collaboration with the vice president) tracks parent ed. hours/obligations.

COMMUNITY BUILDING POD CAPTAIN

Plans Parent Teacher work schedules, snack menus, play dates and Kinder Summit. Helps facilitate some fundraisers and potlucks.

CLASSROOM READINESS POD CAPTAIN

Coordinates inventories, cleaning, and maintenance of our internal spaces.

EVENTS POD CAPTAIN

Handles the organization and running of all internal and external Cottage events.

FACILITIES POD CAPTAIN

Leads the charge on maintaining and improving the school facility.



COMMITTEES

In addition to each role, many board members are parts of smaller groups of people that facilitate specific things getting done around the school. These committees can change year to year, but typically encompass the following:

STEERING COMMITTEE

- Chair: President
- Membership: Vice President, Treasurer, Secretary, Director
- When required the committee, it may include Immediate Past President and/or President-Elect or other Board/Community members as appropriate as appointed by the chair.
- Responsibilities: The role of the Cottage Co-Op Steering Committee facilitates decision making in between Board meetings, set agenda for the general board meeting, discuss and handle serious membership issues and/or will meet in the case of a crisis or other urgent circumstances. Specific members of the Steering Committee also liaise with relevant Cottage Co-Op committees and/or elected officers as appropriate. In times of urgent need, this committee may enter into financial agreements up to \$10,000 with contractors and other 3rd party groups to facilitate the safety and/or operations of the school. All of these actions will be brought to the board at the first available opportunity. The Steering Committee may not: amend bylaws, elect or remove Board members, hire or fire the Director, approve a change to the budget or make major structural decisions (such as adding or eliminating programs).

PERSONNEL COMMITTEE

- Chair: Vice President
- Membership: Members of the community and board as appointed by the chair
- Responsibilities: The role of the Cottage Co-Op Personnel Committee is to meet with any employee of Cottage Co-Op to provide direct and confidential communication to the board. In addition, members may participate in any employee review and/or exit interview, and when required may participate in the interviewing of new teachers and lead a search for a new director. Meetings, Board Reports and/or documents are confidential and will not be discussed in open meetings. The Personnel Committee may not hire or fire the Director or any teacher.

FINANCE COMMITTEE

- Chair: Treasurer
- Membership: Director, other members at large and/or contractors (Bookkeeper) as needed as appointed by the chair
- Responsibilities: The role of the Cottage Co-Op Finance Committee is to review and award tuition assistance, discuss and propose new fiscal budgets and when appropriate evaluate and make determinations around financial membership issues, including any and all tuition or fees to be refunded when a family exits the school. Most meetings, board reports and/or documents are confidential and will not be discussed in open meetings. They will provide public monthly reports including balance sheet, YTD Budget, aggregate overdue fees and tuition and will present to the board the annual budget proposal. The Finance Committee may not grant any family financial assistance not budgeted for and/or that exceeds 50% of tuition costs.

STRATEGIC PLANNING

- Chair:** President
- Membership:** Director, Treasurer, Other Members at large and community members as appointed by the chair
When required by the committee, it may include past, present or future Board/Community members as appropriate.
- Responsibilities:** The role of the Cottage Co-Op Strategic Planning Committee is to monitor and request amendments to the Conditional Use Permit (CUP) with the City of Pasadena, Perform Long Term planning for the school and organization and determine the viability and plan for purchasing the house from Cal-Trans. The committee may respond to any government entity questions on the CUP and/or house as appropriate and may from time to time enter into financial agreements up to \$5000 with contractors to assist in the timely completion of those goals. These expenditures must be brought to a board at the first available opportunity. The Strategic Planning Committee may not amend bylaws, approve a change to the budget or make major structural decisions (such as adding or eliminating programs).

MEMBERSHIP COMMITTEE

- Chair:** Secretary
- Membership:** Members of the community and board as appointed by the chair
- Responsibilities:** The role of the Cottage Co-Op Membership Committee is to generate, review and propose changes to the board and community membership requirements. In addition, all individual family/member concerns or missed obligations are brought to the Membership Committee. While the Membership Committee may grant reasonable accommodations to an individual family based on circumstances, it may not change any membership requirements, tuition requirements or financial aid grants, by-laws, approve a change to the budget or make major structural decisions (such as adding or eliminating programs). Any meetings board reports and/or documents that discuss individual families or members are confidential and will not be discussed in open meetings. Any and all proposals to membership requirements will be discussed and voted on as part of general board business.

SECURITY COMMITTEE

- Chair:** Facilities (Fix-It) Pod Captain
- Membership:** Members of the community and board as appointed by the chair
- Responsibilities:** The role of the Cottage Co-Op Security committee is to evaluate and implement security measures at the school. Traditionally, expenditures will come from the Facility repair account - 5310 Facilities (Fix-it), but the committee may request additional funding from the board. Members of the committee may meet with government organizations, private companies and may, as appropriate and within budget, enter into financial agreements up to \$2000 with contractors to assist in the timely completion of those goals. The Security Committee may not amend bylaws, approve a change to the budget or make significant and/or structural changes to the facility.



Our school would not run without our parents. We clean, we schedule, we fundraise, we advertise, we run tours. What on earth did I just sign up for? Yes, sometimes the hours can be long or the job tiring, but it is truly rewarding to be a part of such an active, caring, capable community. If you want to learn more about the school and make some lasting changes, please consider volunteering for the board or committee. Or if you're curious about what exactly goes on at those board meetings, please attend. Our community is always invited to attend our monthly meetings.

For a more detailed description of board positions, please visit:

<https://cottagecoop.org/board>

If you are interested in reading Cottage Co-op's Bylaws, they are available on the above link

GENERAL MEMBERSHIP OBLIGATIONS

PARENT PARTICIPATION

A co-op school is a collaborative effort between professional educators and the member families. The membership is comprised of the families enrolled for a particular year. Parents participate in the school in various ways: teaching in the classroom, raising funds, attending parent education classes, maintaining our facility during fix-it days, and working a school job (i.e., admissions, communications, facilities, etc.). The following section will answer the question: What is expected of me?



We expect that families enter the school in good faith. The school makes every effort to inform families about the benefits and the responsibilities of membership. The school seeks to operate upon the same communication-based, problem-solving foundation that we teach our children. This is, in fact, one of the responsibilities of each co-op member. If you are unable to fulfill your basic membership obligations, please contact your room representative, pod captain, Vice President, President, or Director as soon as possible to discuss possible solutions to your situation.

PARENT TEACHING

The cornerstone of our participation is teaching in the classroom.

[See sections on Working in the Classroom and Working with Children for more information.]

PARENT EDUCATION

Teaching in the classroom educates us about child development in real time with real children. Attending our parent education series offers another way to enrich that knowledge base. We host and sponsor several parent education seminars throughout the year. Some events take place off-site in the evenings and some take place at Cottage after drop-off.

We require each family to attend four parent education events during the school year. Attending the Parent Training Potlucks in the Fall will count as one parent education seminar. Cottage offers many opportunities throughout the year to earn Parent Ed credit (and hone your Parenting skills in the process). However, there may be times when families need to use our independent study option to complete their Parent Ed requirement for the year.

These opportunities range, examples are reading a book from our approved reading list and completing a report on how you plan to apply it in the classroom and at home, to watching a webinar with a similar report. Attending a non-Cottage parent education event will also count toward your credits. **INDEPENDENT STUDY MUST BE PRE-APPROVED** by the Director. Please email all related parent education credits to the Parent Education Pod Captain: parented@cottagecoop.org. If you are unable to complete your parent education requirements, a buy-out of \$25 per parent education seminar is available.

Single parents may request a slight reduction in their PE events. Please contact the Parent Education Pod Captain for details.

Parent Ed credits can be viewed by family on the website on each of the class pages. If you have more than 1 student enrolled, your families obligations will appear on the oldest child's class page. If you see a missing credit, please contact the pod captain.

BOARD MEETINGS

The co-op is run by a board of directors that typically meet monthly. To make sure all families understand the workings of the co-op, it's required that they attend at least 1 parent-only board meeting per school year. Typically, Board meetings are held on the 3rd Thursday each month, but to help accommodate families we plan to have two board meetings a year, during the daytime, typically on weekends.

Board Meeting credits can be viewed by family on the website on each of the class pages. If you have more than 1 student enrolled, your family's obligations will appear on the oldest child's class page. If you see a missing credit, please contact the secretary.

FACILITIES FIX-IT HOURS

The maintenance of the school and our ability to cut costs is only possible with the generous help from our community. Each family is required to contribute a minimum of 8 hours of site maintenance. If you do not meet this requirement, your family will be billed at a \$40 per hour buy-out rate. You must complete 4 of the 8-hour requirement by December 31 or you will receive an invoice for the buy-out to date.

Please consult the school calendar for fix-it dates. There are jobs for every skill set: painting, cleaning, building, organizing, etc. Some projects can even be taken home and done on your own time. Children cannot be at school on Fix-It Days for safety reasons. Single parents may request a slight reduction in their Fix-it hours. Please contact the Facilities Pod Captain for details.



If you have special fix-it talents or access to materials, labor, or businesses that can give us discounts, please inform the Facilities pod captain.

Fix-It Hours can be viewed by family on the website on each of the class pages. If you have more than 1 student enrolled, your family's obligations will appear on the oldest child's class page. If you see a missing credit, please contact the pod captain.

FUNDRAISING

Cottage Co-op is a non-profit school. Tuition covers approximately 70% our operating expenses. Therefore, we ask all our membership to participate in fundraising throughout the school year to finance our additional operating costs. All donations made to Cottage are tax-deductible to the full extent of the law. Here is more specific information regarding the membership's fundraising responsibilities:

ANNUAL FUND

Each family is asked to contribute a minimum of \$500 per year. Families with more than one child will be asked to give \$500 for their first child and \$300 for their second child. You can choose to pay annually, semiannually, or monthly. Participation in some way by all families is important and allows the annual tuition to remain competitive. If contributing is a hardship, the Development Pod Captain can help you brainstorm fundraising opportunities – we have had many families get creative!!!

ANNUAL APPLE SALE

In collaboration with a local farm, Cottage conducts an annual Apple Sale in September/October. Every family is obligated to sell a set number of bags of organic apples by the deadline. Don't fear. You will receive all the information you need at the Fall General Meeting to make this a successful endeavor. We have tailored letters that are available for you to use. Our online store makes purchasing simple for your family and friends. We also have lead lists for those who need additional contacts. And the best part of this scenario? By mid-October, our biggest fundraiser of the year is done!



MINI-FUNDRAISERS

We have several fundraising opportunities that don't require a lot of time or money from our families but contribute to Cottage nonetheless. You will receive more information about each of these fundraising opportunities throughout the year:

- eScrip: We ask families to sign up their credit cards and grocery club cards with e-Scrip so Cottage may receive a percentage of specific purchases you make.
- Amazon.com Smile: please designate Cottage Nursery School when visiting smile.Amazon.com
- Dining Nights Out: Enjoy dinner at local restaurants while Cottage earns a percentage of your bill.
- Book & Toy Fairs: Purchase books and toys at local businesses while Cottage earns a percentage of your purchase.
- Cottage Apparel: Buy Cottage t-shirts and aprons and a portion of each purchase goes right back to Cottage.
- Scholastic Books: Buy favorite books through Scholastic and Cottage earns credits to buy books for the school.

JOINING MIDYEAR

If you are joining Cottage after the start of the school year, your tuition and obligations will be prorated accordingly. Please meet with the Director to discuss the specifics of your membership and financial obligations.

FINANCIAL OBLIGATIONS

STATEMENT OF FINANCIAL RESPONSIBILITIES

Cottage Co-op Nursery School is a not-for-profit business. Our income is derived primarily from tuition and fundraising. Parents enrolling their child or children in Cottage Co-op are financially responsible for paying school tuition, \$100 materials and emergency preparedness fee, as well as the financial fundraising obligation as set by the Board of Trustees. In addition, we ask that each family contribute \$500 to our Annual Fund, plus \$300 for each additional child attending Cottage.

TUITION POLICIES AND PAYMENT PROCEDURES

Tuition for the 2018-2019 School Year:

CLASS	YARD	TIMES	ANNUAL TUITION
Mulberry	Small Yard	W/F - 9:00-11:45 am	\$3,325
Olive Tree	Small Yard	Tu/Th - 9:00 – 12:00 pm	\$3,325
Oak Tree	Small Yard	M/Tu/Th - 9:00 – 12:00 pm	\$4,325
Rainforest	Big Yard	M/W/F - 9:00 – 12:00 pm	\$4,325
5-Day	Big Yard	M/Tu/W/Th/F - 9:00 – 12:00	\$7,085

PAYMENT PLANS & SCHEDULES

A non-refundable deposit equal to 10% of the Annual Tuition is due April 1 for the following school year. For the remainder of the tuition due, Cottage offers three different payment options — annual, semi-annual and monthly. Here's a summary of the three payment plans:

ANNUAL PAYMENT

Pay your tuition all at once and receive a 4% discount. Payments are due August 1.

MONTHLY PAYMENTS

Spread your tuition payments across seven months. Payments are due on the 1st of the month from August thru February.

Late tuition payments risk losing the annual and semi-annual tuition discounts. For an exact tuition schedule, broken out by class and payment amounts, visit: <https://cottagecoop.org/programs>

HOW TO PAY TUITION

Please make your tuition payments in one of the following ways:

- Pay online utilizing the link in the invoice email.
- Mail or deliver a check to:

Cottage Co-op Nursery School
Attn: Director
169 Arlington St.
Pasadena, CA 91105

NOTE: Whenever you make any kind of payment to Cottage, please note in the memo section the child's last name or invoice number and the purpose of the payment. Your Treasurer thanks you!

TUITION/FUNDRAISING COLLECTION POLICY

To ensure a financially secure school, it is necessary that tuition payments be made and fundraising obligations be met promptly. It is the responsibility of each parent to meet this commitment to the school. The following is the tuition and fundraising collection policy adopted by the Board of Trustees.



1st of the month in which payment is due:

Tuition payments and fundraising is current, unless other arrangements have been made.

11th of the month in which payment is due:

Current month's payments are delinquent. A late charge of \$25 is added to each (tuition and fundraising) delinquent payment. This charge will be added each week payment is delinquent.

20th of the second month:

Deadline for paying delinquent payments. If all delinquent payments have not been paid by this date, the family will be asked not to return, and the student's space may be filled by another child. If payments are not forthcoming, the school may exercise its right to refer the account for legal action.

FAILURE TO MEET PAYMENT SCHEDULE

Cottage Co-op Nursery School recognizes that the financial situation of families can change, and that it may be necessary for you to revise your payment or fundraising plan. Please, if this occurs, or you are not able to make a payment on time, contact us in one of the following ways: contact the Director or Treasurer regarding tuition payments and the Fundraising Chair regarding fundraising payments as soon as possible to make special arrangements. Families who are not current in all financial obligations as of the end of February will not be offered a contract for the following year.

VACATION, WITHDRAWAL AND REFUND POLICIES

The first three weeks of class attendance are probationary. If the family or school finds it necessary to withdraw the child during this period, there will be no financial penalties incurred beyond September 1. Tuition costs will be pro-rated and a refund made. The application fee and deposit will not be refunded and are not transferable to another session, i.e. summer school.

Students are considered enrolled for the entire year. If you are withdrawing your child/children from the school prior to December 31, you must submit a written notice to the Director 30 days before your child/children's last day of school. This notice allows the school to make every attempt to find a replacement for the withdrawing child/children. However, if you are withdrawing on or after January 1, you will be held responsible for tuition for the remainder of the school year, except as noted in the contract. For those withdrawing on or after January 1, a 30-day written notice is still required. This policy is essential for the financial viability of the school, since it is unlikely that the school would be able to recruit a student for a vacancy so late in the school year.

VACATION ADJUSTMENTS

There will be no adjustments in tuition for children who leave Cottage Co-op during the school year (including summer session) to go on vacation, regardless of the length of time spent away from the school.

SUMMER CAMP

Summer Camp is an optional program. Particulars about Summer Camp will be published after January 1 on our website here: <http://www.cottagecoop.org/summer>. See the calendar for important application information. Deposits and fees are non-refundable for Summer School. In the event there are too few applicants or the teaching positions cannot be filled, the school reserves the right to cancel any program.

COTTAGE CO-OP TRADITIONS

For specific dates, please refer to the calendar available on the website here:

<https://cottagecoop.org/school-events-calendar/>

WELCOME POTLUCKS

We conclude our first full week of school with separate Small Yard and Big Yard potlucks to give our families and children another opportunity to get to know each other. All families are encouraged to bring a dish to share with the families in your classroom.

FALL PARENT-TEACHER CONFERENCES: OCTOBER

In order to get to know the families and children better, the teachers will meet with each family to discuss current interests, practices, and the year's expectations.

PARENT-TRAINING CLASS POTLUCKS

In October, each class will host its own potluck. Please leave your kids at home for this one. This is a great opportunity to get to know your fellow parents. The teachers will also facilitate a parent training. Attendance at the potlucks will fulfill a parent ed obligation.

KINDER SUMMIT

At this annual event, learn about life beyond Cottage from alums that have landed at a variety of area kindergartens. This event is held in the early Fall.

HARVEST FESTIVAL: NOVEMBER

Families bring a dish to the annual harvest potluck to enjoy with other Cottage families and alumni.

STONE SOUP DAY: NOVEMBER

Drawing from the book Stone Soup, each child brings vegetables from home to add to the pot of soup to be cooked on premises and enjoyed by the class.

WINTER HOLIDAY CLASS POTLUCKS: DECEMBER

Families are welcome to join their child's class for a low-key, end-of-year celebration. Room representatives will also collect money from families for a special year-end gift to be presented to the teachers.

SPRING PARENT-TEACHER CONFERENCES

At this second conference with the teachers, you will hear about the teachers' observations of your child's social and emotional growth. This conference is also when teachers make their placement recommendation for the next school year.

SPECIAL VISITORS MORNING POTLUCKS: SPRING

Children's grandparents or special adult friends are invited to visit the school. Room representatives will coordinate a potluck to be enjoyed by the class.



PAJAMAS AND PANCAKES DAY

Jealous? No arguing with your child about changing out of their pajamas today. They get to enjoy a perfect morning of pajamas and pancakes.

LACY PARK ALL-SCHOOL OUTING

This is a school-wide field trip to Lacy Park. School will be closed and all classes will meet at the park for fun, games, and a parade. This is not a drop-off event; parents must join their child for the entire time.

NATIONAL TEACHER APPRECIATION WEEK: MAY

During this nationally-recognized holiday, families and children are encouraged to give special thanks to their teachers by writing a note, giving a hug, and saying thank you to the teachers. Room representatives will also coordinate a special lunch for the teachers.

ICE CREAM SOCIAL: MAY

Current co-op families, alumni, and incoming new families gather to celebrate the year and enjoy ice cream sundaes.

SPRING GENERAL MEETING: MAY

At this annual board meeting, all of the membership is (as always) welcome to come participate in the proceedings. Votes for the next year's Board of Trustees are due and will be counted at this meeting.

YEAR-END POTLUCK/CELEBRATION

Parents and children gather for a potluck to celebrate the end of the year. Each child in the Rainforest and Oak Tree Class who is leaving the school will receive a certificate of completion and a symbolic key to the school. To recognize their dedication to the school, the staff is honored. Families may honor teachers directly with a small gift, card, or a book donated to the school in that teacher's name.



COMMUNICATIONS

One of the pillars of our philosophy is communication. We seek to model this in our everyday interactions by keeping open lines of communication. Here are some of the ways you can expect to hear from us:

PARENT-TEACHER CONFERENCES

Cottage schedules two parent-teacher conferences during the school year. The first conference, which takes place in October, will give you the opportunity to inform the teacher about your child's interests, your family routines, your expectations, and your concerns. The second conference takes place in the spring. The teachers will share their observations about your child (ren) with you and discuss any questions or concerns. At the spring conference, teachers will also make placement recommendations for the following year for each child.

Teachers also have posted office hours each week during which they are available to discuss any questions or concerns. Their mission is to help your child have a positive experience at Cottage. They will make every effort to communicate and problem solve through any issues with you.

INTERNAL COMMUNICATIONS

The following details some of the internal communications you can expect to receive:

- Your Room Representative (class parent) will communicate with you about your work schedule and any class-related activities.
- Your Pod Captain (of your job) will email you about meetings, sign-ups, requirements, etc.
- School-wide announcements about programs, interesting articles, or upcoming events will appear on the Newsletter, which is emailed weekly on Sunday evenings.
- The cottagecoop.org website is a valuable resource for most information a parent needs: the work schedule, the calendar, the snack schedule, class rosters, the parent handbook, pod descriptions, etc. Please peruse the offerings under the "Parent" tab.
- All-school official emails will be sent by the directors, Communications Pod Captain, or the Board President. If you have information you need sent to the entire school, please forward the information to one of the above.

WE WANT TO HEAR FROM YOU

At the end of the year, we will conduct a survey about your experience. But there's no need to wait until the end of the year to let us know what you think. If you have a suggestion about how something can work better, please let us know. If you have a concern about anything, let us know this too. If you want to hear a parent-ed talk about a specific topic, let the Parent Talk Series Pod Captain know. You get the idea. This is your school. You should feel empowered to speak up. Just like we tell our children, please do not let any questions, worries, or concerns fester into something more serious. But if they do, see below for the Grievance Policy Procedure. You can contact us through the website, or writing director@cottagecoop.org or president@cottagecoop.org

SPECIAL CIRCUMSTANCES

A current or prospective family seeking consideration of special circumstances should meet with the Program Director who will bring the information to the Board for discussion.

GRIEVANCE POLICY

In every group or organization, the potential exists for misunderstanding, disappointment, and disagreement. Cottage Co-op has established a formal process to handle grievances. Following this process enables all parties to talk through an issue promptly and with maximum confidentiality. For the purposes of Cottage Co-op, a grievance is any misunderstanding, concern, or disagreement that pertains to the functioning of the classroom(s) or school in general.

We encourage parents to utilize the after-school debrief meetings and teachers' office hours to discuss questions concerning classroom matters. This allows your teacher(s) to quickly become aware of your concerns and provides an opportunity for them to respond and participate with you in solving the problem. Maximum use of these forums can resolve concerns before they become grievances.

GRIEVANCE PROCEDURE

Any party can initiate a grievance. The Steering Committee serves as the Grievance Committee when necessary. The Director coordinates the Grievance Process as follows:

1. Discuss concerns with those directly involved. Please bring a grievance to the attention of the primary person in charge of the area most directly related to the grievance. For example, bring issues concerning classroom matters to the appropriate teacher's attention; bring issues regarding admissions policy to the attention of the Admissions Pod Captain.
2. If unresolved, take concerns to the next level. In situations involving the classroom or teachers, when Step One does not resolve the issue, the concerned party should contact the Program Director. In other situations, when Step One does not resolve the issue, individuals should contact the President of the Board of Trustees.
3. If still unresolved you may file a grievance form with the Steering Committee of the Board. The party may submit a letter to the President of the Board. The Steering Committee will review the grievance with the goal of reaching a resolution that is as clear and fair to all parties as possible, while functioning within appropriate standards of confidentiality.
4. If still unresolved, as a last resort, the entire board will hear each party and make a final decision.

PLEASE SUBMIT THE FOLLOWING INFORMATION WHEN SUBMITTING A GRIEVANCE:

1. Describe the problem.
2. List and describe what happened, including specific details that you view are relevant.
3. When and to whom have you spoken about this matter?
4. What conclusion would you find appropriate?
5. What suggestions do you have that might facilitate a resolution?

NEIGHBORHOOD ASSOCIATION RULES

- Cottage is fortunate to operate in a residential neighborhood, and as a result of its Conditional Use Permit (CUP), we elect to follow a set of “Rules of the Road.” Please review these guidelines on the next page for driving on or near Arlington Drive and parking as well as these guidelines on how to be good neighbors:
- As a courtesy to our neighbors we ask that you not linger on the front lawn area. This applies to both noon and Lunch Bunch pickups.
- Children cannot disturb other neighbors’ property and or sidewalks/driveways.
- For evening events, everyone must be off the property by 8pm
- It is not safe for children to play on the driveway where the teachers’ cars are parked.
- Children should not play hide-and-seek around the perimeter of the property because they will be out of sight of the supervising parents. Fences and barriers are placed so children do not climb behind them.
- Parents should promote the beauty of living things; therefore, children should not pick flowers in bloom, but instead pick dying flowers or leaves. The trees should not be pulled or climbed on.
- Children should be reminded about disposing of trash in cans and not on neighbors’ properties.
- Infractions of the Rules of the Road guidelines and/or our neighborhood association rules will result in a warning and a fine of \$35 for a first offense. Each offense thereafter will be doubled. The money we collect will go back into beautifying the school, making us a desirable neighbor.



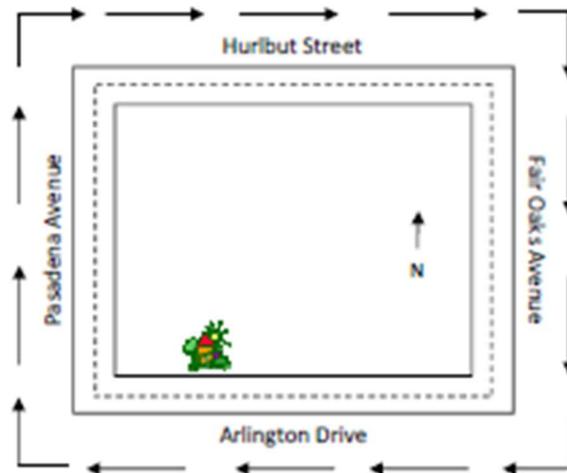
COTTAGE CO-OP NURSERY SCHOOL

Rules of the Road—Traffic and Parking Plan

We are fortunate to be located in a beautiful residential neighborhood. Over the years we have developed a set of rules that govern our driving and parking on Arlington Drive in order to minimize our impact on the neighborhood.

As members of Cottage Co-op, all Cottage families and staff agree to the following rules at all times. In addition, please share this information with anyone who visits Cottage, including grandparents or babysitters. It is your responsibility to ensure that your visitors are informed so our procedures are carefully followed.

- Please approach Cottage from the East end of Arlington Drive turning off of Fair Oaks Avenue. And always drive towards Pasadena Avenue, heading West.
- We park only on the North side of the street.
- When leaving Cottage, make only a right turn onto Pasadena Avenue.
- Don't pull into Cottage's driveway or any other neighbor's driveway. Please park at least 3 feet away from the edge of all driveways.
- Thursdays are trash pick-up days. Do not move trash cans around to make space for parking. Park at least 3 feet away from any trashcan.
- Do not make U-turns anywhere on Arlington Drive.
- If you pass a spot, do not stick your car in reverse and back up to get. Go around the block.



Thank you for helping us keep our neighborhood safe and our neighbors happy!

Revised June 2014

FIRST DAY OF SCHOOL CHECK LISTS

REGISTRATION ITEMS

- All Paper Work turned in
- All immunizations are complete
- Complete parent registration in Sandbox
- Complete contacts and pick up individuals in Sandbox

CLASSROOM TUB

- Clear plastic cubby (15 quart/14 liter) with a lid
- Labeled with child's name.
- 3 changes of clothing: underwear, pants, shirt, socks
- Shoes
- A Towel
- Diapers and wipes
- Please add reusable bags and to your child's cubby to use to bring wet or dirty clothes home.
- Please bring a reusable water bottle for your child to use for drinking water at school.
- Also add an item to give comfort to the child who might be anxious about separation, such as a family photo, stuffed toy, or blanket.

EMERGENCY BACKPACK:

- A 3x5 card listing your child's name, birth date, address, phone number, parents' work phone numbers, and names of relatives and friends to be contacted, including an out-of-state contact person and phone number.
- Include information regarding allergies or other special needs.
- A complete change of clothing (i.e. oversized sweatsuit) and a sweater or jacket.
- One roll of toilet paper,
- Packaged clean wipes, and diapers if appropriate (6 maximum).
- A letter from parents that will comfort and reassure your child and a photo of the entire family.
- Any necessary medication for 24 hours with physician's instructions and signed parent consent/medical release forms.
- Any small, easily carried snack food that will not spoil or harm the other contents of the pack for one school year (or be harmed by excessive temperatures). For example: fruit bars, energy bars, dried fruit, etc.
- Keep packs light --- children will be carrying their own packs.