

MEMBER HANDBOOK



SALINE COOPERATIVE PRESCHOOL

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SALINE COOPERATIVE PRESCHOOL PHILOSOPHY

Established in the late 1950's, the Saline Cooperative Preschool has grown and serviced many families in the Saline and surrounding communities. Constantly evolving to reflect what we know about young children, we continue to evaluate and revise our practices to provide a safe and nurturing atmosphere for children and their families. Learning is a natural and ongoing phenomenon, which emerges as we interact and respond to our environment. As young children play, they develop strategies and form relationships that enable them to create a world that makes sense. At the Saline Cooperative Preschool, it is our belief that multifaceted educational opportunities allow preschoolers to explore, experiment and grow, which thereby sets a pattern for lifelong learning. The interaction of parents, teachers and children facilitate self-esteem, self-control, respect for others and positive attitudes towards school and learning. Furthermore, it is our responsibility to provide a safe, nurturing and age appropriate arena for this to occur. The following list outlines our goals for program curriculum:

- ◆ Develop and maintain a healthy self-image
- ◆ Develop confidence
- ◆ Stimulate creativity and a personal interest and joy in learning and discovery
- ◆ Work toward self-sufficiency and independence
- ◆ Develop problem-solving skills
- ◆ Cultivate cooperative social skills with adults and peers in large and small group situations
- ◆ Improve coordination, balance and rhythm through large motor activities
- ◆ Exercise self-control and responsibility
- ◆ Accept and respect others
- ◆ Express oneself creatively through thoughts, feelings and ideas through language, art, music, dance, etc.
- ◆ Have fun and “enjoy” school

Research-based studies maintain that parents are the first and ultimately the best and most influential teachers. To this end, we are dedicated to providing services to our community within the context of the family. Co-ops give members the opportunities to meet other parents who can help support you during the joyous but sometimes trying times of child rearing. Your school could become an extended family – helping you meet people who could become friends for years to come. Furthermore, parents are provided opportunities and are encouraged to assist in many aspects of the school development and operation. Establishing a genuine partnership between children, parents and teachers in an educational setting benefits everyone.

Valuing the family as a unit as well as the individuality and worth of each of its members clearly defines our philosophy and practical approach to preschool education.

Therefore, our mission is as follows:

The Saline Cooperative Preschool strives, through comprehensive play-based and “learning by doing” developmentally appropriate activities, to provide preschoolers and their families, experiences that are designed to enhance and enable them to develop lifelong skills to succeed in the educational setting as well community environment.

WHAT IS A COOPERATIVE PRESCHOOL?



- A. A cooperative preschool is a group of families organized to provide their children with the finest pre-school experience.
- B. A cooperative preschool is administrated and maintained by the parents on a non-profit, non-sectarian basis. Under the supervision of the teacher, they assist in the preschool and participate in the educational programs.
- C. There are over 350 such groups affiliated with the Michigan Council of Cooperative Nursery Schools, a professional organization dedicated to providing positive, developmentally appropriate nursery school experiences for young children. The MCCN assists schools in a variety of ways, working closely with the Michigan Department of Consumer and Industry Services - Bureau of Regulatory Services, the government agency responsible for licensing childcare facilities, insuring regulation of teachers, health and housing safety.

WHAT A COOPERATIVE PRESCHOOL OFFERS:

- A. A cooperative preschool gives the child:
 - 1. An opportunity to play with other children, to have fun and get along with others.
 - 2. A setting and routine designed to meet his needs and abilities ...furniture his own size, big muscle equipment, messy art materials and lots of space in which to run and play. (Few modern homes and apartments can offer these things.)
 - 3. Trained adult guidance that neighborhood play usually lacks, and association with adults other than his own parents.
 - 4. A chance to be himself. A child does not attend preschool to learn or develop artistic skills. He needs to enjoy other children's company, to cooperate, to think up projects and work them out, to have freedom to romp, dance, sing, to dramatize and to create. He needs a place in which to be successful. Preschool is a great start for formal education process, and chances for a good adjustment and a productive life are much greater if, at each age level, your child has the best possible learning conditions and advantages.
- B. A cooperative preschool gives to the parents:
 - 1. The possibility that such problems as eating, sleeping, sibling rivalry, etc., might be solved or alleviated. These problems are not attacked directly, but a lessening of tension or frustration might be one answer.
 - 2. A chance for both parent and child to deal with home situations with more maturity and effectiveness.
 - 3. A chance to have a little free time to devote to other children and interests.

4. A chance to see your child more objectively and to see common problems and situations for this age group through active participation in the preschool and parent education programs.
5. A chance to share your child's first experience in a socially organized group and to help him towards independence in his first step away from home.
6. Companionship with many parents working together and acceptance of their individualities and differences.
7. A place to go to have fun and learn some things about children and other people.

C. Cooperative Preschool gives the community:

1. A program unique in offering parents opportunities for learning and putting into practice ways of enjoying the pre-school child.
2. An organization to provide pre-school experience within the means of most families.
3. An organization to provide information to individuals and groups about pre-school children.
4. Improved mental health resulting from family understanding through participation in the total preschool program.
5. ***Cooperative parents who have a strong sense of responsibility and group cooperation which carries over into every aspect of community life.***



OBLIGATIONS OF MEMBERS

It is necessary for every parent to take an active part in the cooperative preschool. Parents are expected to fulfill certain obligations:

1. Mothers and/or fathers shall assist at their school their allotted number of days per child.
 - a) If an assist parent fails to come in on his/her assist day, he/she will be put on probation. *A second miss will be reason for dismissal from the preschool.*
 - b) If you are unable to assist on your assigned day, you must first try to trade with another member in your session. If it's the morning of your assist day and an emergency arises, a list of emergency assist parents is listed on your schedule. You may still trade with these parents. If that cannot be worked out, they will be paid \$10.00 by the parent they aid. Assist fee is paid to the Assistant Treasurer. Assistant Treasurer must be informed whom to repay. The Treasurer will then remit payment to the emergency assist parent. The member requesting the emergency assist must notify their Session Chairperson.
Paid assist days and changes in the assist schedule will only be acceptable on an emergency basis and not as a regular occurrence.
 - c) When a change in the assist schedule is made, the originally named parent on the list is responsible to see that the other parent is there on the proper day. Please make changes on the school calendar so the teacher is informed.
 - d) Dependents/Siblings may not accompany parents on their scheduled assist days.
 - e) Assist days include shoveling the sidewalk and stairs.
 - f) Assist parent is encouraged not to drive other children, but if it is absolutely necessary, assist parent is responsible for the extra children during clean up.
 - g) You are required to bring snack/napkins or drink/cups on your assist day. Check the schedule to see what you are supposed to bring.
2. All member families are to have representation at each General Membership Meeting and Mandatory Session Meeting.
 - ◆ ***When there is an absence from a mandatory meeting, the following steps must be followed:***
 - a. Contact their Session Chairperson or a Board Member within 24 hours of the meeting.
 - b. Read and sign the minutes for the meeting they missed prior to the next Board Meeting. The member must abide by the decisions made at the meeting. Minutes are posted on the parent bulletin board at the Preschool.

- ◆ If both criteria have been met, and the absence is reasonable, the Board will vote to excuse. If the criterion has not been met, the member will be voted unexcused, and fined \$20.00. Penalty is due with next month's tuition.
 - ◆ In the event of two absences, a family's membership is subject to Board review; specifically, dismissal from the preschool and loss of returning member status for future enrollment.
3. Each family shall share the responsibility of the preschool by fulfilling one job assignment for each child enrolled. Please refer job assignment questions to Job Coordinator.
 4. Parents are responsible for making tuition and all other payments according to the Assistant Treasurer's schedule.
 5. Each family is expected to participate in supporting school fundraisers.
 6. Occasionally it is necessary to hold "member work sessions". The building and maintenance of equipment has become a concrete way in which families may participate in their children's preschool.
 7. On request, a member may be granted maternity leave as required. ***Assist days may be made up ahead by talking with your session scheduler.***
 8. A member may also wish to contribute time, talents and ideas to a superb cause, your co-op Preschool!
 9. Communication is of the essence! Thus we ask that our bulletin boards be checked at least once per week.

A COOPERATIVE PRESCHOOL IS JUST WHAT IT IMPLIES - THE COOPERATION OF ALL THE PARENTS WHO PULL TOGETHER TO PROVIDE THE BEST PRESCHOOL EXPERIENCE FOR THEIR CHILDREN. WHEN ANY SESSION CONTAINS PARENTS WHO CANNOT MEET ALL COMMITMENTS, THIS BECOMES IMPOSSIBLE. PLEASE CONSIDER THESE OBLIGATIONS WHEN CONTEMPLATING JOINING A COOPERATIVE PRESCHOOL. IN THE COOPERATIVE SPIRIT, PLEASE ASK FOR HELP IF YOU HAVE DIFFICULTIES FULFILLING YOUR DUTIES. WE ARE HERE TO HELP YOU!



CURRICULUM

You will be disappointed in preschool if you expect your child to:

Say his a,b,c's
Say his 1,2,3's,
Recite poetry,
Perform and please,
Bring home daily artistry's.

You will be pleased with preschool when you see that your child has improved attitude in his ability to:

Explore and run,
Share his fun,
Finish what's begun,
Put away when done,
Demand less, all or none,
Restrict his no,
Let mother go,
Accept what's so.

The saying, "Play is a child's work" is demonstrated daily in the co-op curriculum. Based on the "learning through play" philosophy, co-op lesson plans allows the preschool student to comfortably gain necessary development skills growing socially, cognitively, creatively and physically. Children's play is a primary vehicle for and indicator of their mental growth. Play enables children to progress along the developmental sequences. Experiences should match the child's interests and understandings; hence, the program is developed around a theme method of presentation with longer blocks of time for play as well as in-depth involvement with a balance of active and quiet activities.



Program Overview

- ◆ Daily take home child-created projects
- ◆ Hands-on learning activities reinforcing numbers, colors, letters, shapes
- ◆ Hands-on art and craft projects
- ◆ Music and movement activities
- ◆ Science discoveries
- ◆ Flannel board stories, rhymes, poems, dramatizations and fingerplays
- ◆ Teacher generated newsletters to keep parents informed
- ◆ Listening skills to include but not limited to establishing rules and following them, following directions.
- ◆ Playing and sharing with others.
- ◆ Identify colors.
- ◆ Count numbers 1-10 in sequence.
- ◆ Recognize letters of the alphabet. (Fours)
- ◆ Recognize and write own name.
- ◆ Dressing skills: buttoning, zipping, etc.
- ◆ Health and safety habits.
- ◆ Small motor skills; cut, paint, color, craft work, etc.
- ◆ Large motor development; bounce and throw ball, balance beam, skipping, hopping, marching, etc. in addition to rhythm activities.

DAILY SCHEDULE

AM Sessions

9:00-11:30 AM PM Sessions

12:30-3:00 PM

Arrival time:

Child initiation activity time

Group time:

Introduction to day
Story
Activity Explanation

Activity time:

Self-directed child initiated activity time with projects available

Clean up time:

Everyone helps with clean up

Bathroom time:

Parents assist with this to establish good hygiene habits

Quiet time:

A time for the children to sit and relax with friends while looking at books on cushions

Snack time:

A time to enjoy a snack/drink while socializing with peers

Group time:

A time to recap day
Calendar activities
Music/movement activities

Outdoor play:

Weather permitting

Departure:

Time to go home



PLAYGROUND RULES

Please be sure to go over the following rules with your child so that we can help to keep our playground a safe area for our children. There may be some instances where your rules at home are different than at school. Let your child know, just it will be reinforced at school, that some things can be done at home that are not accepted at school. Also keep in mind that as an assist parent, you have a responsibility to the children on the playground. **One parent must always be stationed at the circular tricycles. This is a licensing requirement of the State in order to have the bikes on our playground.**

- ❑ ***Stones always stay on the ground.*** They
are not for throwing, the slide, steps or bridge.
- ❑ ***Always sit on your bottom when going down the slide.*** We
only go down on the slide, not up.
- ❑ ***We NEVER go under the bridge.*** The
bridge is very heavy and could bump heads and pinch fingers.
- ❑ ***Shoes always stay on your feet.*** Be
aware that open-toed shoes can be BEE SCOOPERS in the grass and ROCK POCKETS on the playground.
- ❑ ***Always keep your feet on the ground when playing basketball.*** Standing
on the tire stand could cause you to fall and get hurt.
- ❑ ***Always have fun, smile and help your friends if they need help.***
- ❑ ***If you see someone (Mommy, Daddy, Grandma, Aunt Susie, etc.) in the parking lot that is picking you up, please stay on the grass and wait for them to come to you.***
There are cars and vans in the parking lot that cannot always see little people when they are driving.
- ❑ ***Listen for the bell, it is time to go when you hear it.***

OUTDOOR PLAY

Please be sure to provide proper outdoor clothing including snowpants, mittens, etc. during the winter months. Weather permitting, the children play outside all year long. In accordance with Saline Public Schools, as well as the State of Michigan ChildCare Licensing Outdoor Play Weather Guidelines, the teacher will keep the children inside with inappropriate weather conditions. (Cold, heat, rain, snow, wind chill factors, etc.)



SNACK GUIDELINES

In keeping with our school's philosophy of promoting the social, emotional, intellectual and physical development of children in our care, it is desirable that snacks provided for our children be high in nutritional value, low in sugar and salt, and easily eaten and digested by young children. It is highly commendable when snacks reflect the creativity of the provider. Remember to bring enough snack for children, assist parents & teacher. Recipes for snacks may be shared in our newsletter. Please feel free to submit any that you have.

If your child has a specific food allergy, it is imperative that you include it in the appropriate section on the white health card and let the teacher and your session chairperson know. A food allergy list is kept on front of the refrigerator at the preschool. Please check your session list before bringing snack to school. For severe food allergies requiring special attention, please notify the Health Chairperson as soon as possible. We want to make the Co-op a safe place for all.

What does snack time do for your child?

- Allows your child to participate in selecting a snack, giving you an opportunity to teach him/her about nutrition and the different food groups.
- Adds a sense of accomplishment and responsibility by allowing the children to share in the preparation and packaging of a snack.
- Establishes healthy eating habits.
- Helps teach lunchroom behavior for later years.
- Exposes the children to new foods through a variety of snacks.
- Opportunity to socialize with peers in an informal manner.

Recommended Snacks: Simpler is Better

This is not a complete list of snacks, rather just a guideline to help parents. Please avoid adding possible choking foods (see below) to any recipe.

Mini bagels

Cereal, dried

Cheese/String Cheese

Crackers (Goldfish, Graham, Ritz etc.)

Fresh Fruits (cut-up)

Jell-O / Jell-O Jigglers

Macaroni & Cheese

Mini muffins

Peanut Butter & Jelly

Pretzels / soft pretzels

Spaghetti

Yogurt

Pudding

These foods can be combined in many creative ways, such as:

Apple Crisp

Apple Sauce Bread

Bagels w/ Cream cheese or Fruit Spread

Bananas rolled in Honey & Crushed Cereal

Cheese cut in fun shapes on crackers

Mini pizzas (cheese & sauce only)

Sandwich or fruit kabobs (pretzels for sticks)

Snack Mix (excluding nuts & raisins)



Choking Hazards

Although by age three, children can feed themselves, they are still learning to chew and swallow efficiently, and may gulp food when hurrying to get back to playing. Therefore, please avoid the following foods when preparing snacks:

Raw cherries w/ pits	Hotdogs/sausages	Uncooked raisins
Chunks of peanut butter	Marshmallows (raw)	Carrots & Celery (raw)
Whole grapes	Nuts or seeds	Fruit/gummy snacks
Hard or sticky candy	Pineapple	Popcorn
Large chunks of cheese	Gum	

NOTE: If you bring a store bought trail mix, please check it over carefully for the above mentioned items. There is an emergency snack and drink kept at school in the event an inappropriate snack is brought.

*** See Appendix A for a collection of fun snack recipes just for kids!**

- ◆ **PLEASE NOTE THE AMERICAN ACADEMY OF PEDIATRICS , AMERICAN RED CROSS, CENTER FOR DISEASE CONTROL AS WELL AS THE CONSUMER PRODUCT SAFETY COMMISSION RECOMMEND AVOIDING THE ABOVE LISTED FOODS DUE TO POSSIBLE CHOKING HAZARDS IN YOUNG CHILDREN. EACH ITEM LISTED HAS BEEN LINKED TO A CHILD’S DEATH.**

<http://www.aap.org/family/choking.htm>

Drink Guidelines

DO NOT bring red or purple juice or any related color juice that may cause stains, ruining clothing, carpeting and even tabletops! (In addition, the dye in red juice can often cause allergic reaction in many young children.)

Please bring juice that contains 100% fruit juice (try to avoid drinks high in sugar such as kool-aid, sunny delight, Hi-C, etc.), and remember, spring water is a wonderful beverage for young children – it will help develop healthy lifelong dietary habits!

Birthday Celebrations

Parents are automatically assigned snacks on or near their child’s birthday. If you prefer to celebrate another day or would like to schedule a half birthday celebration for a summer birthday, let your scheduler know. We normally encourage healthy, nutritious snacks, however, for special occasions sweet snacks are okay. We do ask that you refrain from bringing cupcakes due to high sugar content and messy nature.

PARENT INFORMATION

PARENT ASSIST DAYS

Assist days are a most enjoyable and rewarding experience for both the father and the mother in a cooperative preschool. They give each parent the chance to observe their child in relationships with other children, to become acquainted with other children, and to become associated in their child's mind as a part of the preschool. Helping in the classroom enables parents the opportunities to not only grow with your child, but also to observe professional dealing with your child.

As an assisting parent, you are expected to use your initiative and to trust your own experience and judgment with children. As children need consistent treatment in school, the teacher should be looked to as a guide in activities and discipline should be in accordance with their policy. She is the final authority while school is in session.

1. Since flexibility in the daily schedule is desired, no two will be exactly alike. There is usually time every day for the child to follow his own interests. Activities include dolls, a home play area, big blocks, sand/water table, puzzles, art materials (markers, play-doh, crayons), and table toys. Large equipment is also available for more active play.
2. Activities directed by the teacher are a part of each day. They vary, but include story reading, singing, nature study, games, music, and art projects.
3. Encourage or assist children to write their own name on all work if able.
4. Encourage children to put away toys as they finish with them.
5. Participate in the activities. Remember the best role model is by doing.
6. The daily schedule allows for drink and snack, a quiet time and outdoor play when weather permits. You will be assigned snack/napkins or drink/cups by the scheduler. Snack time can be something as simple as cheese and crackers with milk, or a project incorporated into the day (such as mini pizzas or fruit salad). See snack guide for guidelines and fun new ideas.

GENERAL ASSISTING PROCEDURES

1. **Arrive 15 minutes early** to get the project for the day organized, assist in the arrangement of play areas and help with the children's outerwear when needed. Snow and ice should be removed from stairs and sidewalk as necessary. Salt and shovels are located at the bottom of the stairs.
2. The teacher will have special projects planned for each class session. Be sure to check with her for an explanation of the projects and instruction on what she wants the assist parents to help with.

3. Learn where things are kept, the daily schedule and the names of the children as soon as possible.
4. Do not visit during the session. Your job is to observe, participate, help and supervise the play areas.
5. **Daily cleaning should begin only after the session ends and the children have left. Never allow a child to use the cleaning chemicals.** See posters placed above the sink for more detailed instruction on clean up.
7. When the children go outside, it is your responsibility to accompany them and to supervise their play or walk.

SCHEDULING

If you have special scheduling needs, we are happy to accommodate you. Please let your session scheduler know as soon as possible so they can try and arrange the schedule to suit your needs. In general, scheduling is flexible; however, it is your responsibility to assist when scheduled. You may trade days but please make a note to reflect the change on the posted schedule located on your session board.

A MESSAGE TO PARENTS

For many of you, participating in a cooperative preschool will be a new experience. It takes time for both the children and the parents to adjust themselves to school. Other children, new adults and new surroundings lend excitement to this experience. Following are some hints to help you and your child enjoy school.

Your child's first days

Your child's first experience at school will be during the 45-minute mini-session, the dates of which are noted on the school calendar. These sessions, attended by parent and student, consist of a mini school period held during the usual school hours. Class time is divided into three 45-minute sessions with smaller groups of children. You will have the opportunity to sign up for a time slot during the first general meeting. This is a time for you and your child, please do not bring siblings. These mini-sessions are a great way to ease your child (as well as yourself!) into the school year.

First full day: You may stay with your child if necessary until he/she feels secure. When you see that your child is happily engaged, say good-bye and leave promptly. Try to give your child your complete attention for a little while after returning home. If your child is interested, give him/her a chance to tell about his/her experiences at school.

Helpful hints

- Talk with your child about this new adventure. Give her/him some ideas of how many children there will be in the class. Tell her/him about the equipment, the teacher's name and role, the length of time you will be away. (E.g., back before lunchtime) and the role of the assist parents.
- Anticipate fun, but don't paint too alluring a picture.
- Avoid drilling your child in advance on good behavior. Some negative behavior is expected at any given time.

- Bring and pick up the children on time. Being left can make a child worry.
- A child may be tired after the first few preschool sessions.
- Try not to interpret verbally for the children, especially about the artwork. Let the child tell you about his picture, never ask what it is.
- Observe the children as objectively as possible without judgement.
- Take any mishaps calmly and correct only when necessary. Never let a child injure herself, another or damage furniture.
- Try to show interest and appreciation in the child's achievements and conversation. Never talk about a child in his presence.
- Encourage imagination and initiative.
- Encourage independence, giving help only when it is really needed. When necessary, ask if he wants to help rather than if he needs it. (E.g., pouring their own juice, choosing paper, washing hands and helping clean up.)
- Provide children with clothes that work; zippers that zip, boots that fit, coats with all the buttons, etc.
- Encourage conversations at snack time.
- Be natural and friendly with the children. This is an opportunity for children to learn about and relate to new adults.
- Don't push your own child if she tends to cling to you on days you assist.
- HAVE FUN! Enjoy this opportunity of working with the children.
- Support your teacher. She is the professional director of the preschool.
- Express dissatisfaction using the proper channels. (See Whom to Contact) There is nothing worse than an unhappy parent who complains only to her small group of friends.
- Contribute new ideas. It is amazing how the Co-op can change and grow depending on how dynamic its members are.
- Take an interest in the activities of the group. Your own sincere feelings of involvement will have meaning to your child.
- Think of ways you can contribute special skills and hobbies; like bringing in animals, showing how to make special foods, playing a musical instrument, demonstrating arts and crafts, sharing special songs, poems, books, pictures, etc.

In the classroom

- Redirect play, if necessary, using the same equipment more effectively.
- Reinforce suggestions by providing materials to start activity.

- Prevent accidents by warning ahead of time, such as blocks piled no higher than chest height.
- Clearly define and maintain limits.
- Be alert at all times for the safety of the children.
- When in contact, or in speaking to the children, get at their level.
- Encourage the children that they can do something, but don't force them.
- Encourage the children to walk inside, not run.
- State directions or suggestions positively.
- Give a choice, only when leaving the decision up to the child.
- Keep voices low to set a good example; no shouting across the room.
- Try to avoid labeling a behavior as naughty, bad, etc.
- Avoid using another child as an example.

Your concern about the day to day operation of the preschool is what will make it an outstanding experience for your child. The little touches you add on your workday, the suggestions you make at membership meetings and your willingness to volunteer when called upon add up to a high quality organization.



YOU MAY BE SURPRISED BY WHAT YOU SEE AT PRESCHOOL

The children may be more active and noisy than you expected. This is normal at this age; therefore, we don't interfere unless shouting and running are keeping other children from enjoying their play. We can tell the children to use "indoor voices" and to keep their "outdoor" voices for the playground.

You may be puzzled by the emphasis that is put on the value of active, physical play and rhythmic activity. The school equipment has been carefully chosen to encourage the use of large muscles to develop the sense of balance and to help a child learn to manage in general.

This is essential before a child can become skilled in coordinating small muscles as in the fingers and eyes. At this age, learning how to use their larger body is the best possible preparation for finer skills needed in cutting, drawing, reading, etc.

You may expect the teacher to do more instructing than she does; how to draw, paint, build with blocks, etc. We do very little of this, feeling that young children need to explore and express themselves freely and experience the joy of using materials in their own way. When these children enter public school later, they will have more than enough formal instruction in these manners.

You may see the teacher spending a great deal of time with one particular child. She knows that this child needs extra help at that time in order to have a satisfying school experience, or may need to be diverted from interfering with the play of other children for their sakes. The other children understand this and know, "When I'm in trouble, my teacher will see this and I will get help." No child is overlooked; the teacher tries to give each child the attention he needs when he needs it.

You will see children struggling to put on coats, work zippers and buttons, tie shoelaces by themselves when an adult's help would make the task easier and quicker. We try not to step in unless the child is obviously frustrated and desirous of help. Sometimes this is hard to remember when we ourselves are in a rush.

You may sometimes hear children use undesirable words. The teacher generally ignores this, knowing that as a rule the child will not continue the behavior if his words do not have the "shock value" he counted on.

You may be surprised when the teacher does not insist that a child join in the play with the other children. Just as a child must learn to sit up before she walks, she must play alone and beside others before she is really able to play with others.

In general, cooperation in routine is expected of the children, however, here again, the teacher will not insist that a child join the others and come to story or music time. Many of the children will not be ready to join in a song or finger play, and we can help them most by encouragement without pushing or making them perform. There is no use in trying to make a child walk before he is physically ready; likewise, he must be socially and emotionally ready for new experiences before we insist he have them. He will become ready most quickly if we permit him to develop at his own speed rather than pushing him through one stage into another. Each child is different and we cannot expect them all to be ready for the same experience at the same time.

Discipline Guidelines

Young children are just learning how to get along in a group. The role of the teacher is to help young children learn acceptable ways to achieve the goals they seek. Teachers give children cues about which behaviors to maintain or avoid and which alternative behaviors may be more successful. The overall discipline policy is aimed at helping children learn to develop behavior controls. A brief overview of these techniques to help children to move toward self-control is as follows:

Normal discipline at preschool does not include physical force.

Positive suggestions rather than dwelling on the negative behavior are a good way to proceed. (Feel free to ask the teacher for assistance).

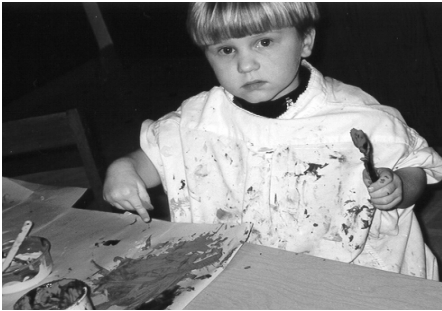
The parent-assistant should feel free to initiate play and discipline children in the area she supervises.

1. Praise children's positive behaviors. Reinforce good behavior by giving praise and attention to the things that he does well.

2. The three main rules of discipline should be kept in mind:

The children may be gently restrained from play which:

- a) Endangers his safety.
 - b) Endangers the safety of the other children.
 - c) Damages property or equipment.
3. Remember that to discipline means to “teach” not punish. Try to use a positive approach at all times. Show the child how he can behave in an acceptable manner; one that is acceptable to other children and to other adults.
 4. Point out the limits of behavior clearly. Give the children a warning of what the consequences will be. Be firm yet kind.
 5. Focus on the child's behavior rather than attitudes or personality characteristics.



GENERAL SCHOOL INFORMATION



- ◆ Please call the teacher if your child will be absent. (Preferably when school is not in session, between 8:30-9:00 am, and 11:30-12:30 pm).
- ◆ **Do not bring children more than 10 minutes early.** This allows the teacher ample time to properly orient the assist parents and student teachers.
- ◆ Send all messages to the teacher in writing rather than relying on your child.
- ◆ Send a backpack with your child each day. Label bag and all outerwear with your child's name.
- ◆ **Check session and general bulletin boards for pertinent information at least once weekly.**
- ◆ Please check your child's cubby for information and items to take home when dropping off.
- ◆ Return small equipment carried home in small pockets. Likewise, encourage your child to leave all his small play items at home and not to bring them to preschool where they can be easily lost.
- ◆ Your child will have opportunities to bring an item for Show and Tell. Details will follow after school starts. **NO WEAPONS, PLEASE.**
- ◆ **COMFORT ITEMS:** Children are asked **NOT** to bring items such as blankets, pacifiers, favorite stuffed animals/dolls or other comfort items for health and safety reasons.
- ◆ **TOLIET TRAINING** - All children **must be** toilet trained prior to beginning school. Our school does not have diaper-changing facilities and is not licensed to do so. **THIS DOES INCLUDE PULL-UPS!** A child wearing pull-ups places us in danger of losing our license through the State of Michigan Division of ChildCare Licensing.

DROP OFF/PICK UP PROCEDURES

When bringing your child to school, please park in the lot behind the church and enter the classroom by the exterior basement stairs. **PLEASE DO NOT PARK ALONG THE SIDEWALK.** When arriving at school, bring your child downstairs and into the classroom. When picking up, please wait for the teacher to bring the children upstairs. Walk to the sidewalk to greet your child to discourage children from running across the parking lot. Please try to be prompt when arriving and picking up. **NOTE:** Tell the adult in charge when you are taking your child home. If someone other than yourself will be picking up your child, give advance notice.



CAR POOL

Car pools are fine but it is recommended that you drive at least once a week so you can check the message boards or be available to the teacher if she needs to speak to you. Also, please try not to car pool on your assist days. If this cannot be avoided, please be aware that you are responsible for the extra children during clean up.

FIELD TRIPS

Many wonderful field trip experiences are provided for our students. These field trips are educational experiences that enhance our curriculum. Field trips make concepts alive and more meaningful to our students.

We appreciate and need parent chaperones for these trips. The number of adults needed or the number that can be used (limited) will be dictated by the amount of space, age of children, requirements of the facility visited, and/or cost. Many times the number of parents interested in chaperoning exceeds the number needed. In this case, the session's Field Resource person will determine the selection process. The Field Resources person will post car assignments one week ahead of the trip. At all times, our first priority is the safety and comfort of our students. We ask that parents selected to chaperone a field trip not bring siblings on the trip. The chaperones need to give their full attention to the students. Also, once bringing your child downstairs on a field trip day, please wait in the parking lot.

Because these are school-based experiences, all students are expected to ride the transportation provided by the school to and from the trip. When space is a problem, we ask adults to follow in their vehicles or meet the group at its destination.

In order to insure safety of our children, we are asking that the children wear the same color shirt on field trip days. This allows the assist parents to keep better track of the children in populated areas. The color will be designated at the first General Meeting, and school T-shirts will be available to purchase at cost in that color.

When there is a cost related to a field trip, we ask for donations to cover admission and/or transportation. If a family is unable to make a contribution, funds are available to help in these situations. Be assured that these matters are handled in a confidential manner. Please contact the Co-op's Assistant Treasurer regarding these situations. No student will be kept from going on a field trip because of finances.

NEWSLETTERS

Monthly newsletters are a main source of communication in our school. Please take the time to read them. You are encouraged to utilize this source of media for your convenience. If you have a personal business that you would like to advertise, or a great article, important health information, recipe, joke, cartoon, etc. that would be appropriate for parents and families, let the newsletter chairperson know. The newsletter will be published in the months without a general meeting. More information will be provided at the beginning of school.

LIBRARY

The Saline Cooperative Preschool has a wonderful library and program. The checkout program will begin a few weeks after school starts with details to follow from the Library Chairperson. Donations are always welcome.

FUNDRAISING

Fundraising is an important part of a cooperative school. Because a portion of our budget comes from fundraising proceeds, we are able to keep tuition costs down. The long-term goal of fundraising is to create a stable financial present and future for the school. The Saline Cooperative Preschool has been operating since the mid 1950's completely by parent volunteerism, excellent teaching staff and a strong business plan. Each family is expected to participate in fundraisers as best they can.

Ideally enough money is raised each year to place some into a savings account for the schools future as well as for emergency purposes. The Budget Committee determines the following year's fundraisers at the June planning meeting. If you have ideas for great fundraisers, please contact the Fundraising Chairperson. In addition, donations are tax-deductible and always welcome!

LABEL PROGRAM

Another great way to help our school is by saving Campbell's, Spartan and other labels for our "labels for education" program. Through these programs, the co-op has obtained some wonderful classroom equipment in the past. A list of all the labels included in these programs will be included with the first newsletter.

MEMBERSHIP

Current members have priority in enrolling their children for the following school year. A membership drive will occur in February, after which a current member has until December 1st for priority consideration. Previous members of the coop will receive priority over new members, both of which may apply after Sept. 1st for the following year. In addition, word of mouth is the best source of advertisement for our school. Brochures & applications are available in the top file cabinet drawer next to the cubbies at the school or call our current Membership Chairperson.

** The Saline Cooperative Preschool admits students of any race, color, sex, religion, handicap, national or ethnic origin.*

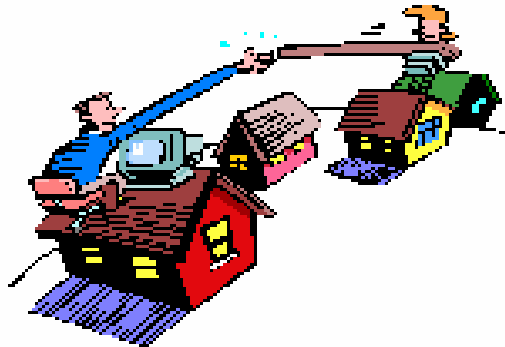
JOB ASSIGNMENT

Jobs are assigned on a priority, first-come, first-served basis. Job selection occurs in February for current members and with acceptance letters for everyone else. The order of priority is as follows: Current members, returning members, new members. Those members accepting a waiting list position will absorb the job of the person vacating. It is not the policy of the Saline Cooperative Preschool to allow job switching due to our priority, first-come, first-served rule. If you ever have difficulty completing the requirements of your job or have concerns, please contact your Session Chairperson, Job Coordinator or President. We are here to help you in whatever way we can.

COMMUNITY SERVICE

Many schools, businesses and organizations are involved in service projects throughout the year. This involvement enhances their school, business and organization in a positive manner. Like these other groups, the Co-op is part of the community. We also need to contribute and give back to our community. Today young children grow up with the focus primarily on them; it is good for our children to see that they also can contribute towards their community. One day they may serve as community leaders – teachers, doctors, city officials, police officers, store owners, etc. Let's help plant the seed of giving at a young age so as our little ones grow they mature into strong giving trees that help make our community a better place.

It is your choice as a Co-op member whether or not you participate in a service project. Some service projects may work out better for you than others, like donating some mittens for a mitten tree, donating blood to the American Red Cross, Month of the Young Child, cancer awareness, Easter Seals Hopping, etc. Community projects are discussed at Board Meetings and subject to board approval. If you have an idea for a service project or are involved in a philanthropic organization or would like to help coordinate a project, please contact the President. Information on coop sponsored community service projects will be distributed throughout the year. Again, your participation is welcome and strictly voluntary.



WHOM TO CONTACT ABOUT WHAT

If your concern is:

- ❖ Your child's behavior or development
- ❖ The curriculum or daily program
- ❖ Methods of dealing with preschoolers
- ❖ The administration of the school
- ❖ Desire to serve on a committee
- ❖ Any problem you might have
- ❖ You wish to review meeting minutes
- ❖ You want to attend a board meeting
- ❖ Payment of tuition, fees or fines
- ❖ Information on fee assistance
- ❖ Questions about the Budget
- ❖ Reimbursement for expenses
- ❖ Assist schedule
- ❖ Suggestions, complaints or feelings
- ❖ Questions pertaining to your session

Contact:

Teacher
Teacher
Teacher
President
President
President
Secretary
Secretary
Asst. Treasurer
Asst. Treasurer
Treasurer
Treasurer
Scheduler
Session Chairperson
Session Chairperson

ANNUAL BOARD ELECTION PROCEDURES

A nominating committee will be formed in January by the Vice-president and 2 volunteer members from each session. All those wishing to be a member of the Board should contact the Vice-President or a member of the nominating committee. The committee shall contact that person to determine if the nominations have been accepted. Each nominee submits a brief bio and written statement re: background, interests and ideas for the preschool, which will be supplied to the general membership. The General Membership shall vote on the positions at the March General Meeting. Anyone is welcome to run for a position. It's a great opportunity to learn and contribute to our school!

HEALTH AND SAFETY POLICIES & PROCEDURES

HEALTH POLICIES

1. Children should have standard immunizations, and a doctor must sign a certification of good health before attending the preschool.
2. If signs of illness develop during school hours, the parents will be called to take the child home.
3. Keep children home who have a beginning cold or who are not feeling well.
4. With an ordinary cold, a child or assisting parent should stay home at least three days after the onset of the cold or at least 24 hours after his temperature has returned to normal.
5. Communicable diseases:

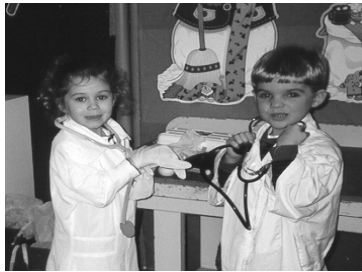
When a child has been diagnosed to have a communicable disease, the Health Chairperson and the teacher are to be notified IMMEDIATELY. The chairperson will then call any other members of the group who might have been exposed. The child must be excluded from school for the number of days given on the health chart.

COMMUNICABLE DISEASE CHART

DISEASE	INCUBATION PERIOD	EXCLUSION DATES FROM 1ST EXPOSURE	ISOLATION WHEN DISEASE DEVELOPS
Chicken Pox	12-21 days	10th - 21st	9 days
German Measles	14-21 days	12th - 21st	5 days after appearance of catarrhal symptoms
Mumps	12-26 days	10th - 26th	Until swelling subsides
Common Cold			not less than 3 days

The Preschool requirements are somewhat more rigid than those for Washtenaw County Board of Health as we feel preschoolers need this protection.

- A. Impetigo, ringworm and other skin infections - The child is excluded from school until he is under treatment and the attending doctor says that the infection is no longer contagious.
 - B. Conjunctivitis (pink eye) - The child is excluded from school until the doctor says the infection is no longer contagious.
 - C. Pinworms - Any case of pinworms discovered in a child should be reported immediately to the Health Chairperson and should be under treatment before the child returns to school.
 - D. Other Diseases (such strep infections, head lice, etc.) - If a child should come down with any other contagious disease or infection, the Health Chairperson should be notified immediately.
6. Any parent has the obligation to call the Health or Session Chairperson and report any indiscretions of the above.
7. Smoking is prohibited in the preschool building, on the school grounds and at any function involving our children. If a person is seen smoking, the person who witnesses this should ask him/her to extinguish the smoking material and remind him/her that smoking is prohibited.



NOTE:

Pregnant women should not assist when there has been an outbreak of chicken pox or fifth's disease in the classroom.

EXPOSURE CONTROL PLAN

In accordance with government (OSHA) requirements, the Saline Cooperative Preschool follows a plan to minimize the risk of exposing our members and teachers to blood-borne diseases. This plan is called the Exposure Control Plan, and a copy can be found tacked to the Parent Information Board. It explains procedures to follow when giving first aid to a bleeding child and cleaning up bodily fluids. Essentially, everyone is required to avoid touching all bodily fluids, especially blood, and clean them up in a manner that will avoid disease transmission. Kits including gloves and first aid supplies are available and in traveling fanny packs. In addition, the teacher and sub-teachers have all been trained in OSHA guidelines and proper disposal techniques.

PREVENTION OF CHILD ABUSE AND SEXUAL ABUSE PLAN

Our school requires that all teachers and volunteers and others on school premises maintain the integrity of the appropriate relationship at all times. Sexual misconduct and physical abuse is a violation of this principle and is never permissible. Our school will not tolerate, condone or allow sexual misconduct or physical abuse of any kind.

The Michigan Public Act of 238 of 1975 is commonly referred to as the Child Protection Law. This act mandates the Michigan Department of Social Services to be the single agency responsible for child protective services. It **requires** the reporting of child abuse and neglect by certain persons and it **permits** the reporting of child abuse and neglect by all persons. The law covers all persons under the age of 18 years. If you wish more information regarding this Act, please contact the President.

As a result of this act and state licensing requirements, all staff and volunteer parents of the Saline Cooperative Preschool are required to report suspected child abuse. If you have any cause to believe child abuse has occurred, please call Child Protective Services at (734) 481-9110 immediately as well as notifying the teacher and President. In addition, our school supports and encourages reporting of all incidents of sexual misconduct or physical abuse, regardless of the identity of the offender. If you believe you have been subjected to sexual misconduct or physical abuse, you should immediately report the incident to the President. If you witness conduct that you believe is sexual misconduct, that conduct should be reported as well. Please be aware that all complaints of sexual misconduct will be investigated and treated seriously. The Saline Cooperative Preschool has implemented a plan to minimize the risk of child abuse of any form on its premises and to protect persons from false accusations. An environment conducive to good supervision has been created, and the teacher has made every effort to arrange the classroom to prohibit the unobserved exit of a wandering child or entry of unknown persons. In addition, at no time may one adult be in a room, especially a bathroom, with only children behind a closed door. If possible, one adult should not be alone with multiple children. If the situation arises that they must, a door must be propped open. Note that parents have a right to come into our program to observe their child at any given time.

EMERGENCY EVACUATION PROCEDURES

In case of fire:

1. Response will be made to the church alarm system.
2. Teacher will line up children as quickly as possible.
 - a) Assisting parents will be at the end of the line.
3. Teacher will lead children out of the exterior door (that which leads to the out-of doors) of the room.
 - a) The parent at the end of the line will close the classroom door.
 - b) The children will proceed down the sidewalk to the grassy area in the rear of the church.
 - c) The teacher will take attendance at this time.

4. In case the exterior door is blocked, the children will exit the interior stairway door by the sink, and proceed up the stairs and turn sharp left, out the front church door and across the grass to the center of the front yard.

Note: There should be one practice drill per month. In bad weather, children may be led to the door and stopped without going outside.



In case of tornado:

1. To be notified by telephone by the Saline Police for severe weather.
2. Teacher will line up children as quickly as possible.
 - a) Assisting parents will be at the end of the line.
3. Teacher will lead half of the children in the furnace room (may leave door open). A parent will lead half of the children to the bottom of the stairwell. The second assist parent will stay where needed most.
4. Children will sit in Indian-style position with heads down in laps and arms covering heads.

Note: Do **NOT** place children near entrance ways or under windows.

In case of serious accident or injury to child:

1. Teacher will tend to injured child.
2. One assisting parent will secure an ambulance, if needed, by using the preschool phone located near the sink. If that phone is unavailable, parent may use the church office phone upstairs. Emergency card should be taken from file cabinet to see hospital preference and to notify parents.

SCHOOL CANCELLATIONS

In case of inclement weather, please listen to the following radio stations for announcements regarding possible school closing. The Saline Co-op Preschool will follow the Saline Schools: if Saline Schools are closed, the Preschool will also close. The Saline Public Schools cancellation line is 429-8000.

WPAG 1050 AM
WAAM 1600 AM

WJR 760 AM
WNRS 1290 AM

WIQB 102.9 FM
WAXM 107.1 FM

WDIV TV Channel 4

