



Yikes Tikes! Parent Co-Op Handbook

Welcome!

We are excited that you have decided to participate in the Yikes Tikes! Parent Cooperative Preschool. Yikes Tikes! has been in existence for more than ten years, has three locations in the South Bay Area, and received its non-profit status in 2012. Yikes Tikes! was created by Brendan O'Connor Webster, the CEO of the Center for Speech, Language, Occupational, and Behavior Therapy (CSLOT), as a preschool where typically developing children receive high-quality early childhood education while being included with children with special needs from CSLOT's programs and Yikes Tikes, Too!, CSLOT's preschool for children with special rights.

Our parent cooperative is an effective way for Yikes Tikes! to offer quality childcare in an inclusive environment. It is also a way of involving parents in the day-to-day education of their children, providing the opportunity to see first-hand the social, emotional, cognitive, and physical development of their children by observing them with other children. Additionally, the parent cooperative is run by parents who are interested in having a voice in their children's earliest education.

Working side by side with experienced staff and observing successes and failures lays a strong foundation for parents to gain a greater insight into child development. This enriches their perspective as parents in addition to involving them in the classroom, and fostering consistency of practice between the home and the center.

We encourage you to read this handbook and to familiarize yourself with the co-op policies and expectations; you are responsible for knowing how Yikes Tikes! operates.

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An Overview of Yikes Tikes!

Yikes Tikes! Mission and Vision Statement

Yikes Tikes! mission is to provide an inclusive early-learning environment for children and families. Our vision is to create a world in which children (and adults) value each others' cultural, physical, and intellectual differences. At Yikes Tikes! we offer children an expansive range of perspectives by welcoming children of varied developmental abilities, ethnicities and economic backgrounds. We combine a range of age groups in our classroom, in order to help children develop empathy, understanding, acceptance and respect for the differences of others. Yikes Tikes! teaches children self-confidence, a sense of belonging, and appreciation for personal uniqueness, emulating and celebrating the diversity of the Bay Area and the world beyond.

Yikes Tikes! Philosophy on Education

At Yikes Tikes! we see children as strong, capable, and rich in ideas. We believe that all children have the desire to communicate and connect. Yikes Tikes! takes its inspiration from the Reggio Emilia approach to preschool education, which gives parents, teachers and children equal voice in the learning experience. Yikes Tikes! philosophy draws on the Reggio Emilia approach, Constructivism, and the ideas of Vygotsky and Piaget. The interests and ideas of children form the framework for our curriculum. Our thoughtfully-designed classroom environments foster exploration, experimentation, and interaction among children. Active participation by parents is essential to the success of our preschool, and forms the third point of the triangle of relationships among children, teachers, and parents.

Yikes Tikes! Approach to Learning

Our emergent curriculum is based on keen observations of the interests of children. You will see teachers and CSLOT staff writing on clipboards as they document their observations of children's language, motor skills, ideas, friendships, and accomplishments. Our teams of teachers and therapists routinely convene to discuss and share their observations of the children. The curriculum for the coming week is based on these observations and from the team's hypotheses of where the children's interests are and where they might go next. Essential to this approach is longer periods of uninterrupted work time for children, where sustained focus and in-depth study are possible. Transitions in activity are based on when children are ready to move on, rather than on a specified time. We look for opportunities for children to practice conflict resolution, facilitated by an adult helper, and build relationships with one another. We believe that children learn best when relating to their peers, when deeply engaged, and when emotionally regulated.

Days and Hours of Operation for Yikes Tikes!, Yikes Tikes, Too!, and Yikes Tikes, Too! Plus

Los Altos: Monday-Thursday, 8:30a - 1:30p

Fremont: Monday-Thursday, 8:30a - 1:30p

San Jose: Monday- Thursday, 8:30a - 1:30p

Eligibility Criteria

Yikes Tikes! accepts children ages 24 months to 4 years, 9 months. In the five developmental areas that the Battelle Developmental Inventory-2 (Screening) measures (adaptive, personal-social, communication, motor and cognitive) a child may have two score results up to 1.0 standard deviations below the mean, or one score result up to 1.5 standard deviations below the mean, and be eligible for Yikes Tikes! If a child has two or more score results greater than 1.0 standard deviations below the mean, or one or more score results greater than 1.5 standard deviations below the mean, the child is not a candidate for Yikes Tikes! In this case, the child would be a potential fit for Yikes Tikes, Too! our program for children with special needs. Additionally, after an observation of the child in the group, the teacher and parent must agree that the child and program are a good fit before the child can be accepted. We reserve the right to change your child's placement if we see that the child needs additional support.

Yikes Tikes! Philosophy Regarding Inclusion

Successful models of inclusion believe that ALL children are different, and ALL children can learn. There is nothing about a child that needs to be “fixed” in order for that child to fit into a system. The school system, as a whole, is enabled to change in order to meet the individual needs of ALL learners.

Inclusion is the educational practice of educating children with disabilities in classrooms with children without disabilities. "Full Inclusion" places a special education teacher or therapist as a partner in a classroom with a general education teacher. Yikes Tikes! inclusion model engages young children from the Center for Speech, Language, Occupational, and Behavior Therapy who are receiving therapy, with typical developers from Yikes Tikes! With the support of the early childhood educator and the therapists these two groups learn with and from each other and work together on projects and activities.

Parents often want to know if integrating with children who have disabilities harm their child's normal development. Research indicates that typically developing children are NOT harmed by integrating with children with disabilities, and in fact, most parents of typical children who are taught in an inclusive classroom find the experience to be beneficial for their child. Inclusion teaches children important life lessons about compassion, tolerance, and the range of individual differences, and that they don't have to be perfect to be valued. They learn that all people are unique, including themselves. Additionally, all children benefit from the increased level of professional staffing, regardless of their developmental status.

Inclusion is about building relationships. Your role as a parent is to facilitate this process by building relationships with the therapists and teachers as well as all children in the classroom.

Yikes Tikes, Too! and Yikes Tikes, Too! Plus

Yikes Tikes, Too! is CSLOT's developmental preschool program, contained within our current Yikes Tikes! program, and taught by our Early Childhood Educators. However, Yikes Tikes, Too! children are supported throughout the day by our specially-trained clinical early interventionists. Yikes Tikes, Too! features a 3:1 ratio. We also offer one child per class a 1:1 option, designated as Yikes Tikes, Too! Plus. In addition to the classroom support, a therapist provides a 30-minute consult weekly to support the teacher in working with each Yikes Tikes, Too! child.

Children in Yikes Tikes, Too! have BDI-2 Screening scores that fall lower than 1.0 standard deviations below the mean, in two or more domains, or that fall lower than 1.5 standard deviations below the mean in one domain.

Yikes Tikes, Too! parents are required to attend clinical aide training provided by CSLOT. This takes place outside the classroom at an agreed-upon time and date. Yikes Tikes! parents may also attend this training but are not required to do so.

Yikes Tikes, Too! is provided at a cost of \$1445 per month for a four day per week program and \$722.50 per month for a two day per week program. Yikes Tikes, Too! Plus is provided at a cost of \$2495 per month for a four day per week program and \$1247.50 per month for a two day per week program. Yikes Tikes, Too! families are equal members of the Yikes Tikes! co-op at their site.

Enrollment Process

The Yikes Tikes! classroom can have up to 18 students per class session with a ratio of 1 teacher or parent to 6 children, or 1 teacher or trained paraprofessional to 3 children for Yikes Tikes, Too!. Yikes Tikes! offers one trial session for families to come to observe and have their child to participate for the day. The enrollment process includes the following steps:

1. Parent calls or emails Yikes Tikes! to schedule a visit; the teacher or parent representative (parent rep) responds and sets up the site visit for the parent and child

2. On the day of the visit, the parents come observe their child in a classroom setting and ask the teacher or parent rep questions about the program. Parents should plan on being at Yikes Tikes! for at least two hours in order to get a clear idea about whether the child is a good fit for the program.
3. The teacher gives parents this parent handbook to view while the child is in the classroom.
4. Once the parent decides to proceed with the intake process, a day is scheduled for the teacher to complete the BDI-2 Screener, assessing the child's development. If the child was assessed with a complete BDI-2 within the past six months, this step is omitted. This screener includes observations of the child, parent interview questions, and some stimulated measures requiring the parent and child joining the teacher in a separate room to test these measures. The BDI-2 Screener takes about 30 minutes to administer. The screening fee is paid the day the BDI-2 Screener is administered.
5. The teacher calls the parent on the same day the BDI-2 Screener was administered to report on the child's scores. If there is currently space available in the program, and if other requirements have been met (i.e. parental TB testing has already been completed), the parent may schedule a start date with the teacher. If no space is currently available, the parent can choose to be placed on the wait list. We require a \$25 deposit in order to place you on the wait list.
6. Once the child has a start date, the parent rep or the teacher gives parents a welcome packet either in person or via mail. This packet needs to be **completed and submitted by the second day** of enrollment. Please note that any and all members of the child's family who will be volunteering in the classroom will need to submit proof of a recent TB test. At this time the parent remits all enrollment fees.
7. The teacher or parent rep contacts the parent to schedule a co-op orientation. This needs to be completed within two weeks of enrollment. The parent rep also informs the parent of the date of the next Focus Meeting. Attendance at this meeting is mandatory. If the parent does not attend the upcoming Focus Meeting, their co-op membership will be voided and their child will not be able to continue in the program.

Paperwork and Forms

All co-op members are required to have a completed welcome packet on file, submitted by the second day of enrollment. Once complete, the welcome packet can be dropped off or mailed to CSLOT's office manager. If the packet is not complete by the second day of the child's enrollment, including proof of TB test, fees paid, etc, the child will not be able to attend until it is complete. Parents must keep CSLOT's front office staff informed of all changes to their information including address changes, phone number changes for work, home and emergency contact persons and people authorized to pick up your child in your absence.

Fees and Payment

Fees are collected by CSLOT's front office staff on the first day of your child's enrollment, including registration fee, exit deposit, and emergency kit fee. We accept check or credit card. As an enrolling parent, you are responsible for all fees related to your child's participation. Your exit deposit of \$75 is fully refundable on your child's last day of class, provided you give at least two weeks' notice of exit. Families who make less than \$40,000 annually are eligible to have their registration and screener fees waived; you must provide copies of your last year's W2's in order to be eligible. Families who have waived their registration and screening fees are still responsible for payment of their emergency kit fees. By signing the fee worksheet in the welcome packet, you are authorizing Yikes Tikes! to invoice you for absentee worker days, non-compliance with committee work requirements, and no-shows to maintenance day. Payments not received within 30 days of invoice will result in your suspension or termination from the program membership.

The Yikes Tikes! Parent Co-Op

Why A Co-Op?

A cooperative preschool has many benefits for both families and children.

Benefits for Parents

- Participating in the classroom gives parents a chance to learn about children other than their own—as a reference and insight into their own child's behaviors.
- In the classroom, parents observe and learn from teacher reactions to children, which empowers them to be more thoughtful and focused in their parenting.
- Co-op membership creates opportunities to interact with other parents, sharing stories and experiences.
- Members form lasting family-to-family friendships.

Benefits for Children

Noted child psychologist Urie Bronfenbrenner recognized that no 1- or 2-year preschool program can make lasting improvements in any child's development unless the program helps parents become the agents of change, reinforcing positive changes in the child long after the formal program's conclusion.

- Parent participation in a child's preschool program is positively associated with social adjustment and school performance.
- Parent-teacher interactions provide smoother transitions for the child.
- Small class size and high adult-child ratio results in higher quality childcare.
- Parent co-ops organize a support community for children, including teachers and other families.
- Parent involvement raises the aspirations parents have for their children, which, in turn, encourages children to see themselves as capable of meeting these aspirations.

The Role of the Parent Worker in the Classroom

Not only do parent workers allow us to operate with much less overhead cost, parent workers also play an extremely important role in the classroom as they seek ways to collaborate with teachers and to communicate with children.

When parent workers participate in the classroom they:

- encourage children to expand their knowledge by interacting with them in areas of interest, such as acting out a special character, role playing, cooking a special meal, having a party with their friends, building a huge structure with blocks, and socializing with friends.
- are involved in their children's learning.
- spend time in group activities that create a sense of belonging to the classroom and community.
- learn and understand the individuality of the children, the philosophy of the program, and its values, practices, and beliefs.
- build relationships with one another, the therapeutic staff, and the teacher.

Parent workers are curious about children's discoveries inside and outside the classroom, sharing a sense of wonder with children when they...

- engage conversations with them,
- enjoy reading books with them,
- tell stories and listen,
- ask open-ended questions that might extend their learning. Thus, parent workers engage children in conversation by learning about their creations, thoughts, and ideas.

Skills and strategies we want parents to learn:

- be aware of children's emotions, motivations, development .
- recognize teaching opportunities with children.
- validate and listen to children .
- help children label emotions.
- help children problem-solve.
- elicit children's language and other developmental skills.
- play with children.
- actively help teacher accomplish classroom tasks.
- mediate conflicts.
- assist with transitions.

We believe that children are creative and competent! Please encourage them to do their own drawing and cutting. When you do it, they miss their opportunity to build their skills.

How do parents learn these skills and strategies?

- by watching the teacher.
- by receiving direct coaching and communication from the teacher.
- by directly participating with children.
- by making mistakes and learning from them.
- by experimenting with techniques in the classroom.
- by learning from other parents.

Keys to a Successful Classroom Experience

- Health and safety are our primary classroom concerns. Please wash your hands before entering the classroom and before preparing or serving any food, after wiping a nose, changing a diaper, and re-entering from outdoors.
- When approaching a group of children give them some space and time to get familiar with you. Give them time to problem solve and figure things out on their own before you assist. Let them know that they can come to you for help.
- Communicate with your child before you begin your classroom shift, letting him or her know that you will be helping the teacher in the classroom. Often you will be asked to do a task in the classroom and you will not be able to give your child your sole attention. Letting your child know ahead of time that you will be playing with the other children will prepare your child to "share" you.
- Asking children to help with clean up and getting them involved is key in making them aware of their surroundings. Use eye contact and a gentle tone of voice to approach the children. Speak clearly and do NOT force the child to do anything. If you need help getting a child to "listen" to you, seek help from the teacher. Be alert and do not leave any child unsupervised. Notify the teacher if you need to leave the classroom. Make sure you avoid picking up any of the children or carrying them. This will avoid injuries and accidents (especially to you).

Parent Classroom Worker Duties

Note that we are a technology-free zone when we are in the classroom. Please leave your cell phone or PDA in the car. If someone needs to reach you, they can call the front office.

Your time in the classroom will be divided between preparing materials, working with the children, and cleaning up. For each time block, please wash your hands before you enter the room. Always ask the

teacher when you check in if there are any special tasks that you can do such as filing artwork, organizing shelves, etc.

Before Class Starts

Safety Check

- Check that all outlets are covered.
- Remove any items from the floor.
- Put toys and books away.
- Clean tables and shelves.
- Sanitize surfaces.
- Put away dangerous objects.
- Make sure cupboard doors are closed and locked.
- Put away cleaning chemicals in proper location.
- Remove overhead items that can fall during an earthquake.

Cleaning and Maintenance

- Make sure bathroom and lobby are clean and look neat and professional.
- Unload dishwasher (if applicable at your site).
- Put away dishes from counter.

Prepare for Class

- Prepare daily notes.
- Get cups and plates for snack.
- Replenish snack and juice containers.
- Set up for morning circle.
- Gather supplies and set up for fine motor and free play activities.

In Class

General

- Assist teacher.
- Take notes.
- Interact with kids.
- Be a multi-tasker.
- Anticipate the needs of the therapist and teacher.
- Join children in the interest areas and support them with engaging in activities- play, observe, converse, be available to support the children with problem solving.
- Assist with hand-washing before snack.

Snack Time

- Sit with children at snack time and help them serve themselves.
- Clean-up spills and clear the table when done.
- Clean-up after snack by wiping down tables, putting chairs away, sweep floors, load dishwasher (or wash dishes by hand).

Nap Time (if applicable)

- Gather nap mats and work with children to set them up.
- Make sure each child has a mat sheet.
- Gather blankets and pillows from cubbies.
- Darken the window shades.
- Sit with children during their nap.
- If not needed in nap room,
 - load dishwasher or wash dishes if they were not taken care of previously.

- prepare for snack: set up plates/bowls/utensils, prepare food items that can be refrigerated or left on the counter.
- check for dirty toys in classroom sink to wash and sanitize.

Lunch Time

- Assist with hand-washing before lunch.
- Sit with children at lunch time and help them open containers themselves. Microwave food if necessary.
- Support lunch time by helping children clean-up their spills and put their lunch away when done.
- After lunch, wipe down tables, sweep the floor and clean up the kitchen.

After Class

- Clean and put away toys.
- Wash dishes.
- Sanitize toys.
- Stack chairs.
- Give notes to teacher.

Do's and Don'ts

- Don't distract or play with kids when the teacher is giving instructions.
- Do go to wherever you're needed the most.
- Don't leave the group without alerting the teacher.
- Do observe children to get to know them better.
- Do encourage children to be independent.
- Do help children put away toys and activities during clean-up song.

The children's safety is our #1 priority. This includes safety of the children's feelings and their bodies. If you need assistance with a conflict or injury, please see the teacher.

Co-Op Schedule and Work Commitments

Because we are a license-exempt parent co-op, we are required to have at least one parent (or adult relative) on site at all times. It's vital that families be committed to their co-op schedule. Our ability to offer our program free of charge to participating families is based on the assumption that parents contribute to the staffing and help cover legal and programmatic teacher to child ratios. We depend on parents as part of our team.

Every member family is required to contribute **25% of their child's classroom hours per month** (averaging one classroom day per week). If you have more than one child in the program, your required contribution is set per child (averaging two classroom days out per week for two children, three classroom days per week for three children, etc.). The classroom worker may be a parent, a grandparent, an aunt or uncle, or an adult sibling (over 18). Any one or combination of these relatives can fulfill the classroom work requirement, however, every classroom worker must have proof of a recent TB test, as well as receive Megan's Law clearance. Every classroom worker is required to submit a Worker Clearance form to the teacher at least one week before their first classroom shift (see Enrollment Agreement).

You cannot "buy out" of your shift assignment.

You are responsible for finding your own substitute if you can't make it to your classroom work assignment. If you do not find a substitute, contact the parent rep to assist you. If there is no back-up

available you will be charged a \$45 no-show fee. If this occurs more than three times in one quarter, your co-op membership will be terminated and your child removed from the program.

You must notify your classroom teacher and the parent rep at least 24 hours in advance if you intend to switch your shift with another parent.

You must fulfill your monthly classroom work commitment within the space of each month. You cannot double up on shifts one month in order to avoid working shifts the next month unless another parent agrees to switch with you.

If your child misses a session, you must still fulfill your classroom work commitment.

If your child is sick, you must still fulfill your classroom work commitment.

Classroom work training will take place during your co-op orientation, and during your 5.5-hour classroom shift. This is direct training of parents by the teacher. Training will involve classroom procedures, how to do a range of classroom tasks, how to maintain the classroom environment, how to utilize appropriate physical interactions with children, how to talk to children, how to approach and play with children, how to utilize gross motor equipment, etc. Parents will also receive specific classroom activity assignments and training in those activity assignments (i.e., how to supervise a fine-motor activity).

Parents must **attend two classroom** events:

- 1) One-on-one Parent Conferences with the classroom teacher.
- 2) Focus on the Classroom Parent Meetings, held one evening each month, with the purpose of serving as a community forum on the children's activities in the classroom. One or more family members may attend these meetings.

Parent Committees

Parents must serve on **at least one** co-op committee:

Each site fills committee positions based on openings. Committee members work with teachers, parent reps, and Board Members, and are managed by parent reps. Parent reps are also expected to serve either on a committee, or on the Board. Note: Hours are estimated for year-round duties.

Co-op Maintenance Committee (at least one member per site)

Works with teacher, Board Maintenance Committee and Board Events Committee.

Is charged with keeping our school clean, safe, and in good condition for our children. These projects involve:

- Incidental painting, sanding, electrical work, gardening, sewing, or other activities needed to maintain the school (approx. 1-2 hours per month on school site).
- Assisting with setup and cleanup of all-site events and your site's events, (either set-up or clean-up, approx. 2 hours each event) including the Fall Carnival, the Holiday Party, the Art and Music event, and Graduation. Please see calendar for dates and locations of events and class maintenance day
- Coordinating their site's yearly maintenance day, including..
 - conducting a needs assessment with the teacher at least 2 weeks in advance and creating a list of projects for the day (approx. 1-2 hours on site),
 - creating a list of materials needed to complete projects (approx. 1 hour),
 - creating a co-op sign-up system for materials and projects (approx 30 minutes),
 - communicating with their co-op about projects to be completed (approx 3 hours, over 2 weeks),

- working with fundraising committee to arrange lunch for workers on day of (approx. 1 hour)
- managing and overseeing projects on day of (approx. 8 hours on-site, including clean-up)

Families who have bought out of their Maintenance Day obligations cannot serve on the Maintenance Committee. ~52 hrs/year

Co-op Fundraising Committee (at least one member per site)

Works with parent rep, teacher, Board Fundraising Committee. Computer access preferred. Helps execute all fundraising activities for the school, including:

- Maintaining fundraising database (online, can be done from home; 10 hours of work ahead of annual mailing in December),
- Assisting with silent auction at Art and Music event (approx. 20 hours of work ahead of event, set-up, run, and wrap-up event, post-auction analysis in January and February),
- Assisting with annual mailing (approx. 10 hours of printing, stuffing envelopes, organizing by address, in Fremont in November),
- Seeking donors from community to sponsor on-site and board events (approx. 10 hours of work ahead of each event, see calendar for dates),
- Organizing pledge drives, bake sale, and/or special projects to be developed by the co-op and board, as needed. ~50 hrs/year

Co-op Special Events Committee (at least one member per site) ~50 hrs/year

Works with parent rep, teacher, Board Events Committee and Board Fundraising Committee.

- Plan and coordinate refreshments, decorations, entertainment, publicity, staffing etc. for their site's non-fundraising site-based events, including class picnics, field trips, back to school night. For all committee members: approx. 4 hours prep, on-site for duration of event, 1 hour wrap)
- Create or delegate creation of marketing materials for site-based events (approx. 5 hours/event)
- Seek donors from community for events (approx. 5 hours/event)
- Assist with board fundraising events: Art & Music Festival, Summer Gala (Approx 4 hours per event, on-site)

Co-op Communications and Membership Committee (at least one member per site) ~50 hrs/year

Works with parent rep, teacher, Board Co-Op Committee and Board Marketing Committee. Must have computer and internet access; must have phone access. Responsibilities include:

- Provide support for co-op communications such as site-based listserves, phone trees, or other communication systems (as needed),
- By site, conduct parent survey for each member upon enrollment, administer annual survey at parent meeting, and conduct parent survey for each member upon exit (provide instructions, collect surveys, check for completeness; approx. 30 minutes for enrollment and exit survey, on-site; approx. 60 minutes for annual survey, on-site).
- Maintain co-op records in co-op binder provided for that purpose. Records to track monthly:
 - Parent phone numbers and contact info, enrollment date.
 - Parent Committee preference and placement.
 - Participation schedule preference.
 - Consent to photograph and use photographs of child.
 - No-shows to participation days.
 - No-shows to parent meetings.
 - Parent Orientation checklists.
- Update all-site member database monthly (approx 1 hour/month, can be done at home)

- Work with teacher to maintain member participation records monthly (approx. 1 hr/month, can be done at home via email).
- Work with parent rep and Marketing Committee member to maintain site enrollment at full capacity by posting ads to social media sites, including Facebook, LinkedIn, Twitter, etc. (approx. 1 hour/month).

Co-op Marketing Committee (at least one member per site) ~50 hrs/year

Works with parent rep, teacher, Board Marketing Committee. Access to computer is preferred, access to a camera preferred (not a phone camera). Coordinates school publicity, including:

- Assist parent rep with school tours (approx. 1 hr/mo, on-site).
- Assist with staffing YT booth at preschool fairs (1 faire/year, approx 6 hrs, at event location).
- Attend community events and provides outreach (as needed).
- Handle (and delegate) distributing flyers and social-media promotion for site-based events for 1 month ahead of event (1-2 fundraising events/year, 2-3 community events/year; social media can be done at home, distributing flyers will be done in community).
- Work with other sites on distributing flyers and social-media promotion for Board events for 1-2 months ahead of event (2 events/year; social media can be done at home, distributing flyers will be done in community, see calendar for event dates).
- Assist with video production on-site, as needed. (approx. 1 shoot/year, on-site, 4 hours).
- Photograph site-based events or finds a photographer to do site-based events (approx. 3/year, on-site, see calendar for event dates).

Parent Representatives

Your co-op elects a parent representative every September. This parent works with the teacher, Program Director, and the Board of Directors to ensure the smooth running of each site's co-op. He/She is not required to work classroom hours but instead. The parent rep is the "face" of the site's co-op and works with the teacher and the Program Director to handle all member concerns about classroom, co-op, and organization. The parent rep is also responsible for managing his/her site's committee members. The parent rep must also serve as a member of a parent committee or the Board of Directors. If you are interested in becoming your site's parent rep, let your teacher know before the September Focus Meeting.

Parent Representative Job Description

Co-Op Member Onboarding

- Assist teacher with calls to new program referrals to answer initial questions and schedule a classroom observation.
- Co-op orientation for new members.

Co-Op Focus Meetings

- Meet with teacher to plan meeting one week ahead.
- Hand out and receive Crows and Concerns sheets one week ahead.
- Remind and follow-up with members about monthly donations.
- Schedule meetings, send meeting reminders, post meeting announcements.
- At meeting, fill classroom participation schedule for the month.
- With help of teacher, create meeting agenda, including Crows and Concerns.
- Assist teacher with facilitating parent focus meetings (including co-op updates--updating members on new policies, board fundraisers, events, etc).

Board Representation

- Be present at every Board meeting.
- Bring info, decisions, and ideas to co-op meetings.
- Bring concerns, ideas, and needs of co-op to Board meetings.

Managing Site Committee Members

- Assign members to parent committees.
- Status update from each committee member 1x/month.
- Provide support for each committee member.
- Communicate with teacher, Program Director, and committee members about assigned jobs, expectations, and timelines.
- Attend parent rep meetings and trainings as needed.
- Educate parents on the value of the service.

Consequences for Missing Co-Op Duties

What happens if I miss my classroom shift assignment without finding a substitute?

If you miss your classroom assignment without finding a substitute, you will be charged a \$45 no-show fee. Additionally, you must do restitution work, which will be assigned by the parent representative. The first time you miss your classroom assignment, there will be an informal conversation between you and the classroom teacher or you and the parent rep. The second time an assignment is missed; you will receive a written warning from the parent rep or Program Director. If this occurs more than three times in one quarter, your co-op membership will be terminated and your child removed from the program.

What happens if I miss my parent conferences or parent meetings?

If you miss your parent conference, you may reschedule with your child's teacher at a mutually convenient time. Parent conferences are opportunities to talk privately with your child's teacher about your child's development, to review your child's work portfolio and the documentation of his or her activities, ideas, and accomplishments, and to ask questions and receive feedback about your child. This is also a time when you may discuss your own classroom work participation, if you choose.

If you miss your Focus on the Classroom Parent Meetings (also known as Focus Meetings), you will be required to do restitution work, which will be assigned by the classroom teacher. The first time you miss your Focus Meeting, there will be an informal conversation between you and the teacher, the second absence will include a verbal warning from the teacher or Program Director. Further absences will result in termination from program membership.

What happens if I don't fulfill my committee work commitment?

Because Yikes Tikes! relies on its members to do much of the co-op administrative and fundraising work, if you do not fulfill on your committee work requirements, your co-op and the organization as a whole will be compromised. Work closely with your parent rep for support on your committee work requirements. If you cannot fulfill a job that has been assigned to you, you must notify your parent rep and work on finding a substitute. You will be required to do restitution work, determined by your co-op, and will be subject to the same consequences as missing other co-op commitments.

Each family is required to work at least 50 hours per year on committees. Families with two children enrolled are required to work at least 100 hours per year (this may be on different committees). At certain times in the year there may be more work required, other times there may be less. If you are asked to do work by your teacher or parent rep and cannot or will not work, you will be fined \$200 by the co-op at the end of the quarter (Q1 is January 1-March 31, Q2 is April 1-June 30, Q3 is July 1-September 30, Q4 is October 1-December 31). If you are not asked to work, you will not be fined. Sometimes families choose Committees and then find that due to scheduling they cannot fulfill on their commitment. For this reason, families have a once-a-year option to switch committees without incurring a fine. Also, you may switch Committees during the September enrollment period (Aug 15-Sept 10).

Site Co-Op Work

At times, your site's co-op may be asked to do additional work for site specific activities, such as a dinner fundraiser, an open-house event, or your site's Maintenance Day. Your parent rep (or teacher) will ask you to participate or contribute in some way. We ask that each family support co-op activities as much as possible, however you may choose to "buy out" of your site's Maintenance Day for a cost of \$250. If someone from your family cannot or does not participate in your site's Maintenance Day, you will be fined \$250 by your co-op.

Absences

Because our staffing needs remain constant throughout the year, we cannot offer work hour reductions or continued guarantee of space without shift fulfillment for absence due to illness, maternity leave, vacation, or travel. During these absences, participation hours can be traded with another parent. Restitution hours must take place within 30 days of the absence to avoid initiating consequences. There is no banking of participation hours allowed. However, parents may work out arrangements with other parents to trade hours before or after absences. If you have made a "swap" with another family, please indicate this in on the work calendar and alert your classroom teacher so that the administrative staff knows that you have made arrangements in your absence for your shift time to be covered.

Teacher Absence Procedures

During planned or longer-term teacher absence of more than a day or two, the teacher will arrange for a substitute to replace her/him.). However, as the co-operators of Yikes Tikes, co-op members should be prepared to take over the teacher role during shorter and unplanned absences. A minimum of two adult classroom workers should always be present, and employing a CSLOT paraprofessional should be the last resort in these short-term absence situations. During a short-notice teacher absence, if two classroom workers cannot be identified by 7 pm the night before an absence or by 8:30 am the day of an absence when the teacher knows only that morning that s/he must miss class, then class will be cancelled.

Timeliness

Because parents make up more than 25% of our staffing in each classroom, the programs are dependent upon reliable, on-time participation throughout the year. Each parent worker is an important member of our teaching team. Regular participation is required to maintain the consistency in the classroom and the continuity of care for the children. You are expected to be in your classroom at 8:15 on the day of your shift, unless otherwise advised by the classroom teacher. If you are running late, please call the front desk and/or the teacher. Any lateness greater than 10 minutes will be counted as a late arrival. If parents have more than three late arrivals the Program Director will schedule a meeting to re-evaluate the parent commitment to the co-op. After this meeting, any additional documented late arrival will result in the automatic termination of your program membership. Where a compelling reason exists, the Program Director may impose alternative consequences deemed necessary and proper by the Executive Board.

Pick up and Drop off

Please make every effort to bring your child on time for class. We start promptly at 8:30 every day. On-time attendance is important and late entrances are disruptive.

If you are running late, please text the teacher and/or call the front desk. If you arrive once circle time or other structured activities have started, you will be asked to wait in the lobby with your child until the teacher can come get you during the next classroom transition.

Equally important to on-time arrival is on-time pickup. Many Yikes Tikes! teachers have meetings or other commitments that immediately follow class, or simply need the time to prepare for the following day's class. We will allow each family 30 minutes of cumulative "grace time" for lateness each year, but after that is used up, **families will be fined \$1 per minute for late pickups**. This grace period restarts at

the beginning of September every year. You will be invoiced on the first of each month for your late pickup fines. Failure to pay fines within two weeks will result in your child being suspended from the program and your spot being given to a waitlisted family.

Exiting the Program

Please provide 2 weeks' notice before withdrawing your membership and enrollment from the program. Failure to provide adequate notice when exiting puts our classroom coverage in jeopardy and may result in forfeiture of your enrollment deposit. We ask that you fill out an exit survey before leaving. The Communications and Membership Committee will supply the survey and receive completed surveys.

Parent Concerns

Yikes Tikes! is dedicated to developing and maintaining high levels of member service. We want to hear from you if we have not accomplished this goal. The preschool teacher is available to assist you with your concerns or questions and will work with you to find a resolution. In the event that a concern is not resolved to your satisfaction you may contact the parent representative or the Program Director. If you have a concern related to the functioning of the co-op, please contact the parent rep or the Program Director.

Yikes Tikes! Board of Directors

Yikes Tikes! is governed by a Board of Directors, made up of volunteers from the community. The Board meets once a month at rotating locations around the Bay Area. Parent members may also sit on the Board. Currently there are positions available for parent representatives and board members. If you are interested in becoming a parent representative or Board member, please contact the Board President, Brendan O'Connor Webster at boconnorw@cslot.com.

The Yikes Tikes! Board of Directors sends out its meeting agenda to Board members and parent reps one week prior to meetings. If you would like to add an item to the agenda, please contact the Board Secretary or the Program Director.

Financial Support for Yikes Tikes!

Yikes Tikes! budget is supported by corporate and individual donors, as well as grants and other funding. Its primary donor is currently the Center for Speech, Language, Occupational, and Behavior Therapy. As a condition of this support, Yikes Tikes! provides CSLOT with a natural environment for its Infant Development Programs. Yikes Tikes! is a non-profit 501c (3) corporation, which means that it can be in receipt of donations and grant and foundation monies. We rely on our parents and families to build our fundraising base by reaching out to their friends and networks.

Donations

Families are strongly encouraged to contribute monthly donations at the suggested rate of \$60 per child.

Parent Fundraising Guidelines

Parent fundraising is a great way to support our classrooms. When considering a fundraiser, parents should make sure...

- The purposes for which funds are collected should be consistent with the school's mission and values.
- Activities should support student achievement and not detract from the learning environment.
- All students and staff are welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the local school community and Board of Directors.
- Participation in fundraising activities is strictly voluntary for staff and students.

- Privacy should be respected. The personal information of staff, students or other individuals should not be shared for the purposes of fundraising without prior consent.
- The safety of students must be a primary consideration in all fundraising activities.
- In addition to parental consent, student fundraising activities require supervision and should be age-appropriate.
- Fundraising activities should be developed and organized with advice and assistance from the school community, including students, staff, parents, parent committees, Board committees and community organizations.
- Proceeds from parent fundraisers will go directly to classroom support, such as purchasing items for the classroom, providing for field trips, improving the classroom environment, celebrating student milestones, etc. They may also be used to contribute to the Yikes Tikes! Open Door Scholarship Fund, but they may not be used for operations or endowment budgets.
- A fundraising activity must not result in any staff or volunteer benefiting materially or financially from the activity.
- Fundraising should have a designated purpose and the proceeds should be for that purpose, as intended. Transparent financial reporting practices to the school community should be in place.

Yikes Tikes! Operational Policies

Signing Your Child In and Out

- It is a requirement to sign your child in at drop off and out at pickup daily.
- Drop-off and pick-up persons will need to legibly sign their full name and note the exact time on the sign in and out sheets. Failure to do so can result in your child's termination from the program.
- Please keep authorized or unauthorized pick-up persons current with the teacher and Program Director. All authorized pick up persons must be at least 16 years old.
- Pick-up and drop-off persons are required to escort their child(ren) to and from the Yikes Tikes! classroom.
- Once you have signed out your child, you are responsible for your child's supervision.

Authorized Persons for Pickup

For your child's protection, only authorized persons may pick up your child. To add persons to your child's authorized pick up list, please submit the following information to the teacher: the person's full legal name, phone number and relationship to the child. All staff members are required to ask for photo identification of all persons picking up your child whom they do not recognize. Always be prepared to show your picture identification when picking up your child from our program and alert any persons authorized to pick up your child of our policy.

Supplementary Services

Yikes Tikes! enjoys the benefits of interacting on site with licensed Speech and Language Therapists and Occupational Therapists. These professionals are trained to observe and assess children who may be at risk for developmental disabilities. If you have concerns about your child's development, these clinicians will work with your Yikes Tikes! teacher to determine whether your child needs a formal speech and language or occupational therapy evaluation.

Emergency Policy and Procedures

In the event of a major emergency, such as fire, earthquake, or other natural disaster, Yikes Tikes! will follow CSLOT's evacuation and sheltering procedures.

Fire: In case of fire, the office manager will ask clients in the lobby to proceed to the designated safety zone away from the building, and then assist Yikes Tikes! with evacuation. Yikes Tikes! Teacher and

parent volunteers will place each child's emergency necklace over his/her head and lead them outside to the designated safety zone. Each child should be holding an adult's hand.

Earthquake or Natural Disaster: In case of an earthquake or natural disaster, children will be instructed to "duck, cover, and hold." Yikes Tikes! personnel will keep children away from the windows, in the center of the room, under a table if possible. Once the trembling has stopped and it is safe to move around, the office staff will gather emergency supplies, check all groups for any injuries, and then instruct Yikes Tikes! personnel to follow the emergency necklace procedure above. When it is safe to do so, all persons will proceed to the nearest safe exit, and go to the designated safety zone. All personnel and children will meet and stay until all persons are accounted for.

In case of a severe disaster, Yikes Tikes! will care for children overnight and for several days, if needed. For this reason, families are required to provide Emergency Supply Kits for their children. These kits should include:

- 1 - 2400 Calorie Food Bar
- 6 - Water bottles (4.2 oz)
- 1 - Emergency Thermal Blanket
- 1 - 12 Hour Light Stick
- 1 - Tissue Pack (10 tissues)
- 3 - Moist Towelettes
- 3 - Plastic Bandages
- 2 - Antiseptic Wipes
- 1 - Emergency Contact Info Card
- 1 - Sturdy Plastic Case with Carrying Handle

You may supply your child's kit, or for a fee of \$20, Yikes Tikes! will provide one. Please talk to your parent representative if you have questions about the Emergency Supply Kits.

CPR and First Aid

Our staff and CSLOT staff are certified in CPR and trained in first aid procedures. In the unlikely event of an emergency, Yikes Tikes! and CSLOT staff can attend to any issues and are responsible for completing an incident report following the emergency.

Yikes Tikes! Outings

Yikes Tikes! goes on two types of outings: 1) exploring the immediate neighborhood, and 2) field experiences at various local cultural sites, such as a nearby farm, a park, the library, or a store. Exploring the immediate neighborhood is most common and does not require additional parent attendance; our 6:1 ratio is maintained at all times and we stay within two blocks of the building. The field trip permission slip in the Yikes Tikes! welcome packet covers this type of outing. Outings that take place further afield are planned well in advance and require parent attendance.

Food Service

A child's relationship with food and nutrition is developed and based on their early experiences. At Yikes Tikes! we take the opportunity to help children create positive attitudes towards healthful eating habits by providing a variety of meals and snacks that are nutritious and wholesome. Parents are responsible for bringing a snack and a lunch for their child daily. Our part-day program occasionally provides snack, served to meet each child's nutritional needs. Parents are also encouraged to bring snacks for their child to share (please check with your teacher for allergens).

Medication Policy

Medications will be administered only when the required Permission to Administer Medications form has been filled out and signed, including when the last dosage was given. Medications cannot be administered without the correct information and a signed form. If you wish us to administer medication to your child during the school day, please request a permission form. A new form is required for each medication.

The medication must be handed to the teacher who will place it in the medication box kept high up on a shelf. Do not place any medication in the child's backpack.

Cold medications and antibiotics will not be administered at Yikes Tikes!. Please give these to your child before or after school.

Medications for allergic reactions can be kept at Yikes Tikes!. These medications require a separate permission form to be kept with the medication.

Sickness Policy

If your child shows **any** of these signs, **PLEASE** do not bring him/her to Yikes Tikes!. Parents of sick children **will** be contacted and asked to take them home. This prevents the teachers, therapists, and the other children in the building from becoming sick. Doctors are now recommending 48-72 hours at home for some conditions, such as streptococcus. Please follow your doctor's recommendations if antibiotics are prescribed before returning to the classroom.

Your child should stay at home if he/she shows any of the following symptoms:

1. Temperature of 99.0 degrees or higher.
2. Vomiting, nausea, or dizziness.
3. Milky white, yellow, or green nasal discharge.
4. Non-allergy related sore throat and/or persistent cough.
5. Diarrhea two or more times in one hour, regardless of amount.
6. Illness in the past 24 hours.
7. Non-allergy related rashes of unknown cause.
8. Untreated pink eye, or persistent blood-shot, itchy eyes.

Should your child show any of these symptoms, please call the front office staff to excuse him/her from the session that day. Thank you for your cooperation in making Yikes Tikes! a safe and healthy environment for all!

Furniture and Equipment

Our goal at Yikes Tikes! is to have a welcoming classroom environment for both children and adults. Our child-sized tables and chairs are sturdy and stable, and we try to provide comfortable seating for parents as well. We avoid furniture that has sharp corners. Toys and learning areas are carefully arranged and sanitized on a regular basis. Equipment is monitored on an on-going basis to ensure it is in good working order.

Hand Washing

Hand washing is the most effective practice in preventing the spread of germs. Teachers are required to wash or sanitize their own hands, as well as the hands of a child using described procedures, before and/or after engaging in a variety of activities and when entering the school.

Cleaning and Disinfecting

Yikes Tikes! and CSLOT make it a priority to thoroughly clean surfaces that children come in close contact with, using soap, water and bleach. Water play tables are disinfected before being filled with water and carefully supervised when in use.

Yikes Tikes! Approach to Discipline

Preschool is an important time for children to learn appropriate behavior in a social or group setting. Basic principles such as sharing, personal space, following directions, and respect for others are gained in these formative years. We also believe in helping young students connect the choices they make with natural consequences. These methods prepare students to enter elementary school and to interact with their peers.

Supportive Social Learning

The theory and practice of Supportive Social Learning (SSL) developed in response to a common classroom dilemma. How can the inevitable challenges that arise when people come together in groups serve as an opportunity for learning, rather than a source of conflict? How do we resolve interpersonal difficulties without resorting to punitive practices that disrupt relationships? Can we ground lessons in getting along in a desire to create compassionate communities rather than compliant individuals?

Defining Features of SSL

SSL developed as an alternative approach to discipline but is not primarily about discipline at all; it reflects a general orientation to the classroom. Four components define SSL: 1) The teacher appreciates all perspectives in the classroom and includes everyone in creating a sense of community; 2) Relationships-in-community take precedence over other agendas; 3) The teacher sees the children as capable of overcoming problems and being socially successful, individually and as a group; and 4) The teacher enters interactions with a questioning posture and commitment to conversation.

SSL requires empathy and perspective taking. Teachers ask themselves, “How would I want to be treated if I were that person?” and consider the viewpoints of all the children. When one child acts out against another, it can be tempting to assign blame and interact with the children not as unique individuals but in their roles as “victims” or “perpetrators.” This often entails a focus on the feelings of the “victim.” The feelings of the “perpetrator” may not be similarly honored. In SSL, teachers recognize that the child who acts out is hurting as well.

An unwillingness to condemn children does not mean that all behaviors are viewed as acceptable. A child who acts against another is held responsible for righting the wrong, but this is done in a way that brings the children together. In a situation where one child pushes another, for example, the teacher might say to the aggressor, “When you knocked this child down he hurt his knee and that made him cry. Would you like to help get some ice for that sore knee?”

Meeting with Parents

In the event that a child’s behavior is indicative of a need for educational services (for instance, if there are safety concerns), a meeting will be called for teachers, therapists, parents, and the Program Director. This will be an opportunity to discuss any needs the child might have for a more structured environment or for a 1-on-1 support, and the steps to be taken to get that support for the child.

Smoking Policy

Yikes Tikes! is a strictly no-smoking zone. Yikes Tikes! maintains a smoke- and tobacco-free classroom. No smoking or other use of tobacco products (including, but not limited to, cigarettes, pipes, cigars, snuff, or chewing tobacco) is permitted in any part of the building. Employees and parents may smoke outside in designated areas (the parking lot, at least 100 feet from building entrances) during breaks. Smoking or use of tobacco products is not permitted at any time when working directly with children, even when outside. When smoking or otherwise using tobacco or similar products outside, do not leave cigarette butts or other traces of litter or tobacco use on the ground or anywhere else. Dispose of any litter properly in the receptacles provided for that purpose.

Announcement Boards

Please watch your classroom's bulletin board for important updates on co-op business, meetings, classroom needs, and the participation schedule.

Newsletter

Yikes Tikes! issues a quarterly newsletter, called *Tikes Talk*. This newsletter contains classroom and program reports, messages from the Board President, and notifications of upcoming and past events. Look for a copy in your child's cubby in September, December, March, and June. If you'd like to contribute to *Tikes Talk*, please contact the Program Director.

Birthdays

Yikes Tikes! joyfully celebrates birthdays! If you would like to have a classroom celebration for your child, please talk to your child's teacher a week in advance to plan any special snack or treat. The teacher will advise you of any allergies. Please DO NOT provide soda or juice. You may also want to consider non-food treats, such as party favors, a gift for the classroom, or a special song or dance to do for your birthday boy or girl. Check with your child's teacher to arrange any of these. Please, no balloons.

Clothes and Belongings

Your child should have an extra change of clothes at school at all times, which live in his or her cubby. Please label your child's clothing with his or her first and last name. Your child may wish to bring other belongings from home. Please make sure to label everything that you'd like to see come back home.

Child Evaluations

Yikes Tikes! conducts full and partial developmental evaluations of each child, twice a year, using the Desired Results Developmental Profile (DRDP). Your child's teacher will share the results of these evaluations in your parent conference. Children in Yikes Tikes, Too! will receive therapeutic evaluations in addition to DRDP's, on the schedule required by their insurance companies or by CSLOT's private pay policies. See your child's therapists with questions about evaluations.

Visitors Policy

Yikes Tikes! welcomes visitors, but anyone who will be working a parent classroom shift for more than one day must have TB and Megan's Law clearances. All visitors must check in with the front office. If you would like to bring a visitor to your child's class, please check with the teacher ahead of time.

Contacts

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Yikes Tikes! & Yikes Tikes, Too! Co-Op Orientation Checklist

Client's Name: _____ DOB: _____

Orientation Date: _____ Start Date: _____

Site: _____

Yikes Tikes!

Yikes Tikes, Too!

- Confirm family's contact info: email, phone number, etc.
- Review concept and purpose of co-op
- Review Enrollment Agreement
 - Classroom participation responsibility
 - Sub policy
 - Fee for absences
 - Committee participation
 - Committee preference: 1. _____ 2. _____ 3. _____
 - Board participation
 - Focus parent meetings
 - One-on-one parent meetings
- How to sign up for classroom shifts
- Clinical aide training required for YT2 parents (optional for others): give info
- Explain Reggio Emilia and how it affects our interactions with the kids
- How Parent should play with the kids
 - Have kids put away toys, just assist if needed
 - Have kids take the lead in play and art, assist only if needed
 - Read books, play pretend
- No cell-phone policy
- Notify teacher if you are the On Duty Parent and need to step away to go to the bathroom or use your phone
- Wash hands frequently- when entering school, before meal times, before leaving school
- Bring an extra change of clothes and extra diapers/wipes/undies for their cubby
- Conflict resolution
 - Counting 1, 2, 3
 - Give the kids words for their emotions
 - Redirection
 - No yelling, spanking, Time Outs etc.
- Sickness policy for kids
- Classroom maintenance responsibility
- Parent/Focus meetings
 - Why, when and where
- Board meetings
- Duties of the On-Call Parent

- School tour
 - Classroom setup, supplies and storage, offices and staff
- Suggested monthly donation
- Program Calendar on website