

# Queen Anne Cooperative Preschool

## Member Handbook

2025-2026



# Queen Anne Cooperative Preschool Member Handbook 2025-2026

## PHYSICAL ADDRESS

2011 First Avenue North  
Seattle, WA 98109

## MAILING ADDRESS

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Seattle, WA 98109

## PHONE NUMBERS & IMPORTANT INFORMATION

Classroom 206-284-8881

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## WEBSITE & SOCIAL MEDIA

[www.queenannecoop.org](http://www.queenannecoop.org)

Like us on Facebook: [Queen Anne Cooperative Preschool \(QACP\)](#)

[hello@queenannecoop.org](mailto:hello@queenannecoop.org)

### *Nondiscrimination Statement*

*Queen Anne Cooperative Preschool will not discriminate on the basis of education, race, religion, sex, national origin or handicapping conditions. This policy includes, but is not limited to racially, religiously or sexually non-discriminatory administration by the school admissions, scholarship programs, and extra-curricular activities that are a part of the school's regular program and similar activities.*

### *Privacy Statement*

*Information will never be sold to a third party for any reason.*

### *DISCLAIMER*

*QACP has made reasonable efforts to ensure the accuracy of the information throughout this handbook. However, QACP reserves the right to make appropriate changes, including regarding procedures, policies, calendars, and fees. When feasible, changes will be announced prior to their effective dates, but QACP assumes no responsibility for giving particular notice of any such changes. Changes may apply not only to prospective students, but also to those who are currently enrolled. Nothing contained in this handbook shall be construed to create any offer to contract or any contractual rights. Please do not hesitate to contact QACP with any questions or concerns.*

## 2025-26 Important Dates

\*dates subject to change

### Monthly Class/Parent Ed Meeting Dates and Times (mandatory)

<b>Infants</b>	Held in class	Held in class
<b>Tots</b>	TBD	7:30-9pm TBD
<b>Twos</b>	TBD	7:30-9pm TBD
<b>Threes</b>	TBD	7:30-9pm TBD
<b>PreK</b>	TBD	7:30-9pm TBD
<b>Board</b>	3rd Monday	7:30-9 pm 8/18, 9/15, 10/20, 11/17, 12/15, 1/12*, 2/9*, 3/16, 4/20, 5/18, 6/15 *held one week earlier due to school holidays.

### August

TBD                      Tots Caregiver Orientation 7 PM, QACP Classroom

### September

TBD                      Twos Caregiver Orientation 7pm, QACP Classroom  
 TBD                      3-5s Caregiver Orientation 7pm, QACP Classroom  
 TBD                      PreK Caregiver Orientation 7 PM, QACP Classroom

8                      Monday                      First day of class for 3-5s and Pre-K  
 9                      Tuesday                      First day of class for Tots 1 and Twos Class  
 11                      Thursday                      First day of class for Infants  
 12                      Friday                      First day of class for Tots 2  
 22                      **Monday**                      **All-School Meeting, 7:00PM - QACP Classroom, mandatory**

### October

10                      Friday                      SPS Teacher Professional Development Day: **NO SCHOOL**  
 25                      Saturday                      \*Fall Festival 10am-12pm

### November

11                      Tuesday                      Veterans' Day: **NO SCHOOL**  
 24-28                      Mon-Fri                      Thanksgiving Holiday: **NO SCHOOL**

### December

19                      Friday                      3-5s early dismissal  
 22- Jan 2                      Winter Break: **NO SCHOOL**

### **January 2026**

5	Monday	Classes Resume
16	Friday	Scholarship Applications Due for 2026-27 School Year
16	Friday	*Internal Registration for the 2026-2027 School Year Begins
19	Monday	Martin Luther King, Jr. Holiday: <b>NO SCHOOL</b>
23	Friday	*Internal Registration Deadline for 2026-2027 School Year

### **February**

7	Saturday	*Open House 10 AM, QACP Classroom
9	Monday	*Open Registration for 2026-2027 School Year Begins
16-20		Mid-Winter Break: <b>NO SCHOOL</b>

### **March**

7	Saturday	*Holi Celebration
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### **April**

13-17		Spring Break: <b>NO SCHOOL</b>
27	Monday	*All-School Speaker and All-School Meeting ( <i>subject to change based on speaker availability</i> )
28	Tuesday	Tots I Class Photos
30	Thursday	Infants, Twos, Pre-K Class Photos

### **May**

1	Friday	Tots II and Threes Class Photos
25	Monday	Memorial Day: <b>NO SCHOOL</b>

### **June**

13	Saturday	*All-School Clean-up, QACP Classroom 9AM - 12PM
14	Sunday	*All School End of Year Picnic 3-6pm
18	Thursday	Last Day of Classes

## CLASS SCHEDULE

Infants	TH	9:00AM - 10:20AM
Tots I	T	8:45 AM - 10:20 AM
Tots II	F	8:45 AM - 10:20 AM
Twos	T/TH	10:30 AM - 12:20 PM
Threes/Fives	M/W	9:00 AM - 12:00 PM
	F	10:30 AM - 1:30 PM
Pre-K	M/T/W/TH	12:00 PM - 3:45 PM

## QACP Fee Schedule

Class	Hours per Week	Monthly Tuition
Infants	1.33	\$95
Tots I & II	1.5	\$100
Twos	4	\$215
Threes	9	\$455
Pre-K	15	\$710

## CAREGIVER INVOLVEMENT

Caregiver involvement is paramount to the success of our school. Each family will hold either an in-class or school-wide job as well as participate in monthly parent-education meetings. Your involvement in the running of the school is an essential aspect of the cooperative experience.

We strive for 100% attendance at all parent-ed meetings while holding space for the unpredictability of our busy lives. Prioritizing consistent attendance at monthly parent ed meetings helps us build our community and ensure that we are on the same page about how to support each other as well as our children. If you are unable to attend a parent ed meeting, please reach out to the parent educator and the class secretary to get any materials that you may have missed. The parent educator will help you determine an appropriate alternative assignment such as a 1:1 meeting, book report, or other education related activity.

The schedule for both class and school-wide meetings is available at the beginning of the year. Please add the dates to your calendar and do your best to prioritize this commitment. Families that miss more than one meeting per academic year can expect the parent educator to reach out regarding our “in good care” policy. If there is something going on in your life that regularly prevents your participation, please do not hesitate to reach out to the parent educator, chair, and/or class coordinator to discuss steps forward. It is our sincere hope that all families can find a way to participate in the community to the fullest but there are times where a transition may be necessary.

We look forward to growing our preschool community together.

## CODE OF ETHICS POLICY

Our Co-op is committed to every person's right to enjoy the cooperative preschool experience safely and with dignity. Each Co-op, teaching staff, and North Seattle College (NSC) faculty member shall be treated in a respectful and civil manner to maintain an environment of collegiality and respect. Every individual shall treat those they interact with at the Co-op with honesty, courtesy, and regard for the dignity and the needs of others. Members, staff, and NSC faculty are reminded that freedom of expression comes with a responsibility to respect the rights and reputations of others and to treat all with civility. We ask that each member support this commitment.

We, at Queen Anne Cooperative Preschool, are committed to:

- Acting honestly, truthfully, and with integrity in all our transactions and dealings;
- Avoiding conflicts of interest;
- Appropriately handling actual or apparent conflicts of interest in our relationships;
- Treating every individual with dignity and respect;
- Being responsible, transparent, and accountable for all our actions; and
- Abiding by the [North Seattle College Student Code of Conduct](#)

## CONFIDENTIALITY POLICY

Sharing information about a specific family, caregiver, or child will be limited to a "Need to Know" criteria. Information should only be conveyed if doing so will a) ensure the safety and security of the program or its Members, or 2) facilitate the resolution of a specific problem. In determining whether to share information, the Co-op Member shall ask themselves, "Who, if anyone, needs to know this information I have received?". Co-op Board members will not share or promote the sharing of "gossip," hearsay, or any information that is not relevant to resolving an issue or ensuring the safety of the program.

Confidential information may only be shared with permission of the parties involved. Co-op members are expected to take all precautions necessary to safeguard personal information, including case histories, diagnoses, court orders, or financial status, and use the "Need to Know" criteria to determine who, if anyone, requires this information.

**An exception to the above policy is the reporting of Child Abuse.** Co-op Teachers and Parent Education Instructors must follow the mandated abuse reporting laws of the State of Washington, regarding the reporting of child abuse and neglect. Co-op Members are encouraged to inform the teacher or parent education instructors of their concerns or observations.

***Any member who violates the QACP Code of Ethics or Confidentiality Policy will no longer be considered in good standing with QACP.***

Signature (signed copy to remain on file at QACP): \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

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### I. WHAT THE CO-OP EXPERIENCE IS

CO-OP IS A PLACE TO LEARN, DISCOVER, GROW AND CONNECT—FOR FAMILIES AND CHILDREN.

Welcome to the cooperative preschool experience! By joining Queen Anne Cooperative Preschool (QACP), you have chosen an environment that offers tremendous value to both child and caregiver.

Our children benefit from a play-based curriculum, which builds in age-appropriate complexity. Their social, emotional, physical, and intellectual growth is nurtured in a hands-on environment with many opportunities for creativity and a wide variety of situations and materials.

Caregivers also enjoy the unique benefits of learning by doing at QACP. Assisting in the classroom, attending parent education meetings, and performing Co-op volunteer jobs are each great learning opportunities in their own ways. Through participation in the school's operation, we have direct involvement in the decisions that affect the preschool experience of our children. QACP helps Members build:

- Effective communication skills with children and their peers;
- Increased confidence in meeting children's physical, mental, social, and emotional needs;
- Perspective on child-rearing challenges shared by other caregivers in your class (and beyond);
- Job skills that transfer to the workplace; and
- The community support that comes from meeting, working with, and learning from the many families with preschool-aged children at QACP.

*Children treasure this time spent alongside caregivers, particularly as families get to know all their friends and work with their teachers. By starting a child's school journey with this intimate involvement, we are on the path to a future of advocacy for the child's education.*

## II. THE PLAY-BASED CURRICULUM

Play may sound simple, but high-quality play is a complex activity that fosters the foundational skills and complex cognitive developments that are the groundwork for the learning that takes place in primary grades and beyond. (National Association for the Education of Young Children, 2009).

Play is a preschooler's best tool for engaging with the world, developing new skills, and making discoveries. The teachers at QACP have designed an environment and curriculum with this philosophy as a guide. The materials they provide and activities they plan are child centered and age appropriate, following the guidelines of the National Association for Education of Young Children (NAEYC). At QACP, children are encouraged to construct meaning through experiences, interact with their environment, build relationships with their peers and adults, and explore their creativity.

### III. MEET OUR TEACHERS



#### **Nanci Murphy (Pre-K)**

QACP was thrilled to welcome Nanci Murphy, a Co-op alum, as a teacher in 2017. Nanci grew up in Nashville, Tennessee, and attended Tufts University in Boston, where she graduated with a degree in Child Area Studies and German. Nanci is a certified teacher in Nursery through 3rd grade. She taught kindergarten and pre-kindergarten classes in Cali, Colombia after graduating college. After moving to Seattle, Nanci taught an enrichment program for kindergartners for two years at Kimball Elementary School. She also taught kindergarten and then second grade for five years in the Seattle Public Schools District. After the birth of her first daughter, Nanci decided to stay home with her children. Her three daughters and friends have provided many teaching opportunities. She also spent numerous hours in classrooms assisting and tutoring at Coe Elementary. Nanci lives in Queen Anne with her husband, Erik, and their three daughters. The family attended QACP for nine years. When a teaching position at the co-op opened up, with her girls growing up, Nanci thought this was her opportunity to join the staff of a place that has meant so much to her and her family. She feels honored to be entrusted with the care of these children. It is her joy to watch their wonder and pride as they learn and create. She thinks singing silly songs and dancing every day is awesome too.



#### **Kristine Gilmore (Tots/Twos)**

Kris began teaching in California in 1999, as an elementary school teacher. Through her career she taught most of the grade levels 1-5, a few combo classes, served as a resource specialist, and even taught at a private school in a one-room schoolhouse! In 2010 Kris moved from California to Seattle with her husband, and after her daughter, Harper, was born in 2011, spent a few years at home. In looking at different preschool options for Harper, Kris became interested in Montessori schools and began to work as a preschool assistant at Woodinville Montessori. After a few years as a preschool assistant Kris became certified in infant and toddler education. From there she became the co-lead teacher in a toddler classroom and loved every minute.

Once Harper turned 5 and was ready to start Kindergarten, Kris chose to stay home with her for a few years. She has been keeping busy though, volunteering at Harper's school, leading her daisy scout troop, and subbing on occasion in her old toddler classroom. Kris joined QACP in 2018 and is beloved by children and caregivers alike!



### **Tamara Convertino (Infants & Threes)**

Tamara grew up on the central coast of California where she spent lots of time outdoors collecting acorns, making forts under coyote brush and playing pretend while climbing trees.

Tamara's background is in Biology and Ecology. She has worked as a Restoration Ecologist, a Park Ranger and a researcher in a Genetics laboratory. However, her love of the natural sciences and children, led her to teach at several outdoor schools and finally to graduate school to get her teaching credential and Masters in Education. She taught middle school Life Science until she became a mother.

With her daughter, Tamara was involved in two Seattle area co-op preschools where she fell in love with the co-op model of community and education, as well as early childhood development and play. She has spent the last 6 years, working in her daughter's classes, coaching, volunteering, substitute teaching and as the owner/head teacher at Wild Child Seattle, an outdoor education program. Her favorite things about teaching preschool are dance parties, tea and story time, being outside and playing!

When she is not playing at preschool, she is a hiker, a trail runner, a family biker, a bird watcher and an ultimate frisbee player.



### **Hina Shaikh (Multi-Age Classroom)**

Hina has been a part of the Seattle community for the past 10 years. She is a dedicated MAC teacher, and started working at QACP in 2023, where she enjoys working with young children in a nurturing and engaging environment. Hina has a Bachelor's degree in Homeopathy and previously worked as an assistant obstetrician in India, which gave her extensive hands-on experience caring for babies and supporting families. As a parent of two children who has been part of the QACP community, she brings both professional and personal experience to her teaching. She is passionate about music, dance, adventure, and creating joyful learning experiences. Outside of the classroom, Hina enjoys spending time with friends and family and cheering on her kids at their baseball games. She is excited for the year ahead and looks forward to supporting each child's growth and development.



### **Sujitha Rajaram (Multi-Age Classroom)**

Sujitha was born and raised in India where she graduated with a degree in Computer Science. She worked in a preschool in India for 2 years and moved to Seattle in 2017. Previously, Sujitha has volunteered at the Pacific Science Center and worked at Bright Horizons.

Sujitha has been a part of QACP as a parent from 2022-2024 and a MAC teacher since 2024. She believes it is very important that each and every child feels welcomed, comfortable and included in our classrooms and implementing that in our MAC room has been fulfilling.

Sujitha's daughter previously attended QACP and graduated in 2024. In her spare time, she enjoys reading, singing, playing with her daughter, and spending time with her family.

## **IV. OUR AFFILIATION WITH NORTH SEATTLE COLLEGE**

QACP is one of sixteen North Seattle College (NSC) Cooperative Preschools. All affiliated schools are member-run preschools that are staffed by caregivers, who act as assistant teachers, and teachers who have been hired by the Co-op Board. Members who are on the Co-op Board are responsible for all aspects of running the school, including fundraising and hiring teachers, if necessary. In addition to working in the classroom each week, members are required to have another job in the Co-op.

Each school has a monthly class meeting which members are required to attend. During the class meeting, time is set aside to discuss classroom issues and there is a special discussion led by the school's Parent Educators on topics that are relevant and helpful to families. In addition, Parent Educators attend each preschool class for a number of hours during the month in order to observe classroom operation and to offer resources to teachers and caregivers.

A Board representative from each class participates in the Parent Advisory Council (PAC), acting as a liaison between NSC and the individual school. For a detailed description of PAC, see Appendix E.

The Parent Education Department at NSC has an affiliation with the Organization of Parent Education Programs (OPEP), which sets Parent Education and Risk Management guidelines for Technical and Community Colleges at a state level.

QACP's Parent Education is funded in part by our affiliation with NSC. Accordingly, our members (and alternate caregivers) must abide by the North Seattle College [Student Code of Conduct](#).

## V. MEMBERSHIP: OUR RESPONSIBILITIES

AS QACP MEMBERS, WE MAKE A DIRECT IMPACT ON OUR ORGANIZATION. WHEN EACH OF US COMMITS TO BEING RESPONSIBLE STEWARDS OF OUR COMMUNITY, WE ARE ALL REWARDED WITH A FULFILLING EXPERIENCE.

The following list outlines the requirements and responsibilities each member is asked to fulfill as a part of QACP:

- A. Complete the required forms upon enrollment. A complete list of required forms will be included in a letter from the appropriate Class Coordinator. **Children may not attend classes until all required forms have been turned in to the Class Coordinator.**
- B. Pay tuition and fees in accordance with the Fees and Finances (Section VI).
- C. Attend orientation and monthly class meetings as outlined in Section VII (below). If an alternate caregiver (nanny, grandparent, etc.) is to work in the classroom on a regular basis, it is strongly encouraged that they attend orientation with the member. It is the responsibility of the member to communicate with any alternate caregiver sent to the classroom the procedures and policies distributed in this handbook, at orientation, and at class meetings.
- D. Work one day a week in the classroom (or as scheduled), in accordance with the QACP philosophy. See Section VIII for guidelines on members' role as a classroom assistant. Additionally, QACP members are expected to:
  1. Provide snack for the class on a rotating basis. See snack guidelines in Section VIII(C).
  2. Arrange for a substitute (another member, spouse, nanny, grandparent, etc.) to work if you cannot work on your scheduled day, and note the change on the schedule posted in the classroom. If a member cannot find a substitute, she/he must inform the Class Coordinator. If caregivers other than parents/guardians work in the classroom on a regular or rotating basis, specific guidelines apply (see Section VIII (A)).
- E. Be punctual. Members are required to be on time on their workday and at the end of each class day to pick up their child. An exception to this policy applies to the Infants/Tots class, as children enrolled in this class are not dropped off at school (though punctuality is still recommended).
- F. Hold a Board, All-School, or committee member/class job, and execute all related tasks and duties as outlined in Section IX. For requirements of multiple student families, see Section XI(B). No individual will be permitted to concurrently hold more than one Board or All-School job in any given year (except for in an Interim or Substitute capacity—see Section IX. A).
- G. Participate in All-School fundraising projects as organized by the fundraising committee, as applicable. Please make a note of the date(s) from the All-School Calendar (available on the QACP website).
- H. Adhere to the health and safety guidelines detailed in Section X and the Risk Management Manual provided by NSC. A copy of the Risk Management Manual is available in the classroom, on the QACP website, and from the Health and Safety Coordinator.
- I. Participate in preschool cleaning efforts, including:

1. **Daily Class Time Cleanup.** All working caregivers are expected to help keep the classroom clean and maintained during their time in the classroom.
2. **Annual Deep Clean.** At the end of the year, the Co-op organizes one mandatory cleaning day. Each family will either be assigned cleaning or childcare for the day. Please make a note of the date from the All-School Calendar.

## VI. FEES AND FINANCES

### TUITION IS DUE THE 1ST OF THE MONTH.

- A. Tuition is due the 1st of the month. A late fee of \$25 will be assessed if tuition is not paid by the 15th of the month. If payment is not made or special arrangements are not arranged with the Treasurer by the next Board meeting, the Board will review the situation and may vote on the dismissal of the member. Tuition can be paid by mailing a check to the school's P.O. Box, or paying electronically via Jovial (fees apply). We encourage members paying via credit card to donate the processing fee. A returned check fee of \$25 will be assessed for returned checks. Questions regarding tuition should be directed to the Treasurer.
  1. Tuition Deadline Exception: In the month registration for the upcoming school year is due, a grace period will be given for payment of the following month's tuition. Tuition will be considered late if not paid by the last day of the month following Internal Registration.
  2. Scholarships: QACP strives to include a financial aid fund in its annual budget. Financial aid may be requested at any time during the year. For the financial aid application form, and a full description of aid levels available, see Appendix B. Applications can be submitted to the Treasurer by email at any time. The Treasurer will redact identifying information and present the request to the Executive Committee (Chair, Vice Chair, Secretary and Treasurer) for consideration.
- B. A registration fee and full payment of outstanding balances is required to secure a place for each child enrolled in QACP. See Appendix A, Section XII for details.
- C. To register for the upcoming school year, members must pay last month's tuition for that year within two weeks following the start of Early Registration (see Appendix A, Section XII (2b)). Members who enroll after the Early Registration period (during Open Enrollment) will be enrolled in order of application and payment received. A payment plan for these fees is an option that may be discussed with the Treasurer, well in advance of the Open Enrollment deadline. If payment is not received or a payment plan is not scheduled, the child(ren) will be dropped from the enrollment.
- D. Members who join in the summer before the new school year begins must pay the non-refundable registration fee and last month's tuition within five days of submitting the registration form. Any exceptions must be arranged with the Treasurer and appropriate Admissions Chairperson(s).
- E. Members joining after the school year begins must pay the non-refundable registration fee (prorated by half if joining mid-year after December 31st), the current month's (prorated by start date) and the last month's tuition upon entrance. Any exceptions must be arranged with the Treasurer and appropriate Admissions Chairperson(s).

- F. All registration fees and last month's tuition deposits are non-refundable. A member must provide written notice to the Class Coordinator at least thirty days prior to his/her withdrawal to apply their last month's tuition deposit to their final month of attendance. No refunds will be given for unused portions of a calendar month (please see Appendix A, Registration, Withdrawals for more information).
- G. Members are entitled to review the budget and income statements for QACP. Additional information on Co-op finances may be found in the Treasurer's job description, under Member Responsibilities (Section IX (BP3)).
- H. The reimbursement form for QACP expenses incurred by Co-op members is available on the QACP website. You must work with your Class Coordinator, Treasurer, or Vice Chair regarding budget and allowable expenses prior to requesting reimbursement. Receipts or contracts must accompany all reimbursement requests. There is no guarantee of reimbursement, except for those expenditures that have been pre-approved by the QACP Board.
- I. In-kind donations require submission of the in-kind donation form or annual fundraising event procurement document, as applicable (both are available from the Treasurer)
- J. Enhancements activities in excess of \$600 per activity require i) a written contract, ii) prior approval of the Board, iii) a W9 from the provider, and iv) prior reporting to the Treasurer.
- K. When individuals receive cash on behalf of the Co-op, receipts are required (see form located at the end of this Handbook) All cash receipts must be reviewed by the Treasurer, endorsed, and deposited by the Assistant Treasurer in a timely manner.

## VII. MEETINGS

CLASS MEETINGS ARE HELD ONCE A MONTH IN THE EVENING (with the exception of the Infant and Tots classes, which have no or fewer meetings, respectively). THE MEETINGS ARE DIVIDED INTO TWO PARTS: PARENT EDUCATION & BUSINESS. YOU WILL RECEIVE HELPFUL CHILD-REARING SUGGESTIONS AND DISCUSS CLASS OPERATIONS WITH YOUR CLASSMATES.

- A. Class meetings are the primary communication mechanism of QACP and include a parent education portion and a business portion. Members are required to attend a total of eight meetings in the school year (including your class orientation, two All-School meetings and monthly class meetings).
  - 1. Class meetings are typically held once a month, except for December, and June. Please refer to the Important Dates Calendar for the dates that apply to each individual class. To reduce travel time and expense for the teacher(s) and parent educator, some meetings may be combined with other classes or held virtually.
  - 2. Each preschool class will be governed, in those matters solely affecting the class, by members of the class. Any governing issues usually are discussed and voted on, if necessary, in the business portion of the monthly meeting.
- B. A member must notify their Class Coordinator in advance of the meeting if they will be unable to attend. One absence is allowed. Members who have missed a class meeting are responsible for obtaining all pertinent information from the Class Secretary if minutes are not distributed.

- C. Members who have missed more than one meeting may attend the parent education portion of another meeting. If this cannot be arranged, the member must contact their Class Coordinator for an alternate make-up arrangement (e.g. a classroom maintenance job, written report on a parenting book, or a reflections report from an external parenting class). If a member has more than two unexcused absences, the Board will appoint a liaison to understand why the family is having difficulty fulfilling their responsibilities (See Section XI).
- D. The Board, based on the budget and membership needs/desires, may arrange for guest speakers throughout the year, in addition to the eight scheduled monthly class meetings.

## VIII. WORKING IN THE CLASSROOM

YOU WILL BE IN THE CLASSROOM ASSISTING THE TEACHER AT LEAST ONCE A WEEK (DEPENDING ON YOUR ENROLLED CLASS). YOU WILL HELP EXTEND THE CHILDREN'S LEARNING AT EACH OF THE VARIOUS STATIONS, AND GUIDE THE CHILDREN IN THE SOCIAL INTERACTION WITH THEIR CLASSMATES.

Our job as weekly classroom assistants is to provide the support and scaffolding essential to the process of play and discovery. We can share our observations with the children about their play, help them extend the activity, provide language and emotional support, and use questioning techniques to help them nudge their cognitive, emotional, and social development forward. Using the tools explained in this section of the Handbook (which covers your job as a Classroom Assistant, Guidelines for Children in the Classroom, and Snack Responsibilities) will help you on that journey of discovery, wonder, and delight. **Please remember to keep children quiet and calm in the hallway before and after class, and please do not linger in the hallway after drop-off. We want to be good neighbors to the church caretaker who lives adjacent to the hallway (exceptions can be made on a case-by-case basis with a consultation between the Caregiver, Parent Educator, and Teacher).**

### A. Classroom Assistant Overview

The following are some basic guidelines that apply to your time in the classroom.

*Specific guidelines for working at each section of the classroom are available in Appendix C.*

- Always be on time – it shows children that you value school and learning.
- Know your station before you arrive at school and be ready to get right to work. The kids are ready to go as soon as they walk in the door – you need to be ready too!
- If an alternate caregiver (nanny, parent, grandparent, etc.) is replacing you in class on your work day, it is your responsibility to apprise them of their duties as classroom assistant. Please inform your Class Coordinator that an alternate will be taking your place, so they can plan accordingly. Families utilizing an alternate caregiver in the classroom on a regular basis must submit a completed Alternate Caregiver Form, available upon request from the Class Coordinator.

- Give the child a choice only when you intend to allow him or her to choose. Instead of saying, “Would you like to wash your hands now?,” caregivers may find it better to say, “It’s time to wash hands now.”
- Avoid excessive conversation with other adults. Think of your classroom time as a very special opportunity to catch a glimpse of your child interacting with peers and other adults. You do not want to miss a moment of it by chatting.
- Use of a toy at preschool is ownership of that toy *during* play. Help another child ask the child playing with the desired toy if he/she can have a turn when the play is finished. If the toy is large (e.g., trains, blocks), then it is a group toy and not an individual toy.
- Riding toys may need time limits to ensure fair usage. The teacher will help guide this, but if you see a child who has had a car for the entire time, and someone who has yet to have a turn, you can facilitate taking turns.
- Be calm and matter-of-fact about spills at the snack table. We have spill towels to help clean up.
- **Please do not discuss the children in their presence.**
- Bend low or sit at the child’s level.
- Listen to the children and give them your full attention. They love to share words, thoughts and ideas.
- Let each child work with the art materials in his or her own way.
- Learn and use the name of each child as soon as possible and do your best to spell the name correctly. Most cubbies have names if you are unsure.
- Notice, appreciate, and comment about those times when a child is involved in constructive play. Offer observations such as, “Oh, I see that you are all working together to build something with the wooden blocks. Bobby is carrying the blocks over and Susie is putting them in a stack!”
- You can facilitate play, but refrain from “directing” the children’s play. For example, if children are building a ship with blocks on the rug and tell you they are sailors, to facilitate their play, you might say, “Wow! Where are you going? What do sailors need on their ship?” This helps extend their play. If they answer “Maps!” you can offer to take them to the library area and help them look for something to use as a map. On the contrary, if you were to direct their play, you would say something like this, “Wow! A ship! I think you should sail to Africa. I’ll go get you a map.” The difference is subtle, but facilitating their play allows them to extend their learning in the direction that feels most vital to them in that moment. It is what can build excitement for learning!
- Do not hesitate to ask the Teacher, Parent Educator, or other caregivers for help or guidance when you are unsure of how to proceed. Everyone is there to help one another and work together.

#### B. *Guidelines for Children in the Classroom*

It may seem a little early in their educational career to hand preschoolers a list of “School Rules.” It is not too early, however, to teach them how to put limits on their behavior in the context of their preschool day. The “rules” we have established for the children at QACP were done with two things in mind: to keep preschool a physically and emotionally safe place, and to teach children how to be respectful of other people and their physical environment.

Below are our Rules at School. *If you are working in the classroom and see one of the rules not being followed, a simple reminder is often all that is needed to get a child back on track. Short phrases like, “remember that walking feet go on the hard floor and running feet on the carpet,” or “the rule at school is we keep our shoes on,” usually do the trick.*

### QACP RULES AT SCHOOL

- Hands and feet are not for hitting or kicking
- Toys are for play, not throwing or breaking
- No weapons or weapon play
- Use an inside voice
- Everyone helps clean up
- Keep shoes on because the floor is slippery
- Be kind to each other with words and actions
- Blocks can be built to shoulder height
- Stage is off limits unless the curtain is open
- Snack must be swallowed before leaving table and uneaten snack/snack tools must be put in the proper place
- Hold rope and wear safety vests when walking to the park
- Children not joining class at circle time need to be looking at books quietly in the library

#### *C. Snack Person Responsibilities*

This section summarizes the snack responsibilities, which is also posted in the kitchen area. If you are not sure where something is, or what to do next, do not hesitate to ask an experienced Co-op member or teacher. Co-op is a group effort!

- Bring a healthy and nutritious snack, bearing in mind any allergies. Your Class Coordinator will keep you up to date on your specific class allergies and it will be posted in the classroom at all times. We are a PEANUT FREE SCHOOL.
- The Snack Person usually brings two items on snack day, e.g., a fruit or veggie and some type of starch or protein. Each class will decide on how to handle things like birthday treats and sweets. Some snack suggestions: fresh fruit, cut vegetables, rice cakes, cheese, breadsticks, nuts & seeds, dried fruit, crackers, yogurt, celery (plain or stuffed), muffins, pretzels, low-sugar breakfast cereals, etc.
- In most cases during music and/or sharing circle you will have about 15 – 20 minutes to prepare the snack. The steps are outlined here, but remember, they are also posted in the classroom, so you don't have to remember them all!
  - The first class of the day to have snack/lunch shall retrieve all clean dishes from the dishwasher and drying racks and put them away in the proper bins/drawers/cabinets in the kitchen. Items that are still wet shall be left on the drying racks.

- Clean tables with a white washcloth (from the bin above the sink labeled “snack washcloths”) and the cleaning solution.
- Put cups and napkins from bins above sink (and place mats for Threes and Fives classes) on tables. Place one of each at the chairs being utilized to ensure that there are enough for every child present.
- Cut up/prepare snack and put into bowls (from the plastic bin above the sink). Add spoons or tongs for serving (in drawers to the right of the sink).
- Do not place food on the table until the children are washing their hands - otherwise it is just too tempting for hungry preschoolers!
- After snack, clean tables again with cleaning solution, as above.
- Load all dirty cups, bowls, pitchers and utensils into the top shelf of dishwasher (located in the bathroom by hallway entrance).
- The last class of the day will run the dishwasher. After the dishwasher cycle is complete, the Snack Person will unload the dishwasher, placing all items on the drying racks. The light above the "clean" button indicates the wash cycle is complete.
- The Snack Person in each class should check the cup bin on the shelf above the sink to make sure there are enough cups for their class. If needed, remove dry cups from the drying racks to refill the cup bin in the classroom.
- Knives belong in the cupboard to the left of the refrigerator. If you are using knives in snack preparation, DO NOT leave them on the counter. They should be washed, dried, and put in the high cupboard immediately after use. DO NOT leave knives in the sink, on the low counter at any time, or in the dishwasher.
- If the garbage, recycling, or compost are full, please take it out. Ask a Co-op veteran to show you the dumpster, recycling and compost bins in the alley and front lawn.
- Sweep under tables and around the sink.

## IX. JOB CLASSIFICATIONS & DESCRIPTIONS

EACH MEMBER IS REQUIRED TO PERFORM A JOB FOR THE SCHOOL. THIS WORK TEACHES US HOW TO COOPERATE PRODUCTIVELY TOWARD A COMMON GOAL, ASK ONE ANOTHER FOR HELP, AND BUILD COMMUNITY. WHEN WE ARE ALL WORKING TOGETHER TO ENRICH OUR CO-OP, IT BECOMES THE AMAZING, VITAL SCHOOL WE WANT FOR OURSELVES AND OUR CHILDREN.

**PANDEMICS AND OTHER UNEXPECTED SITUATIONS MAY REQUIRE MODIFICATION OF THE JOB DUTIES OUTLINED BELOW. IN THE EVENT THAT CLASSES ARE CONDUCTED VIRTUALLY, SOME SUBSTITUTE VIRTUAL DUTIES ARE LISTED BELOW. IN THE EVENT OF IN-PERSON SCHOOL DURING A PANDEMIC, THE PANDEMIC RESPONSIBILITIES ARE LISTED AS WELL. PLEASE KEEP IN MIND THAT THESE DUTIES MAY SHIFT TO MEET THE NEEDS OF THE SCHOOL.**

#### A. *Overview.*

As a cooperative preschool, the administration and operations of QACP depend on the labor of member families. Every member has the responsibility to fulfill the tasks of the job(s) they are assigned to. There are four categories of jobs:

1. *Board positions*
2. *All-School positions*
3. *Class positions*
4. *Committee positions*

These positions and their job descriptions are evaluated by the Board prior to the start of each preschool year. The Vice Chair and Board Chairs strive to fill critical positions for the following year by the end of the current school year. The list of All-School and Class positions and their descriptions will be distributed to members prior to the start of the school year to ensure that most positions are filled by the start of school. If criteria are not being met, according to the job description outlined in the Handbook, the Board has the discretion to terminate the appointment and re-fill. This includes Board Positions. No individual will be permitted to concurrently hold more than one Board or All-School job in any given year.<sup>1</sup> All of the work for each member(s) job should be conducted outside of the classroom and outside of posted classroom times, as much as possible (i.e., Board Secretary can make copies in the copy room but should not disturb an ongoing class while doing so).

#### B. *Board Positions (BPs)*

Members with Board Positions participate in monthly Board meetings, and in addition to their independent job functions, act as member representatives to the governing body of our school. All major decisions require a majority vote by the Board, and Board minutes are made available to all members (approved minutes can be found on the Bulletin Board by the classroom doors). All members, regardless of their jobs, are invited to attend Board meetings. The Board Positions include Board Co-Chairs, Vice Chair, Treasurer, Secretary, PAC Representative, Admissions Chairperson(s), Class Coordinators, Fundraising Chair (as applicable), MAC Coordinator, and Communications Chairperson(s). *\*Note: the Strategic Planning Committee referenced below is formed and overseen by the Program Evaluations Coordinator only in the event that strategic planning becomes necessary.*

##### *BP 1. Board Co-Chair (2 positions):*

- Members of the Executive Board and Strategic Planning Committee\*.

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<sup>1</sup> An exception can be made by Board Vote in instances where someone already in a Board or All-School job fills in temporarily (as Interim or Substitute) until the job has been filled permanently or the original job-holder is back from a leave of absence. An Interim or Substitute exception should not exceed a three-month period, unless re-approved by the Board for special, extenuating circumstances.

- Oversees all activities of the QACP Board, including: policy making, operations, treasury, administration, admissions, class leadership, fundraising, communications, NSC/PAC relations, teacher relations, parent educator relations.
- Sets the annual school calendar including: orientations, monthly class meetings, Board meetings (and their monthly standing date i.e., first Thursday of the month), All-School meetings (September and April), All-School events, and end of the year All-School clean-up dates.
- Develops the agenda for and leads all monthly Board meetings and All-School meetings.
- Conducts a review of the annual budget, coordinating with the Treasurer. Monitors ongoing expenses and signs off on checks and bank statements. Tasks include: adjusting funding levels and analyzing tuition rates.
- Negotiates all contracts, including: teacher(s), building lease, and other vendors as needed.
- Acts as the ongoing liaison between QACP, the landlord, the attorney, NSC, and other agencies as needed; filing all pertinent paperwork.
- Annually reviews the job description of all member jobs and brings any suggestions for changes to the Board for a vote.
- Annually reviews the school Handbook.
- Attends leadership training provided by PAC.
- Oversees the transition process of the current and new Boards.
- The Co-Chair position is intended to be a two-year commitment; one of the Co-Chairs will be in the second year of their term and one should be in the first year of their term, with the intention of serving a second year the following year.
- Acts as a liaison between Teachers and the School.
- Schedules and attends monthly Teacher meetings.
- Communicates with Treasurer regarding meetings to aid in payroll/PTO calculations.
- Works with Teacher(s) and Board to ensure Teacher files are up-to-date, including employment paperwork and Teacher contracts.
- Ensures that all required certifications are current.

*BP 2. Vice-Chair*

- Member of the Executive Board and Strategic Planning Committee\*.
- Takes on the Chairperson's job if she/he is unable to perform duties.
- Oversees the fulfillment of all jobs. Tasks include keeping job lists up to date and ensuring all members have received confirmation of their jobs and necessary resources to fulfill their job responsibilities.
- Organizes and oversees the Teacher Hiring Committee and Board position interviews (as needed).
- Obtains bids from outside contractors for services which require professional assistance and presents bids to the Board for decision.

- Assures that Fundraising, Special Events, Admissions, and Treasurer Committees, as well as all communications sent out from QACP email addresses, are compliant with our non-discrimination policy.
- Creates and maintains checklists and Master Calendars for each job.
- The Vice-Chair job is intended to be a two-year commitment.

### *BP 3. Treasurer*

- Member of the Executive Board and Strategic Planning Committee\*.
- Oversees all financial operations and maintains accurate records for QACP.
- Pays all expenses as authorized by the Board or according to the binding QACP contracts (e.g., phone, rent, etc.)
- Maintains communication with the accountant regarding ongoing management of the school's financial tax issues and payroll.
- Prepares an annual budget for submission to the Board.
- Files a nonprofit corporation annual report with the Washington Secretary of State and sends a copy to the attorney of record to verify our nonprofit status.
- Oversees the Financial Aid/Scholarship procedure.
- Provides a complete orientation for the Assistant Treasurer to take over as Treasurer the following year.
- Regularly checks the PO Box for the preschool.
- Produces up-to-date Profit/Loss (P/L) statement and Balance Sheet monthly and distributes them to the Board.
- Obtains Board approval of tax filings each year.
- Processes electronic payments through Jovial; records Jovial deposits in Quickbooks.
- Sets up auto-charge information for new classes created in Jovial.
- Performs P/L transfer in Jovial monthly and records information in a Journal Entry in Quickbooks.
- Reviews and updates information in Family Portal as needed, at least once a year in August.
- Creates, updates and inactivates accounts for Jovial users as needed (when teachers/parent educators leave or are hired, and if class coordinator emails change). Resets passwords as needed.
- Maintains locked file cabinet in storage room.
- Oversees year-end financial review.

### *BP 4. Secretary*

- Member of the Executive Board.
- Notifies Board members of upcoming meetings; collects agenda (from Co-Chairs) and reports.
- Takes minutes at all Board meetings and at the Spring All-School meetings when elections are held.

- Prepares and emails the minutes to the Board for edits within two weeks of meeting.
- Posts Board-approved minutes on the in-class bulletin board (above the tuition mailbox).
- Picks up mail from the church office weekly.
- Revises Handbook in the summer
- Prepares and administers end-of-year survey via Survey Monkey, and assists the Program Evaluation Coordinator with secretarial work, as needed.
- Maintains Inventory Spreadsheet/Photo File of Classroom- and MAC-owned items via shared Google Document, and updates Spreadsheet/Photo File annually at the All-School Clean-Up. Enters new purchases into Spreadsheet/Photo File as they occur.
- Compiles data (i.e., fills out checklist) re: non-discriminatory compliance.

*BP 6. Admissions Chairperson*

- Member(s) of Strategic Planning Committee\*
- Acts as the official person(s) to contact for registration and information.
- Maintains wait lists and notifies people when openings become available.
- Notifies Class Coordinators of new members and withdrawals.
- Coordinates with Communications Chair and committee to ensure that all information in the “Enroll” section of the website is accurate and up-to-date.
- Conducts classroom tours as needed for potential families.
- Organizes an open house in January/February.
- Oversees internal registration and open enrollment for the following school year.
- Coordinates with Communications Chair and committee to advertise registration, tours, events, and class openings as needed.
- Creates new classes (for both main classroom and MAC) in Jovial ahead of registrations, including updating the checklist required for each class. Updates class information (teacher, maximum number of students, etc.) as needed.
- Creates and maintains online registration forms in Jovial.
- Creates and maintains other forms associated with registration (emergency contact, child release, etc.) in Jovial.
- Inactivates Jovial accounts for families who leave or are not returning for the next school year.
- Updates registration adds/drops in Jovial weekly.

*BP 7. Class Coordinators (one from each class)* It is HIGHLY recommended that this role is filled by someone who can regularly attend the classes in person.

- Acts as liaison between Board and class members.
- Maintains up-to-date class roster and posts a copy in the library; provides a current roster to the teacher(s).

- Chairs monthly class meetings (prepares agenda, presents Board information, facilitates discussion of class issues, etc.)
- Sends out weekly reminders and Board updates on Sunday.
- Ensures each class member volunteers for a position. Coordinates with Vice Chair to maintain an accurate job list.
- Notifies Admissions Chairperson(s), Treasurer, Assistant Treasurer, Vice Chair, Teacher, and Parent Educator of changes in class enrollment.
- Provides an orientation for each new member who joins after the start of the school year.
- Monitors class members' attendance at Parent Ed, job status, and work day attendance and notifies Parent Educator and Board Co-Chairs when members are having difficulty fulfilling their responsibilities. (see Section XI)
- Oversees the fulfillment of class Sunshine, Enhancements, and Secretary/Scheduler roles.

*BP 8. Events & Fundraising Chair (as needed)*

- Oversees the Fundraising Committee.
- Project manager for the planning and execution of all annual fundraising events (annual fundraising event, trivia night, school apparel sales, Fall Fund Drive, Consignment Sale, etc). Assigns committee members to lead additional activities as necessary.
- Oversees budget, hires vendors, advertises events to members, organizes registration and payment processing procedures, sends post-event thank-you letters to donors and sponsors, and leads committee meetings.
- Oversees the planning and execution of All-School Events. These events include, but are not limited to: Summer Playdate, Parents Nights Out, Family Fun Day, Ice Cream Social, End of Year Picnic. Appoints Event Leader as necessary.
- Acts as liaison for April All-School Meeting speaker(s).
- Advertises events on bulletin Board, social media, website, and in the newsletter.
- Checks in with Board Chairs to make sure appropriate rooms are booked. Completes appropriate "Special Events" forms (found in the Risk Management Handbook and NSC website).

*BP 9. Multi-Age Classroom (MAC) Coordinator*

- Collects enrollment paperwork from new members of the MAC.
- Hires and works with MAC teacher(s)/caregiver(s) to ensure that NSC adult-child ratios are adhered to.
- Maintains communication with MAC teacher(s)/caregiver(s) and MAC families.
- Maintains list of volunteer caregiver substitutes (and/or board childcare committee members) in event of MAC teacher(s)/caregiver(s) absence.
- Ensures regular cleaning of MAC classroom, including toy and surface sanitation, as well as annual deep cleaning of MAC classroom.

- Coordinates with Health and Safety Coordinator to ensure that all safety aspects comply with QACP and NSC policy.
- Oversees replenishing supplies and delegates MAC activities as needed.

*BP 10. Communication and Marketing Chair (a Committee Member can vote in Chair's absence at monthly Board Meetings)*

- Manages the QACP brand by developing core value propositions through marketing messages, logos, signage, banners and website look and feel to maintain or increase QACP's brand awareness.
- Responsible for updated marketing materials to support the Admissions team.
- Works closely as a marketing liaison with the Executive Board, Admissions, and Communications teams.
- Ensuring a cohesive message comes from the communications team and QACP.
- Pursues appropriate avenues of marketing enrollment for QACP within an allocated budget
- Oversees the Communications Committee:
  - WebMaster
  - Graphic Designer (NEW)
  - Newsletter
  - Social Media (Facebook and Instagram)

*BP 11. Health and Safety Coordinator*

- Reviews the Risk Management Manual annually and ensures that the preschool is in compliance.
- Completes the monthly and quarterly risk management checklist, reports needed repairs to the Facilities Maintenance/Cleaning Coordinator, and records in the facilities log book.
- Ensures that all emergency medical forms and vaccine forms are collected by the Class Coordinators.
- Maintains current emergency file box (located in QACP classroom).
- Collects and reviews all vaccine forms and stores them in a separate/secure location in the classroom. Vaccine forms are confidential.
- Maintains first aid kit and makes sure kit and emergency medical forms are taken on all excursions.
- Orders ID bracelets for those in need.
- Plans (with all coordinators and teachers) and practices fire and earthquake drills in accordance with the Risk Management Manual (includes members of the MAC).

- Coordinates one age-appropriate “fire awareness” and one “earthquake preparedness” day per class.
- Organizes emergency medical plan, including calling for first aid and CPR.
- Establishes and maintains emergency earthquake kit for classroom.
- Organizes other appropriate activities regarding health and safety.
- Arranges CPR training for Co-op members and teachers.
- Meets with Board Co-Chairs and presents a risk management report to the Board quarterly.

### *C. All-School Positions (AS)*

Members with these positions lead committees for the school, or otherwise fill a role that encompasses the needs of the whole school. All-School Positions include Board Childcare Coordinator, Board Childcare Provider, Health and Safety Coordinator, Special Events Coordinator, Facilities, Assistant Treasurer I, Assistant Treasurer II, Fundraising Vice Chair, Fundraising Event Assistant, Fundraising Software/Database Assistant, Fundraising Procurement Assistant, Supply Purchaser, Program Evaluations Coordinator and Webmaster. All-School positions are meant to be rotating jobs (with the intent that assistants will move into the board-level position the following year (i.e., Assistant Treasurer will become Board Treasurer the following year); accordingly, each All-School position should only be held by an individual for one year (exceptions can be made, but only with Board approval).

#### *AS 1. Board Childcare Coordinator (this position will only be filled in years where Board Meetings are held during the day)*

- Chairs the Board Childcare Committee.
- Participates and monitors the childcare provided for the children of Board members during the monthly Board meeting (in preschool classroom).
- Makes reminder phone calls/emails prior to the meeting and determines if the caregiver to child ratio will be adequate.
- Acts as liaison between the childcare providers and the Board members.
- Reports no-shows to the appropriate Class Coordinator.

#### *AS 2. Board Childcare (this position will only be filled in years where Board Meetings are held during the day)*

- Cares for children of Board members in preschool classroom during monthly Board meetings. Caregivers’ own children are welcome to attend.
- Remains on-call to substitute in the MAC as needed; must substitute at least once per school year.

#### *AS 3. Facilities Maintenance*

- Oversees general maintenance of the QACP classroom and equipment.
- Maintains a cleaning checklist and is the primary contact person for the weekly professional cleaners. Consults with teachers and the Health and Safety Coordinator to determine any specific cleaning tasks. Relays that information to the professional cleaners. Notifies Treasurer of cleaner's monthly hours.
- Performs maintenance tasks at the request of the teacher(s) and/or Board, if able.
- Periodically surveys the classroom and checks the Facilities logbook in the library to determine maintenance tasks required.

*AS 4. Laundry*

- Launders classroom and MAC towels as needed (at least 1x/week) and aprons monthly.

*AS 5. Assistant Treasurer I*

- Acts as Treasurer-in-Training, providing ongoing assistance to Treasurer, and preparing to become Treasurer the following school year.
- Oversees accounts receivable. Collects, photocopies, enters in Jovial and deposits all tuition and fees submitted by paper check. Maintains a key to the locked tuition box located in the classroom.
- Coordinates with Class Coordinator and Treasurer, when necessary, on collection issues. Enters late fees in Jovial. Contacts families who have not paid their fees. Coordinates with Class Coordinator and Treasurer, when necessary, on collection issues.
- Participates in year-end financial review.

*AS 6. Assistant Treasurer II*

- Performs a bank reconciliation in Quickbooks and a Quickbook reconciliation in Jovial monthly.
- Reviews and approves reimbursement forms before submitting to the Treasurer for payment processing.
- Assists with other Treasurer duties as needed.

*AS 7. Fundraising Vice Chair (as needed)*

- Shadows and assists Fundraising Chair in managing and overseeing the annual main event with the intent of taking over the lead Fundraising Chair position the following year.
- Works on and leads various fundraising event subcommittees.
- Attends all committee meetings.

*AS 8. Fundraising Event Assistant (as needed)*

- Works closely with the Fundraising Chair and oversees Fundraising Committee members to plan the "night-of" portion of the annual main event.
- Tasks include: securing and coordinating with venue; creating decorations and displays; coordinating A/V including slideshow presentation; coordinating and overseeing silent annual fundraising event item displays; arranging for catering, beverage service and equipment rental. Day of annual fundraising event: oversees room set up; post event: oversees facility clean up.

*AS 9. Fundraising Procurement Assistant (as needed)*

- Works closely with the Fundraising Chair and oversees Fundraising Committee member(s) recruited for assistance.
- Reaches out to and maintains relationships with past sponsors (eg. Union Bank, Targy's, etc).
- Coordinates the procurement of annual fundraising event and/or raffle items from QACP members and/or local businesses.
- Oversees a small team who contact local businesses for sponsorship or item donation.

*AS 10. Supply Purchaser*

- Checks supplies weekly (in kitchen, bathrooms, and large storage room) and restocks as needed before items run out.
- Purchases all necessary supplies as requested by the Board, MAC Coordinator, or teacher(s).
- Coordinates with the teacher(s) on the running list of general classroom supplies needed. This coordination should happen weekly, and supplies should be purchased as promptly as possible.
- Gives all receipts for reimbursement to the Treasurer.
- Keeps record of supplies, quantities purchased, and how long each item lasted.
- Should possess a discount supply store (e.g., Costco or Sam's Club) membership.

*AS 11. Program Evaluations Coordinator (as needed)*

- Oversees all strategic planning for QACP.
- If necessary, forms a committee to assist with QACP strategic planning (Strategic Planning Committee).
- Develops a 5-year strategic plan for QACP, conducts research, and defines measurable steps for achieving these goals. Goals should include financial, emergency preparedness, program quality (facility, curriculum enhancements, etc.), parent education, and community involvement.
- Tracks the implementation progress and reports to the Board as necessary.
- Develops/Updates and administers Exit Survey for all withdrawing and non-returning families (including graduating Fives families).

- Oversees the program evaluation process in accordance with QACP procedures, listed in Appendix A (III).

*AS 12. Communications Committee Member—Social Media* (a Committee Member can vote in Chair’s absence at monthly Board Meetings)

- Posts regularly to relevant social media platforms (class activities, enhancements, field trips, guest speakers, curriculum, teachers in actions, etc)
- Assists with the newsletter and blog on an as-needed basis.
- Posts upcoming events (socials, open houses, tours, etc.) to the QACP social media accounts, and keeps an updated list of children who may NOT be photographed for these purposes.
- Coordinates with Queen Anne Baptist Church to update the QACP page of the Friends of Queen Anne Baptist website, including upcoming public events, tours, etc.

*AS 13. Communications Committee Member—Newsletter/Blog* (a Committee Member can vote in Chair’s absence at monthly Board Meetings)

- Edits and formats a monthly newsletter.
- Tasks include: collecting brief class news from Class Secretaries and Teachers; gathering information regarding upcoming admissions, social and/or fundraising events from committee Chairs via their monthly Board reports; reaching out to Teachers and/or Parent Educators for brief parent education tips; emailing newsletter to all QACP members by the 15th of the month.
- Breaks up the newsletter into separate blog posts and/or create new blog posts.
- Coordinates with Webmaster to ensure articles and newsletters are published online.

*AS 14. Communications Committee Member—Webmaster* (a Committee Member can vote in Chair’s absence at monthly Board Meetings)

- Updates the public content for the QACP website.
- Publishes articles and newsletters online.
- Maintains a list of current QACP affiliated email addresses and online accounts and their passwords.
- Conducts an annual site review with the Board Co Chairs and redesigns the functionality as needed.
- Provides technical support for any QACP website problems if able, otherwise assists in finding someone who can.
- Makes and maintains forms and spreadsheets as needed by fundraising and admissions committees (annual fundraising event procurement forms, consignment sale registration, inquiries for tour, etc.).

*AS 15. Admissions Assistant*

- Conducts classroom tours as needed for potential families.
- Assists with admissions related events including the open house in January/February and other promotional activities.
- Assists the Admissions Chair as needed with responding to information requests via email, phone, or in person.

*AS 16. Sunshine/Enhancement Lead*

- Shares, creates new ideas, and advises on sunshine and enhancement activities that have been successful in the past with each class sunshine and enhancement chair.
- Fosters connections between members.
- Must be a current Sunshine Chair in a classroom.

*C. Class Positions (CP)*

Members with these positions execute tasks under the leadership of the Class Coordinator for the benefit of their individual classes.

*CP 1. Class Secretary (and Scheduler for 2s, 3s and Pre-K)*

- Takes minutes and attendance at all monthly class meetings, and distributes minutes to class via email.
- Prints and distributes the schedule of caregivers' weekly class duty assignments on a monthly basis. Posts one copy on the bulletin board and puts one copy in the teachers' file (2s, 3s/Fives only).
- Updates schedule of caregivers' weekly class assignments in response to leaves of absence or class member withdrawals.
- Prints check-in/check-out sheet for class.
- Responsible for decorating the hallway bulletin Board once per year, as requested by the Board Secretary.

*CP 2. Enhancements Chair/Field Trip Coordinator\**

- Plans activities that enhance the class curriculum.
- Coordinates logistics of Field Trips with the place to be visited (field trip for 2s, 3s and Pre-K only), or in-class experience provider, and coordinates plans with teacher(s).
- Posts "Field Trip Guidelines" for each trip and distributes emergency contact forms to field trip drivers.
- Keeps within enhancement budget, or polls members to determine willingness to pay extra for activities that go beyond it.
- Obtains a written agreement (for all activities exceeding \$600) and a W9 form from all enhancements providers. Delivers completed W9 forms to the Treasurer.
- Coordinates transportation arrangements for field trips.

- Submits Field Trip Approval Form to NSC per each enhancement event:  
<https://docs.google.com/forms/d/e/1FAIpQLScgRLVlDlcT9ebz8cL5Rnn5-LvkzimB6Sts6rFi8CyleFRQcw/viewform?c=0&w=1>

*CP 3. Sunshine Chair (2 per class)\**

- Fosters community and connection within each class.
- Organizes and prepares class fundraising project, with help of class volunteers.
- Organizes teachers' gifts; class holiday-giving project; social get-togethers for caregivers; new baby support (i.e., meal trains); playdates; and family potlucks.
- Raises a sunshine fund and keeps within that fund.

\*In Threes and Pre-K, these roles may be combined.

*CP 4. PAC Rep (one per class)*

The PAC Representative represents your class to the Parent Advisory Council (PAC)\*. The Parent Advisory Council votes on guidelines and recommendations on issues common to all cooperatives; you are your co-op's voice. Specific duties include:

- Attends the monthly PAC meetings. NSC affiliation requires each co-op class to have an active PAC representative (benefits from PAC are contingent on attendance).
- Participates on a PAC Committee. The task force and committees may vary depending on the interest of the PAC membership.
- Acts as a liaison between your co-op and PAC, a college representative is there to explain NSC policy and to take recommendations back to the college.
- Participates on your co-op's executive board (PAC Reps will take turns attending the monthly board meeting).
- Reports relevant information to the class at the parent meeting.
- Communicates with your class regarding participation in PAC scholarship and fundraising requirements.

*D. Committee Jobs (CJ)*

Members with these positions truly embrace what it means to be a cooperative. They work together as a team to bring the entire QACP community together.

*CJ 1. Fundraising Committee (as needed)*

- Spends approximately 20 hours during the school year assisting the Fundraising Chair and/or Fundraising Assistants in the planning and executing of the main fundraising event, attends all committee meetings, and performs additional fundraising activities. These additional activities include, but are not limited to: annual fundraising event and/or raffle donation procurement; event day set-up

and tear-down; event item staging; securing school sponsorships; and working at QACP consignment events and any other fundraising events. Reports hours to Fundraising Chair/Vice Chair or Fundraising Assistants.

*CJ 2. Special Events Committee*

- Spends approximately 20 hours during the school year planning and executing All-School events. These events include, but are not limited to: Summer Playdate, Parents Nights Out, Family Fun Day, Ice Cream Social, and End of Year Picnic. **Committee members are expected to take the lead on, or take a role in, the set-up, running of, and clean-up of these Special Events and to attend all committee meetings.** Members of this committee may also be recruited to assist with the annual fundraising event as needed. Reports hours to Special Events Coordinator or Event Leader.

*CJ 3. Health and Safety Committee*

- Spends approximately 20 hours during the school year assisting with Health and Safety responsibilities. This includes, without limitation, monitoring health authority data and guidelines and ensuring compliance, coordinating with the supply purchaser regarding the purchase of health and safety specific supplies, devising health and safety plans for compliance with Risk Management manual, collecting immunization certificates, and other health and safety-related duties.

## X. HEALTH AND SAFETY

IT IS IMPORTANT FOR ALL MEMBERS TO MANAGE THE RISK TO THE CHILDREN'S HEALTH AND WELL-BEING AT PRESCHOOL WHILE GIVING THEM ROOM TO EXPLORE AND LEARN.

Controlling communicable diseases can be challenging in a setting where young children gather and play. Handling toys and materials quickly passes bacteria from one child to the next. It is extremely important to observe the following practices to curb the spread of disease at QACP. Wash both your child's and your own hands before entering the classroom each day. Hand washing has been proven to be the most effective way to stop the spread of germs.

*A. Vaccines Required for Attendance*

Washington State Law (RCW 28A.210.160) requires that all children have a completed medically verified Certificate of Immunization Status on file at the preschool. Medically Verified records include one or more of the following:

- A Certificate of Immunization Status (CIS) printed from [MyIR](http://wa.myir.net) at [wa.myir.net](http://wa.myir.net). **(Recommended)**
- A CIS printed from the Immunization Information System (IIS);

- A physical copy of the CIS with a healthcare provider signature;
- A physical copy of the CIS with accompanying medical immunization records from a healthcare provider verified and signed by school staff.

Your child can be exempted from certain immunizations for medical, personal or religious reasons via a signed Certificate of Exemption form (see Health and Safety Coordinator or [www.doh.wa.gov](http://www.doh.wa.gov) for this form). However, if there is an outbreak of a vaccine-preventable disease that your child has not been immunized against, she or he can be excluded from preschool until the outbreak is over.

We follow the [Washington State Rules for Immunization for Schools and Childcare Centers](#). In the event of a discrepancy between this Handbook and the State Law, the stricter rule applies, unless prohibited by law.

#### *B. Assessing Risk*

In consideration of your child’s classmates, erring on the side of caution is always best. If your child is ill and you are unsure whether he/she is contagious, contact your pediatrician and discuss attending school.

Consider keeping your child home when you notice signs of illness such as:

1. Change in usual behavior: irritable, changed sleep patterns, seems tired, reluctant to be alone, needs to be held.
2. Appetite changes: doesn’t want to eat, wants only favorite foods or bottle.
3. Appearance: pallor, dark circles under eyes, drowsy or restless, eyes not as bright as usual.
4. Because many cold and flu bugs do not produce fever at the time these viral infections are most communicable, you might consider keeping your child home when you think your child is coming down with something. However, children with mild cold symptoms without any of the symptoms listed below in Section C (fever, sore throat, etc.), probably do not need to be excluded from preschool unless they are uncomfortable and unable to participate in normal activities. While not necessarily contagious, any long-term greenish discharge from the nose and/or chronic cough should be evaluated by a doctor.

#### *C. Conditions That Require Keeping Your Child at Home*

Children with communicable diseases should be kept home from preschool until they are no longer contagious. Notify your Class Coordinator if your child contracts a communicable disease so that other members can be alerted of potential exposure. If your child contracts any of the following, proper steps will be taken to notify parents and/or necessary health officials. The Class Coordinator, Health & Safety Coordinator, and Board Chair will determine the extent of notification of Co-op members required on a case-by-case basis. *Note: If an adult classroom worker has a communicable disease, all the guidelines and considerations in this section (Section X) apply.*

1. **Bacterial infection:** A child taking antibiotics for bacterial infection should be kept home for at least 24 hours after beginning medication. Until this time, the child is still contagious.
2. **Bacterial Meningitis:** Must have a doctor's permission to return to school and after 24 hours of antibiotic treatment.
3. **Chicken Pox:** A child infected with chicken pox becomes contagious 24-48 hours before the first spots appear and is contagious until all lesions have crusted over, usually 5-7 days. Keep your child home until all the spots have scabs on them and the fever is gone. Children need not be kept at home during potential incubation period.
4. **Conjunctivitis (pinkeye):** Children can be readmitted after a medical diagnosis to rule out bacterial or viral infection or at least 24 hours on antibiotic treatment.
5. **COVID-19:** Children may return to school when, for at least 24 hours, BOTH are true: their symptoms are getting better overall, and they have not had a fever (and are not using fever-reducing medication)
6. **Diarrhea:** Please keep your children home with two or more watery stools in a 24\*-hour period or one bloody stool.
7. **Fatigue:** Fatigue that prevents participation in normal preschool activities.
8. **Fever:** Temperature of 100.4 degrees F or higher. A child's temperature should be normal for 24\* hours without the aid of fever reducing medication (e.g. acetaminophen, ibuprofen) before he/she returns to preschool.
9. **Fifth's Disease:** Students should see a healthcare provider to rule out measles and rubella. If fever is present, may return to school when fever-free for 24 hours without the use of fever-reducing medication.
10. **Hand, Foot and Mouth Disease:** Children can return to school after the fever is gone for 24 hours without the aid of fever reducing medicine AND blisters have dried up. Some children with widespread blisters may need to stay home for 7 days to wait for their blisters to dry up.
11. **Impetigo:** May return to school with a note from their healthcare provider and after antibiotic treatment has been started. Keep lesions covered.
12. **Lice:** Children cannot return to preschool until their hair has been treated and all eggs (nits) have been removed with a special comb. Since these insects can spread quickly among children, it is imperative that the Class Coordinator and teacher(s) be notified as soon as a case of lice is detected so that the preschool can immediately take steps to prevent an outbreak.
13. **Measles and Mumps:** Children 18 months and older are required to be vaccinated against these diseases before entering preschool, unless they have a Certificate of Exemption on file. If your child contracts measles or mumps he/she must remain out of preschool until the contagious period has completely passed.
14. **Methicillin-Resistant Staphylococcus Aureus (MRSA):** Decisions about when a child with known or suspected MRSA skin infections can return to school should be made by a doctor. Students with draining lesions should be kept home if they are unable to keep the lesions adequately and completely covered with a dry bandage.

15. **Mononucleosis:** Children can return to school after they have been fever free for 24 hours without the use of fever reducing medication AND they can swallow normally.
16. **Mycoplasmal Pneumonia:** Children should stay home until they have been fever free for 24 hours without the use of fever reducing medication, are eating and drinking normally, and their energy levels are similar to what they were before getting sick.
17. **Pinworms:** Children can return to school 24 hours after the start of treatment.
18. **Open or oozing sores:** Must be fully and securely covered. At least 24 hours must have passed since starting antibiotic treatment unless a doctor has determined that antibiotics are not needed.
19. **Rash:** Any unexplained rash, especially with fever, draining or itching, and not associated with diaper rash, heat or allergic reactions.
20. **Reye Syndrome (following chicken pox or influenza):** Children can return to school after they have been fever-free for 24 hours without the use of fever-reducing medication.
21. **Scabies, Impetigo, Ringworm, Boils or other skin ailments:** Consult your doctor for guidelines on contagious period.
22. **Scarlet Fever:** Students may return to school after antibiotic treatment has begun and they are fever-free for 24 hours without the use of fever-reducing medication. Diagnosis per doctor is requested.
23. **Sore throat:** Especially with fever or swollen glands in the neck.
24. **Strep throat:** Students may return to school after antibiotic treatment has begun and they are fever-free for 24 hours without the use of fever-reducing medication. Diagnosis per doctor is requested.
25. **Vomiting:** Vomiting within 24\* hours.

*Note: \* Although 24 hours is the required wait time, 72 hours is preferable as it increases the probability that the illness is over and will not re-occur.*

#### *D. Diagnoses that Require Public Health Notice*

The Health and Safety Coordinator will file the report. A notice will be posted on the door and class or Co-op email may be sent by Class Coordinators or the Health and Safety Coordinator.

Your child must be kept home from school if he/she has been diagnosed with the following:

- Covid-19
- Bacterial meningitis
- Chicken Pox
- Conjunctivitis (pink eye)
- Diarrheal Illnesses

- Fifth's Disease<sup>2</sup>
- Hand, Foot and Mouth disease
- Head Lice
- Impetigo
- Measles
- Mononucleosis
- Mycoplasmal Pneumonia
- Mumps
- Pinworms
- Reye Syndrome- following chicken pox or influenza
- Methicillin-Resistant Staphylococcus Aureus
- Ringworm
- Scabies
- Scarlet Fever
- Strep Throat

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<sup>2</sup> A mild rash illness caused by a virus. Pregnant women who are exposed should contact their doctor.

**E. Allergies**

Families must state allergies on the *Emergency Medical Form*, provide a physician's letter documenting diagnosis and proper treatment of the allergy, clearly post an allergy notice in the snack area, and advise the teacher(s), Class Coordinator, and Health and Safety Coordinator. If a child has any severe allergy of any type, members must complete an *Emergency Plan for Severe Allergic Reaction Form* to describe and authorize the preschool to administer emergency treatment. Any allergy medication must be in a zip-lock bag with a copy of the *Emergency Plan for Severe Allergic Reaction Form*. This must be labeled with the child's name and put in the first aid cupboard. The caregiver of the allergic child should review emergency procedures with other caregivers at the orientation meeting prior to the first day of school. Please note that QACP will not make special arrangements for food preferences (those foods that do not cause a serious allergic reaction).

**F. Long-Standing Medical Conditions**

A member should alert the teacher(s) and the Class Coordinator of any major medical problems of their child, such as asthma, epilepsy, diabetes, etc., so the preschool can respond to any special situations. Members should tell the teacher(s) when a child is on medication that might affect the child's behavior. If medication for such long-standing problems is prescribed, and the caregiver anticipates that it will need to be administered during class time, an *Instructions for Medication Form* must be completed and signed by the member to authorize another caregiver to give the child medication. It is the member's responsibility to make sure the medication is available and that several caregivers are trained to administer it. Supplies and written instructions must be kept in a zip-lock bag, labeled with the child's name and put in the first aid cupboard. Any medications given to a child in the caregiver's absence will be recorded on a *Medication Record Form*.

No non-emergency medication shall be administered during class time. Teacher(s) and caregivers are specifically prohibited from giving medication unless under extreme emergency such as an epi-pen episode. Because teacher(s) and classroom assistants are prohibited from administering medication of any type, members need to plan a child's medication schedule to avoid the need to give medication at preschool. The exception to this is medication that would be life-saving in an emergency. The instructions for this medication and the appropriate dosage need to be reviewed with the teacher(s) and up-to-date supplies must be kept in the classroom.

**G. Emergency or Sickness at Preschool**

In case of severe emergency at preschool, the teacher or working caregiver(s) will: dial 911, administer first aid treatment, and immediately begin efforts to contact the parent/authorized caregiver (this effort will be continued until contact is made). In case of illness or minor injury occurring at preschool, the child should be kept apart from the other children and made comfortable until the parent/authorized caregiver is reached and picks up the child. The teacher(s) must be notified immediately of the injury or

illness and will determine if an incident report form (an “ouch report”) needs to be completed. One copy is kept on file at school (in the first aid cabinet) and the other copy given to the caregiver. Members must always be notified either verbally or in writing as soon as possible.

#### *H. Pandemic Policy*

In the event of a mild or severe pandemic, the risk to our students and staff will be evaluated by the teachers and the school’s Executive Board. We reserve the right to close the school at any time. Membership will be informed of any closure by the Board Co-Chairs. QACP will follow the recommendations of federal, state, county, and local public health agencies.

The following are steps that will be taken depending on the type of illness and the public health agencies’ recommendations:

1. Develop and implement a system to track illness and absence due to illness among children and staff if one is not already in place, including the number of people with various illnesses by week.
2. Review and implement CDC Guidelines and Recommendations for Preventing the Spread of the pandemic illness under: “Child Care Settings: Guidance for Administrators, Care Providers, and Other Staff” (via the CDC website located at <http://www.cdc.gov/flu/professionals/infectioncontrol/childcaresettings.htm>)
3. Ensure staff are familiar with the above guidelines and that they are being followed in our program. Provide information to families on steps that they could take to prevent the illness
4. Monitor communications from the CDC and state or local health departments.
5. Communicate with families to consult a child’s health provider if staff have questions about a child with an illness or if you suspect a child might have the pandemic virus. Contact childcare health consultant or local public health department if as needed to make decisions promptly that affect the children as a group. QACP can help protect the health of their staff and the children and families they serve by calling attention to the everyday preventive actions that families and caregivers can initiate to protect their children.

#### *I. Emergency Exits & Evacuation Routes*

There are two emergency exits and three evacuation routes from our classroom. Please familiarize yourself with them. Maps of the exit routes are posted at each emergency exit and over the classroom sink and can be found in Appendix G.

#### *J. Earthquake Procedures*

1. Teacher gives the “Drop, Cover and Hold” command at the first indication of ground movement.
2. Students, caregivers, and teachers should move away from windows, tall cabinets, and falling hazards.
3. Caregivers help students seek protective cover under sturdy tables (not the sensory table), or under the dramatic play structure. Students and adults should assume a

kneeling position with head close to knees. One hand should hold onto the table to prevent movement of the protective cover and the other hand over the head. Remember that protecting the children is our priority! Since there are only three tables and the dramatic play structure in the classroom, there may not be enough protected area for adults. Try to cover your head and make sure the children stay completely covered.

4. Caregivers ensure students remain in “drop” position until the ground movement ends, and the teacher directs them to move.
5. Never try to get out of the building during an earthquake.
6. When the ground movement ceases, teacher and caregivers must evaluate and treat any injuries, check building for damage, and if damage to or issue with utilities is noted, turn off gas, electricity, and water supplies. Before going outside for any reason after an earthquake, it is essential to look out windows and doors first to note any power line damage, as downed lines can pose a life-threatening hazard.
7. There are two gas meters serving the building, one located in the alley near the dumpster, and another on the south wall of the building near the southwest corner of the building. The gas should only be turned off if the odor of gas is present. To turn off the gas rotate the handle with a crescent wrench so that the two circular holes are aligned.
8. If electric wires are crackling inside the building, the main electrical switch should be turned off after the gas is shut off. The electrical panel is in the Janitor’s Closet at the back corner of the Fellowship Hall downstairs. Enter the room and look left for the emergency shut-off switch.
9. If damage to water pipes requires the water to be turned off, the main shut off valve is located at the meter. Go outside to the grass parking strip along First Ave North (at the southeast corner of the church property), lift the metal lid on the water meter enclosure and turn the crank to shut off the water supply to the building.
10. If the building has sustained damage the teacher and caregivers present should consider assembling on the stage area of the classroom, as it is generally preferable to keep the children inside, if possible, during an emergency. A structural engineer has determined this to be the safest area for the children to assemble within the building. The classroom is stocked with emergency supplies (food, water, toiletries, first aid supplies, radio, etc.) Most of these supplies are in a large black waste can adjacent to the art area.
11. If the decision is made to evacuate the building, the group should go to Little Howe Park (East Queen Anne Playfield).
12. Before any children leave the building, an adult must survey damage to the building and determine the safest evacuation route, both out of the school and to the Park. Watch for structural damage, downed power lines, broken glass, ruptured gas lines, and other hazards. After an earthquake, the preferred evacuation route is through the “Alternate Exit to First Avenue North” (by the Church Office) described in Appendix G. Second choice would be “Exit to Crockett Street” and third choice would be “Alternate Exit to First Avenue North”. (Refer to AppendixG)

#### K. *LOCKDOWN POLICY*

If it is determined that the safety and health of QACP classroom children and adults are in jeopardy:

1. Clear hallway/bathrooms of any caregivers or children and bring them inside the classroom.
2. Lock hallway doors to the outside of the school (north end of hallway) by flipping the deadbolt.
3. Lock main classroom doors.
4. Retreat to stage (Teacher grabs the Emergency File box and brings to stage).
5. Close door to copy room (so window is blocked)
6. Call all necessary parties in the building (phone numbers are taped up on stage on back of "Wizard of Oz" partition)
  - a. MAC classroom/Teachers
  - b. Queen Anne Baptist Church/Church Caretaker
  - c. Call non-working caregivers for more info/pick up etc.

## XI. EXCEPTION AND ENFORCEMENT OF THE MEMBER AGREEMENT & BYLAWS

#### A. *In good care policy*

Family involvement is essential to the continued success of the school. It is essential that all families perform their jobs (in-class or school-wide) and attend parent education as laid out in this handbook. In our experience, families that fail to meet these obligations are often struggling with difficult life issues (e.g. welcoming a new baby, recent loss of a loved one, unemployment). We seek to understand the causes of the failure to meet expectations so that the community can address the issue in an informed way rather than rely on prescribed punitive actions.

1. Tuition: Members are responsible for paying their tuition in full every month by the 1st. If for some reason a family is not able to make their tuition payment in full by this date, they must contact the Treasurer by the 5th in order to avoid incurring a late fee of \$25 and to create an alternate payment plan.
2. Class Meetings: Families will attend mandatory parent meetings at Queen Anne Co-op, in addition to the annual meeting.
3. Classroom Assistant: Members are expected to show up on time to complete their classroom shift.
4. School Job: Families must perform their school jobs. If a family does not perform the job, they should communicate with the Vice Chair to ask for help/or to create an alternative way to serve the school community.

Should a family reach the point that any of the follow occurs, the Board will have a confidential conversation about how to support the family:

- Failure to pay tuition on time two times.
- Two missed parent meetings without communicating and addressing barriers to attendance with their Class Coordinator and to receive any missed information.
- Failure to show up or to show up on time for two classroom shifts.
- Failure to perform a parent job for two months.

The board will discuss any families that appear to be struggling to meet their obligations and how the community can support them to enable continued success of both the individual family and the wider school community. The board will appoint a liaison to work directly with the family to understand the issues at play and connect them with appropriate help. Reasonable accommodations will be made with an effort to promote inclusion and equity in the school. If the families continue to fail to meet expectations of the school for one month past one of the above triggering events the family will be considered as not meeting responsibilities and will be unable to participate in registration for the following year.

When a family is not meeting their responsibilities and a plan of action to address the underlying causes cannot be agreed upon between the family and board, membership in the cooperative can be terminated by a 2/3 vote of the board. This is a last resort and should only be utilized in cases where a family is not responsive to the board's attempts to resolve the issue through additional support.

*B. Multiple student families*

1. Multi-student families are required to attend only one monthly class meeting each month. The member must inform the Class Coordinator for each class she/he participates in which meeting she/he is choosing to attend in a particular month.
2. Members with more than one child enrolled in the preschool are required to hold a class job for each class in which they have a child enrolled. Alternatively, they may choose one All-School job or a Board position.
3. Members with twins need only hold one class job and work one day per week. They must pay tuition and registration fees for both children.

*C. Classroom Visitors*

*PANDEMICS AND OTHER UNEXPECTED SITUATIONS MAY ELIMINATE THE OPTION TO BRING VISITORS.*

1. Visiting children (e.g., siblings, friends, prospective students) must be approved by the teacher(s), preferably 24 hours before the visitation, and the adult member must be

present in the classroom on the day of the child's visit. Please do not bring a sick sibling to the classroom on your work day.

2. Visiting adults, such as grandparents or anyone who does not frequently work in the classroom, must be approved by the teacher(s), preferably 24 hours before the visitation. If the visiting adult is working in the classroom as a substitute for a member, it is the responsibility of the member to inform the visiting adult of all classroom rules, responsibilities, and expectations prior to class (see Section V (D.2))

*D. Leaves of absence*

1. Any member may take an unencumbered eight-week leave of absence for childbirth or adoption. Leave begins on the child's date of birth or adoption and ends exactly eight weeks later (i.e., no extensions for school vacations, etc.) The child(ren) of members taking a paternity absence can attend in their caregiver's absence, and an alternate caregiver does not need to attend in their place. If a caregiver chooses to take workdays off before the birth (not including doctor ordered bed-rest), this does count toward the eight-week leave.
2. A member may also take an unencumbered leave of absence for a family medical emergency. The length of such a leave of absence shall be determined by the Board on a case-by-case basis.
3. The member planning a leave of absence must notify her/his class scheduler and Class Coordinator as soon as possible. The scheduler will arrange for classroom work substitutes.
4. To hold the child's place in school, tuition must be paid during the leave of absence.

## APPENDIX A: POLICIES AND PROCEDURES

### I. MEMBERSHIP

The QACP membership consists of the parents or guardians of children enrolled in the preschool classes. The teacher(s) may agree to a larger class size at her/his discretion. The child must have reached the age of their respective class by a predetermined date to be eligible for enrollment. A child who is younger than the age of his or her respective class on the predetermined dates may be enrolled with the approval of the Teacher(s) and the Parent Educator. To maintain proper ratios during class time no more than two sets of multiples (i.e., twins, triplets) may be enrolled in a class.

### II. TEACHER HIRING

1. QACP seeks to employ an experienced teacher(s) whose personal philosophy and background in early childhood education is compatible with the philosophy of QACP. QACP is and will be an equal opportunity employer.
2. In the event of a teacher vacancy, the vice-Chairperson will appoint a teacher hiring committee made up of three experienced, long-term members from different classes and one Board member. In the event the Vice Chair cannot find three such members, as many as two of the committee members may also be members of the board.
3. After establishing procedures (with the guidance of NSC), the committee will advertise, screen and interview applicants.
4. Two thirds of the committee must agree on the candidate chosen to be recommended to the Board.
5. The Board may vote to hire immediately or to instruct the committee to continue its search. In the latter case, the candidate will be informed that she/he is under consideration.
6. The Board will make the final decisions on a teacher contract. The Chairperson(s) and the Treasurer will process all appropriate contracts with the teacher.
7. To fill an emergency vacancy, a substitute may be hired by a majority of the Board.

### III. PROGRAM EVALUATION

QACP is committed to regularly evaluating its program to identify areas for improvement. Evaluations are learning tools to help all who serve QACP improve performance.

The Program Evaluations Coordinator (PEC) will oversee program evaluation. In September, the PEC will establish an evaluation schedule with exact deadlines. The evaluations will consist of questionnaires (typically fall and spring Member participation is optional but recommended) and one comprehensive, online program evaluation (member participation mandatory). The PEC will provide orientation/training to class representatives (usually Class Secretaries); present the feedback questionnaires to the Board as necessary throughout the year; use the evaluation form provided by NSC and make any needed edits or additions; distribute the survey and encourage participation; and tabulate the evaluation results and prepare a summarized report. Prior to the May

Board meeting, the PEC and class representatives, teacher(s) and parent educator(s) will meet to review the completed program evaluation form and class tabulations. After this meeting, the PEC will present the class evaluation summaries to the Board at its May meeting. If there are any areas for program improvement, an action plan committee consisting of the Board Chairperson(s), volunteer Board member(s), and if applicable, the teacher(s), parent educator, and All-School Job holder(s), will be formed. By June 1st the PEC will develop an appropriate action plan and timetable for correcting each problem and achieving program improvement. The PEC will present the action plan(s) at the June Board meeting. The PEC is responsible for action plan implementation.

#### IV. CLASS ISSUES & CONCERNS

1. QACP is a democratic organization that strives to promote open, friendly, honest communication between members.
2. A member with a concern about an issue she/he perceives to be classroom-related should contact directly the person(s) she/he feels is the focus of her/his concern.
3. The member with the concern should state very specifically what the concern is, what she/he sees as a solution and suggestions for reaching that solution. The Class Coordinator may be used as a mediator if the member voicing a concern feels unable to initiate a direct discussion with the party involved.
4. All participants in the discussion should decide whether the issue needs to be addressed at the next class meeting.
5. If a member's concern is based on the actions of several people, the Parent Educator should be asked to bring the issue up for discussion at the next class meeting. All class members should be informed before the meeting, either by note, phone or email, about the issue that will be discussed.

#### V. AGGRESSION POLICY

It is important that every child feel safe at QACP. We strive to ensure the safety of all children by utilizing a specific plan for dealing with aggressive behaviors. Our goal is to work through situations with the child, family, and other class members to redirect aggressive behavior and achieve a successful outcome. We also realize that behavior modification takes time and patience. Within this process, our teacher(s) and parent educators are committed to upholding our policy. Classroom assistants are expected to use these techniques as well to keep all our children safe and to help them learn new, more appropriate behavior to get their needs met.

Prevention is always the best way to avoid aggressive behavior. In all classes, the teacher assistants (caregivers) need to be monitoring the area they are near to intervene in possible conflicts. This is especially true in the Tots and Twos classes where pre-verbal children do not have the social skills or the verbal skills to get their needs met in safe, appropriate ways. They act in more instinctual ways that include grabbing, hitting, pushing, kicking, biting, screaming, spitting, etc. These are normal behaviors. By noticing that a pre-verbal child needs attention before he/she reaches a point of acting out, the adult can redirect to a new activity or distract the child with another toy and potentially avoid problematic or aggressive behavior. Distraction and redirection work

with children in the 3s and Pre-K classes as well but there is a higher expectation for verbal 2-, 3-, 4- and 5-year old children to use their words to get their needs met. Helping children to use language to get their needs met is the focus of all social skills training. This is especially true with extinguishing and/or redirecting aggressive behavior.

As a classroom assistant, it is your responsibility to inform the teacher(s) and/or parent educator(s) of any unusual or repeated aggressive behavior so that the behavior can be monitored. An *Incident Report* may be written by the teacher(s) or parent educator(s) to document each reported aggression.

A discussion of strategies for dealing with the behavior may occur at the next class meeting. The discussion would focus on how to effectively handle the behavior as well as what the replacement behavior needs to be rather than focusing on a specific child.

### **How to Handle Aggressive Behavior in the Classroom:**

1. First, comfort the victim. Have the aggressor come back to the victim to witness the result of his/her actions (this will probably take 2 adults).
2. Tell the aggressor in a very serious tone, "It is NEVER O.K. to \_\_\_\_\_, it hurts! Look how much it hurt your friend \_\_\_\_\_."
3. Give the aggressor the language he/she needs to use instead, "If you want the block, you need to say, 'I want a turn.'" The aggressor should not be given the desired item. Do not make the children hug or try to force an apology. See #8.
4. When the victim is composed enough, help him/her tell the aggressor, "Don't \_\_\_\_\_ me, it hurts." Encourage the victim to say the words, but if he/she is hesitant, offer to say the words while the child stands next to you.
5. If this is the first incident, the aggressor should be warned that he/she will have to leave the area if unable to play in a safe way. Any further incidents warrant immediate removal either by telling the child he/she must choose another play area or by physically moving the child to a new area. Either of these actions should be accompanied with, "It is not safe for you to be in the \_\_\_\_\_ area right now."
6. The aggressor should be closely monitored when playing near other children and the teacher should immediately be informed.
7. If you feel unable to or uncomfortable in dealing with an aggressive child, ask the teacher or parent educator to step in.
8. In the Threes and Pre-K classes, the aggressor should be expected to make amends by performing some act of kindness for the victim when the victim is ready to accept. This rebuilds the relationship and needs to be an act that clearly sends the message that the aggressor understands he/she made a mistake and wants to assure the victim that he/she is trying to learn to be a safe playmate. This will be the responsibility of the aggressor's caregiver to follow up and support the aggressor in reconnecting with the victim in an appropriate way.
9. If the teacher(s) and/or parent educator(s) deems the behavior a serious safety concern and no progress in extinguishing the behavior is observed, the steps outlined in the "Non-typical Classroom Behavior" section will be followed.

## VI. NON-TYPICAL CLASSROOM BEHAVIOR

When a child's classroom behavior is outside the range typical for the age, the Co-op professional staff (the parent educators and the classroom teacher(s)) will follow a protocol designed to determine if continued Co-op membership is in the best interest of not only the child but the Co-op as well. If the concerns cannot be resolved in a mutually beneficial way, the family will need to find placement elsewhere. During any point in this process the Co-op staff reserves the right with cause to request that the Board terminate a child's class membership. The following procedure will be used:

1. The teacher(s) and parent educator(s) will meet to clarify observations and identify target issues. A plan for monitoring and documentation will be established at this time.
2. Co-op staff will meet with family to discuss observations and concerns and will develop an intervention plan to modify or replace targeted issues. [Depending on the severity of the atypical behavior, procedure may go directly to Step 4 at this meeting.]
3. The classroom plan from Step 2 will be monitored for four weeks of class sessions. The Co-op staff and caregiver(s) will confer during and at the end of the four weeks. Staff will determine if targeted behavior is improving with the interventions and if continued monitoring is needed and how this will occur.
4. If behavior is severe and/or unsafe, the member will be directed to seek outside assessment and possible treatment. Consultation with specialists may include psychological, neurological, psychiatric assessments, testing for speech and language development, social and emotional development and physical and occupational development. The need for family counseling or caregiver coaching may also be identified. (Complete early childhood assessments can be done through the Seattle Public School's Student Services office or through Children's Hospital as well as other private vendors including Boyer Clinic.)
  - a. Documentation (via a completed *Exchange of Information Form*) of an appointment to begin this assessment process will be required within 14 days of the meeting where the family was directed to seek assessment. The *Exchange of Information Form* will also give Co-op staff permission to discuss classroom observations and behavior with appropriate practitioners.
  - b. Documentation (via a completed *Exchange of Information Form*) of treatment plans will be required. Treatment plan goals need to include development of group skills. The *Exchange of Information Form* will also give Co-op staff permission to discuss classroom observations and behavior, as well as intervention services with any professional who is managing the treatment plan. The purpose of these discussions will be to monitor progress and determine if the Co-op classroom is the best placement for the child. (It is strongly recommended that treatment begin as soon as possible and no longer than six weeks after initial assessment appointment.)
  - c. During the assessment and treatment period the child may continue to attend class and a caregiver may be required to attend and shadow the child each day.
  - d. During the treatment period the Co-op Staff will continue to monitor for progress and cooperate with treatment plan practitioners to report as needed.

5. Class membership will be terminated at the professional discretion of the Staff, with Board approval, at any point in this process if the best interests of the Co-op and/or the child are not being served.

#### VII. ILLNESS ANNOUNCEMENT PROCEDURES

1. If you are aware that a child enrolled at QACP has a communicable disease or illness it is your responsibility to first inform your Class Coordinator, Chairperson and teacher(s).
2. Notify Class Coordinator informing of communicable disease or illness.
3. Class coordinator will notify the Health and Safety Coordinator, who will contact all Class Coordinators, Board Chair and teachers.
4. Teachers will hang a sign on the classroom door in addition to making an announcement notifying all incoming parents/guardians/caregivers to the classroom of exposure.

#### VIII. GRIEVANCES

The grievance procedure may be used when the steps outlined in the Class Issues and Concerns section have been followed, time has been allowed to implement the agreed-upon changes and the parties involved have not acted in good faith.

Grievances will be handled as follows:

1. The aggrieved party will contact her/his Class Coordinator and explain the situation.
2. The Class Coordinator will immediately inform all parties and the Co-Chairs of the problem, and may serve as the mediator between the parties, if necessary. At the request of any party to the grievance, the Board may be informed of the dispute and requested to appoint a grievance committee to investigate it.
3. The grievance committee will consist of one Board officer, one member of the class involved, one member from the general QACP membership, and an NSC parent educator.
4. The grievance committee will evaluate the dispute and make a recommendation to the Board regarding its settlement. The decision of the Board will be final and binding, and must comply with any employment contracts in force at the time.
5. Any party to the grievance may appeal the Board's decision by presenting to the Board a petition signed by one-third of the QACP membership requesting an All-School hearing and vote on the issue. Attendance by two-thirds of the voting members of QACP will be required at such a meeting to validate a vote.

#### IX. FIELD TRIP POLICY

1. To be decided on by group consensus and within NSC co-op preschool policies.
2. NSC requires the online "Field Trip Approval Form" be submitted at least TWO WEEKS prior to the field trip (form can be found at: <https://www.northseattlecoops.org/resources/resources-for-coops/>)
3. Non-workday caregivers may attend but must pay their own admission (if there is a fee).

4. Only children enrolled in the class taking the field trip may attend, except at teacher discretion and with additional caregivers to maintain necessary adult to child ratios.
5. All caregivers should be prepared to drive on their workday. If you cannot/are unwilling to drive, the field trip coordinator should be told as soon as possible. Walking or public transportation field trips can be scheduled on those days.
6. When private cars are used, each driver must have the emergency forms for every child in their car. Drivers are responsible for returning the forms to their Class Coordinator or Field Trip Coordinator. Each driver must have completed the Voluntary Driver Form (which remains on file in the classroom), including updated insurance information, and have provided a photocopy of a valid Driver's License (also on file in the classroom).
7. When planning trips, take into consideration the location of the field trip and the availability of drivers (and/or the possibility of using public transport).
8. Students need to wear QACP yellow vests to identify them on field trips.
9. Students must be assigned to a working caregiver during the trip.

#### X. SNOW POLICY

1. To find out if QACP is closed due to inclement weather, follow the news announcements for Seattle Public School District's schedule. For the safety of our families, whether Seattle Public Schools announces a closure or a partial schedule change (e.g. 2hr delay, early dismissal, or closure of after school programs only) QACP is closed and will not hold any classes.
2. If the Seattle Public Schools are open but the teacher(s) cannot drive to QACP due to the weather conditions, she/he will alert the Class Coordinators. The Class Coordinators will alert members. Only the Class Coordinators should contact the teacher(s) at home. Members may contact their Class Coordinator for snow closure information if they haven't received information. Days missed due to snow will not be made up.

#### XI. BABY-WEARING POLICY

During the infant's first 8 weeks of age, or Paternity Leave (Section XI (D)), the caregiver is considered a guest and is not required to participate in any work-day duties. The infant must be worn in a front pack and remain in that pack for the entire duration of the class period. Extended baby-wearing (past 8 weeks of age) is conditional upon the adult to child ratios in the classroom. It cannot hinder the caregiver's ability to fully participate in class or their ability to perform all necessary work-day duties. If the caregiver is planning on extended baby-wearing in class, they must notify the teacher of their decision prior to returning from paternity leave. After 8 weeks of age, or 8 weeks Paternity Leave, the caregiver may register the infant (\$5 registration fee and all required registration paperwork) and continue wearing the infant to 12 weeks of age. After 12 weeks of age, should the caregiver wish to continue baby-wearing in class, they will need to pay monthly tuition equal to that of the class they are enrolled in until the infant reaches 16 weeks of age. After 16 weeks of age, the infant should be placed in the MAC (Appendix A, Section XIV) or alternate childcare must be secured on a parent's workday.

## XII. REGISTRATION

1. *Wait List and Registration Priority Rules:* The admissions team will compile and maintain waitlists for all classes at the school. Waitlisted families do not have to pay the registration fee until offered placement. Waitlisted families must be told of the school's philosophy, requirements, and fees before they can be added. Waitlist/registration position is assigned on a first-come, first-served basis (except for the Tots lottery) in the following order of preference:
  - a. A child whose guardian is a QACP Board member.
  - b. A child whose guardian holds an All-School job.
  - c. A child who is new to QACP but has a sibling currently enrolled.
  - d. A child who is new to QACP and has no sibling currently enrolled, but whose last sibling to attend QACP graduated from the Pre-K Class (i.e., an alumnus). Exceptions to the alumni status (i.e. a move or illness prevented the most recent sibling from completion of Pre-K) will be handled on a case-by-case basis for those families wishing to appeal to the Board directly.
  - e. A child whose family has never been enrolled at QACP.
  
2. *Early Registration:* The following registration procedure assumes, where applicable, the member is meeting their responsibilities, as defined in the Member Responsibilities Section XI (A) of this Handbook.
  - a. An Early Registration version of the member agreement form will be created by the admission coordinators for distribution to current members.
  - b. On a predetermined date before the end of March, the Admissions Chairperson(s) will distribute a registration letter and electronic Registration Form for the upcoming school year) that outlines the class, tuition and fee schedules for the following school year. Each returning member must complete the Early Registration form and submit the following to the appropriate admissions coordinator 2 weeks later, date to be set by the Board prior to the start of the school year:
    - i. a registration fee for each child enrolling at the school.
    - ii. June tuition for each class they wish to enroll in.
  - c. It may be necessary to fill multiple class sessions via an internal lottery. Members will be given the opportunity to identify and rank the session(s) they are willing to enroll in. Members who volunteer for a Board position for the coming school year will be exempt.
  - d. Registration checks will be returned to lottery participants who do not win a place in a session in which they are willing to enroll as indicated on the Member Agreement Form.
  - e. Registration becomes valid upon receipt of the required form(s) and fee(s). See Section VI - Fees and Finances for payment rules and options.
  - f. Members who withdraw a valid registration may request to have the prepaid tuition for the coming year redirected to cover tuition fees incurred in the current year, or if there is a continuing sibling, the future year, if the admissions coordinator can fill the vacancy(ies) immediately.

3. *Open House*: After Internal Registration and prior to Open Enrollment, the admissions team will host an Open House event and invite prospective members to visit the school and meet with teachers and current families available to attend.
4. *Open Enrollment*
  - a. Open enrollment will begin on a predetermined date within two weeks of Open House and not to interfere with school breaks. If there is more demand for the classes than places available, a lottery will be held to assign places in the class and waitlist position. Alumni will receive priority over new members (please see official definition of "alumni" in Appendix A, Section XII).
  - b. An electronic Registration Form *through Jovial or equivalent registration system* for community members wishing to enroll at QACP is to be made available on the QACP website when Open Enrollment begins
  - c. Prospective members must submit the form via Jovial or equivalent electronic registrations system within the open enrollment period described above to request a place in one of the following year's classes.
  - d. LOTTERY:
    - i. Families will be instructed via the web site to contact the school by email if they do not receive confirmation of enrollment request within one week of submitting registration forms.
    - ii. The website will also tell prospective members to expect an email with lottery results within 3-5 business days of the drawing, and the date on which it will take place, should a lottery be necessary.
    - iii. If a lottery for any class is required, it will take place as close to three business days after the end of the open enrollment period as possible at the convenience of the Admissions team and at least one volunteer Board member whose function will be to authenticate the drawing.
    - iv. Lottery results will be shared with participants via email within 3-5 business days.
  - e. Once prospective members have been notified and offered a spot, they will have five business days to submit Registration forms and non-refundable registration fee plus tuition for the last month to the Admissions team.
5. *Withdrawals*
  - a. Members must notify their Class Coordinator and the appropriate admissions coordinator in writing (email is acceptable) as soon as their withdrawal date is known. The Class Coordinator will notify the board so the member's name can be removed from Jovial. Registration Fee is non-refundable. No cash refunds will be given for unused, prepaid tuition after May 15th (prior to the start of the upcoming year). However, after school has started a member may use a prepaid month's tuition when written notice is given to their Class Coordinator at least thirty days prior to his/her withdrawal. No refunds will be given for unused portions of a calendar month.
  - b. If a member must withdraw from the Cooperative because of moving outside the city of Seattle, on recommendation of a doctor or their Preschool Teacher, or on directive from the Board, and is unable to give a full 30 days' notice, then any

unused full month's tuition is refundable. Refunds for other emergency situations shall be issued upon approval of the Board.

- c. If a family withdraws before the official start of the school year and gives at least 30 days notice, QACP will refund their last month's tuition, but not the registration fee.

#### 6. Refunds

- a. Requests for refunds of tuition payments must be made in writing and submitted to a member of the finance committee and subject to Board approval.
- b. All family account balances will be audited at the end of the school year to check for credits. Any families with credit balances that are no longer enrolled for a future class will be contacted by a member of the finance committee to discuss options of refunding or donating their account balance.

### XIII. BATHROOM POLICY

As stated in QACP's Risk Management Manual (compiled by The Risk Management Committee of OPEP (Organization of Parent Education Programs)), adults shall not be alone with a child or children where they cannot be observed by other adults.

The following guidelines are in place and must be followed any time\* a child or children need to use the restroom:

*\*NOTE: the only exception to this policy is when a caregiver is accompanying their own child and only their own child to the restroom. This applies to diaper changes as well as children using the toilet.*

1. In the Twos, Threes, and Pre-K classes, two adults will accompany the child or children to the restroom. They will utilize the same restroom as a group, and not divide the group to use different restrooms.
2. In any class when classroom ratios will not allow two adults to accompany a child, one caregiver will stand in the doorway to the restroom to assist children; the other caregiver will stand in the doorway of the classroom. Both classroom door and bathroom door remain open.

All classroom assistants, teachers, and caregivers are encouraged to do the following:

1. Working caregivers will suggest group potty breaks during class to encourage more children going at once, and to avoid multiple individual trips. Ideal times for group bathroom breaks can be determined by each class (i.e., during snack hand washing)
2. Please encourage your child to use the restroom before class starts, and change diapers prior to dropping off your child.

### XIV. MAC DROP-OFF POLICY

1. *Mac Drop-In*: If there is additional availability in the MAC classroom after working caregivers have completed enrollment for the year, the MAC classroom can be fully enrolled by adding students whose caregiver is not working in the classroom during the time their child is enrolled in the MAC in three ways: Families may enroll for an annual MAC class; sign up for a monthly (1<sup>st</sup> of the month to the end of the month)

spot; or sign up on an hourly drop-in basis. MAC enrollment forms must be completed before a child attends a class in the MAC in all cases. The MAC teachers will keep attendance daily for any child attending a MAC class. If there are issues that arise with late pick up times, the family will be prevented from future MAC use for annual and weekly openings.

2. *Annual MAC Student Enrollment:* The MAC coordinator will provide a list of class time availability for the MAC each week. Some class times may only be open for a set amount of time e.g. until a newborn is able to attend later that year. Families will then apply for the MAC openings they would like prioritized 1-3. Annual students may only enroll in one MAC class. If they would like to request more than one MAC class, they may enroll for a second class only if there are no other families applying for class at the time. A lottery system will be used if multiple families request the same opening.
  - a. In the event a family needs to enroll their child in the MAC classroom for a caregiver work day, the monthly enrolled child will have to forfeit their class time in the MAC. The MAC Coordinator will give a 2-week notice to the family. Any unused MAC payment will be applied as a tuition credit. Any family enrolled in the MAC on an annual basis will need to give the MAC coordinator a 30 day notice if they are to withdraw and wish to receive the last month's tuition.
3. *Hourly MAC Student Enrollment:* Any remaining MAC class openings will be offered on an hourly basis (drop-in). The MAC Coordinator will post openings for the MAC each week. Caregivers must email the MAC coordinator to reserve a class time for that week. Drop-in MAC for infants (18 months or younger) will be determined on a case-by-case basis by the MAC Coordinator in conjunction with the MAC teachers. The infant policy applies only to weekly MAC drop-in and does affect those enrolling an infant annually in the MAC. MAC coordinator will update Jovial as class times are filled. Once the caregiver has reserved a class time, they must pay for the class regardless of attendance. In the event a family needs to enroll their child in the MAC classroom for a caregiver work day, the weekly enrolled child will have to forfeit their class time in the MAC. The MAC Coordinator will give two weeks' notice to the family. Any unused MAC payment will be applied as a tuition credit.
4. *Board Member MAC Usage:* Coop members may utilize some available MAC spaces for free to fulfill Board and School job requirements. For example, the Board Co-Chairs may request drop-in MAC coverage while meeting with the Church regarding tenancy issues, committee members may request coverage during meetings that occur during MAC hours, or members working on fundraising and events may request coverage during regular MAC hours while preparing materials. Spaces will be assigned on a first-come, first-served basis and are dependent on MAC availability. Families wishing to pay for drop-in MAC services will receive priority for available spaces up to 48 hours in advance of a board member's requested time. To reserve a space, Board members can contact the MAC Coordinator beginning on the first of the month in which the MAC is requested and up to one week in advance of

the date in which the MAC is requested. To request a date within the first week of a calendar month, a request must be submitted to the MAC Coordinator at least one week prior. At the beginning of the school year, all Board members must submit a copy of their child's Emergency Medical Form to the MAC Coordinator to be kept on file. No reimbursements will be issued for pre-paid MAC tuition.

5. *MAC Tuition*: Tuition for annually enrolled MAC students is due the 1st of each month and will be assessed a late fee if paid after the 15th. June tuition is due with registration. If you choose to withdraw from your class June tuition may be applied toward your final month of use provided that you contact the MAC Coordinator with at least a 30 day notice prior to your intended withdrawal date. No refunds will be given for unused portions of a calendar month.
  - MAC Tuition can be paid by: mailing a check to the school's P.O. Box; or paying electronically via Jovial [using ACH (fee applies) or credit card (credit card payments that do not donate the processing fee will be canceled)]. A returned check fee of \$25 may be assessed when your payment check is returned to QACP by your bank. The MAC coordinator will provide enrollment and attendance information to the Treasurer to update all the family's accounts. Both Monthly and Hourly enrolled MAC students may not attend the MAC class in the event of a MAC teacher sick day when substitute caregivers are unable to secure proper ratios. MAC coordinator will notify the families ASAP if class is canceled and a tuition credit will be given. The MAC coordinator will notify the Treasurer in this event. Caregivers cannot trade a class or switch children if their child is not able to attend their assigned monthly or hourly class and they will forfeit their tuition for that class.
6. In the event that a child is unable to attend their scheduled MAC class, the family must notify the MAC Coordinator with as much advance notice as possible.
7. *MAC Financial Assistance*: Any coop student whose family requests such financial assistance may attend the MAC on a drop-in basis free of charge up to two class periods per month or up to six times in a school year before they will be asked to fill out a financial aid or scholarship application. Requests for and receipt of financial assistance under this policy shall be provided to the Treasurer for bookkeeping purposes but otherwise kept confidential. Any family that needs financial assistance for MAC coverage in excess of two days per month will be encouraged to submit a written financial aid application to the Treasurer. Students requesting financial assistance for drop-in MAC coverage will have the same priority for MAC coverage as other drop-in MAC students as set forth in the QACP Handbook, and financial assistance under this policy will only be denied if it exceeds the limits set forth in this policy or if drop-in MAC coverage is unavailable as set forth in the QACP Handbook.

**XV. POLICY FOR OPENING DOORS FOR NON-MEMBERS:**

Please do not let people inside the building, even to use bathrooms. Keep the red doors closed at all times. If someone does come in and is not a QACP member or approved person, please direct them to the church office.

**XVI. POLICY FOR CO-CHAIRS:**

Co-Chairs may request reduced classroom duties to fulfill board job requirements. Decisions should be made on a case-by-case basis by teachers and class coordinators of the affected classes.

## APPENDIX B: SCHOLARSHIP & FINANCIAL AID

### QUEEN ANNE COOPERATIVE PRESCHOOL SCHOLARSHIP GUIDELINES<sup>3</sup>

Queen Anne Cooperative Preschool (QACP) offers a tuition assistance program. Any family that feels they need a reduced tuition for their child to attend QACP is urged to apply. Each year, QACP sets aside a fixed budget for tuition assistance. There are two ways QACP awards tuition assistance: financial aid and scholarships. Financial aid is awarded first to eligible families who meet predefined income guidelines (see below). These are based on the Department of Health and Human Services guidelines, which also form the basis of the National School Lunch Program income eligibility guidelines.<sup>4</sup> If funds remain, scholarships may be awarded to families whose income exceeds the limit for financial aid, but who have expressed a financial hardship. All award decisions are confidential and are made and approved by the Executive Board of Directors.

To apply, submit a scholarship form and documents to the Treasurer by sending it to [treasurer@queenannecoop.org](mailto:treasurer@queenannecoop.org). The Treasurer will review and present the application confidentially to the Executive Committee (Chair, Vice Chair, Secretary, Treasurer, Admissions Chair) and applications will be notified once a decision is made.

Refund Policy: Registration and other fees will be refunded if you did not receive 75% of the scholarship listed under the income guidelines. If you have any questions, please contact the Treasurer at [treasurer@queenannecoop.org](mailto:treasurer@queenannecoop.org).

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<sup>3</sup> QACP reserves the right to modify the financial aid policy and the amount of financial aid provided at any time.

<sup>4</sup>[Federal Register/Vol. 85, No. 55/Friday, March 20, 2020/Notices](#)

Number in household:		Household of 1		Household of 2		Household of 3	
Eligibility %		Income Range		Income Range		Income Range	
90%	monthly	\$ 0.00	\$ 2,831.25	\$ 0.00	\$ 3,814.58	\$ 0.00	\$ 4,797.92
	yearly	\$ 0.00	\$ 33,975.00	\$ 0.00	\$ 45,775.00	\$ 0.00	\$ 57,575.00
80%	monthly	\$ 2,831.25	\$ 3,185.16	\$ 3,814.58	\$ 4,291.41	\$ 4,797.92	\$ 5,397.66
	yearly	\$ 33,975.00	\$ 38,221.88	\$ 45,775.00	\$ 51,496.88	\$ 57,575.00	\$ 64,771.88
70%	monthly	\$ 3,185.16	\$ 3,583.30	\$ 4,291.41	\$ 4,827.83	\$ 5,397.66	\$ 6,072.36
	yearly	\$ 38,221.88	\$ 42,999.61	\$ 51,496.88	\$ 57,933.98	\$ 64,771.88	\$ 72,868.36
60%	monthly	\$ 3,583.30	\$ 4,031.21	\$ 4,827.83	\$ 5,431.31	\$ 6,072.36	\$ 6,831.41
	yearly	\$ 42,999.61	\$ 48,374.56	\$ 57,933.98	\$ 65,175.73	\$ 72,868.36	\$ 81,976.90
50%	monthly	\$ 4,031.21	\$ 4,535.12	\$ 5,431.31	\$ 6,110.22	\$ 6,831.41	\$ 7,685.33
	yearly	\$ 48,374.56	\$ 54,421.38	\$ 65,175.73	\$ 73,322.70	\$ 81,976.90	\$ 92,224.02

Number in household:		Household of 4		Household of 5		Household of 6	
Eligibility %		Income Range		Income Range		Income Range	
90%	monthly	\$ 0.00	\$ 5,781.25	\$ 0.00	\$ 6,764.58	\$ 0.00	\$ 7,747.92
	yearly	\$ 0.00	\$ 69,375.00	\$ 0.00	\$ 81,175.00	\$ 0.00	\$ 92,975.00
80%	monthly	\$ 5,781.25	\$ 6,503.91	\$ 6,764.58	\$ 7,610.16	\$ 7,747.92	\$ 8,716.41
	yearly	\$ 69,375.00	\$ 78,046.88	\$ 81,175.00	\$ 91,321.88	\$ 92,975.00	\$ 104,596.88
70%	monthly	\$ 6,503.91	\$ 7,316.89	\$ 7,610.16	\$ 8,561.43	\$ 8,716.41	\$ 9,805.96
	yearly	\$ 78,046.88	\$ 87,802.73	\$ 91,321.88	\$ 102,737.11	\$ 104,596.88	\$ 117,671.48
60%	monthly	\$ 7,316.89	\$ 8,231.51	\$ 8,561.43	\$ 9,631.60	\$ 9,805.96	\$ 11,031.70
	yearly	\$ 87,802.73	\$ 98,778.08	\$ 102,737.11	\$ 115,579.25	\$ 117,671.48	\$ 132,380.42
50%	monthly	\$ 8,231.51	\$ 9,260.44	\$ 9,631.60	\$ 10,835.55	\$ 11,031.70	\$ 12,410.66
	yearly	\$ 98,778.08	\$ 111,125.34	\$ 115,579.25	\$ 130,026.65	\$ 132,380.42	\$ 148,927.97

Number in household:		Household of 7		Household of 8		Household of 9	
Eligibility %		Income Range		Income Range		Income Range	
90%	monthly	\$ 0.00	\$ 8,731.25	\$ 0.00	\$ 9,714.58	\$ 0.00	\$ 10,697.92
	yearly	\$ 0.00	\$ 104,775.00	\$ 0.00	\$ 116,575.00	\$ 0.00	\$ 128,375.00
80%	monthly	\$ 8,731.25	\$ 9,822.66	\$ 9,714.58	\$ 10,928.91	\$ 10,697.92	\$ 12,035.16
	yearly	\$ 104,775.00	\$ 117,871.88	\$ 116,575.00	\$ 131,146.88	\$ 128,375.00	\$ 144,421.88
70%	monthly	\$ 9,822.66	\$ 11,050.49	\$ 10,928.91	\$ 12,295.02	\$ 12,035.16	\$ 13,539.55
	yearly	\$ 117,871.88	\$ 132,605.86	\$ 131,146.88	\$ 147,540.23	\$ 144,421.88	\$ 162,474.61
60%	monthly	\$ 11,050.49	\$ 12,431.80	\$ 12,295.02	\$ 13,831.90	\$ 13,539.55	\$ 15,231.99
	yearly	\$ 132,605.86	\$ 149,181.59	\$ 147,540.23	\$ 165,982.76	\$ 162,474.61	\$ 182,783.94
50%	monthly	\$ 12,431.80	\$ 13,985.77	\$ 13,831.90	\$ 15,560.88	\$ 15,231.99	\$ 17,135.99
	yearly	\$ 149,181.59	\$ 167,829.29	\$ 165,982.76	\$ 186,730.61	\$ 182,783.94	\$ 205,631.93

- Income Guidelines based up to 250% of the U.S. Federal Poverty Level Threshold
- Eligibility is determined using household size and total household 2203 Adjusted Gross Income
- Eligibility does not guarantee fund availability



Queen Anne Cooperative Preschool  
Scholarship Application

Please complete and return this application to [treasurer@queenannecoop.org](mailto:treasurer@queenannecoop.org). The Treasurer will anonymize your request and bring it to the executive board or designated committee for a vote. Your application will be considered promptly after it's submitted and at any time during the school year.

*Application due by 5:00pm on 12/15/2013*

Parent(s) Name(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Email(s): \_\_\_\_\_

Occupation(s)/Employer(s): \_\_\_\_\_

Gross taxable income from all sources (wages, salaries, bonuses and tips, as well as investment income and unearned income): \$ \_\_\_\_\_

Non-Taxable income and benefits (child support, inheritances, etc.): \$ \_\_\_\_\_

\*\*\*\*\*

Child's Address \_\_\_\_\_

Number of parents/guardians residing at child's address: \_\_\_\_\_

Number of children in family: \_\_\_\_\_

Number of Children Enrolled in QACP: \_\_\_\_\_

*Please list all children for which you are requesting tuition assistance:*

#	Child's Name	Birth Date	Class	Full Monthly Tuition
1				
2				
3				

**Nondiscrimination Statement**

Queen Anne Cooperative Preschool will not discriminate on the basis of education, race, religion, sex, national origin or handicapping conditions. This policy includes, but is not limited to racially, religiously or sexually non-discriminatory administration by the school admissions, scholarship programs, and extra-curricular activities that are a part of the school's regular program or similar activities.

**CONFIDENTIAL**

Financial Assistance Requested (You may check multiple boxes)

100% (limit 3 months, once per year)	# Months Requested:
75% (limit 7 months, once per year)	# Months Requested:
50% (always available, funds permitting)	# Months Requested:
25% or less (always available, funds permitting)	# Months Requested:
	% Requested

How much do you feel able to pay on a monthly basis?:

If you are seeking a scholarship greater than that which you qualify for based on income alone, please briefly describe circumstances that affect your family's current financial situation. Please state why full tuition payment may not be possible at this time. Use the other side of the sheet if needed.

**Signature of Parent/Guardian responsible for tuition/fees                      Date**

<sup>1</sup> QACP reserves the right to modify the financial aid policy and the amount of financial aid provided at any time.

<sup>2</sup> Please review the income matrix located in the scholarship guidelines section of the handbook. Applicants must be in good standing as outlined in Section XI(A) of the handbook.

<sup>3</sup> Scholarship assistance excludes registration and other fees or charges. These must be paid by stated due date.

<sup>4</sup> If additional financial aid is needed above what QACP can provide, members may also apply to the NSC Parent Advisory Council for financial aid. The size of PAC financial aid available fluctuates and depends on the collective need of the member preschools. The PAC application form is available from the QACP PAC Representative or the QACP Treasurer.

**Nondiscrimination Statement**

Queen Anne Cooperative Preschool will not discriminate on the basis of education, race, religion, sex, national origin or handicapping conditions. This policy includes, but is not limited to racially, religiously or sexually non-discriminatory administration by the school admissions, scholarship programs, and extra-curricular activities that are a part of the school's regular program or similar activities.



## APPENDIX C: A CAREGIVER'S GUIDE TO CLASSROOM STATIONS

QACP's classroom is divided into many different areas for the children to explore. This part of the handbook will help you understand what each area offers the children and how you, as a Classroom Assistant, can interact with the children while there. The sections in italics are taken from "When I Play I Learn!" by K. Miller, Children's World National Director of Education, and is written from a child's perspective.

### Art

#### When I'm visiting the art area, I am learning....

- *to develop my imagination and creativity.*
- *eye-hand coordination, helpful for learning to write.*
- *the names of colors and how to make new colors.*
- *to distinguish shapes, and purposely create shapes.*
- *to notice patterns from background, necessary for learning to read.*
- *to express my feelings and ideas.*
- *that my ideas have value.*
- *relationships of space and size, necessary for mathematics.*
- *concepts of symmetry, balance and design.*

#### As a Classroom Assistant in the art area, you can...

- focus on process rather than the product. For example, if a child is painting at the easels, you can offer observations: "I notice you are using lots of purple paint!" or "Tell me about your painting?"
- avoid directing the children or correcting their creations...if their tree looks like a purple cow, don't try to correct them or fix it!
- talk with the children about colors, shapes, designs and expose them to new vocabulary and concepts.
- please put a name and a date on the back of a finished creation.
- Offer them materials and assistance when they ask. However, we want them to create from their own perspective and at their individual skill level.

### Carpet Area

When I play with blocks, trains, cars and trucks, I am learning...

- *concepts of shape, size, length, and location, all relative to learning to read, and doing mathematics.*
- *to see myself from a different perspective, that of a giant.*
- *to create and repeat patterns, a math skill.*
- *to exercise my imagination.*
- *to express my ideas.*
- *to solve problems.*
- *about the properties of wood & balance*
- *to cooperate with others.*

As a Classroom Assistant on the carpet, you can...

- introduce new concepts and language in the context of their play... "You stacked a rectangle block on top of a square block!"
- let the children do as much as they can by themselves. Help them just enough so they are successful but not so much that you are doing it for them. If it is a repeated activity, provide a little less help each time, giving them a chance to master the activity.
- Use carpet play as an opportunity to practice counting, sorting and ordering.
- help them with the cooperative part of play. Remind them they can only push over towers that they have built themselves (and only if there is no one in the way!) or help them take turns zooming cars down the mountain.
- if a child is working alone, help protect that child's space and creation.
- help them express their emotions. The carpet often provides a chance to label and validate a child's feelings. If a child is upset because another child took her toy pony, "It made you angry when Susie took your pony."
- remind children of safety rules: no throwing toys and structures may be built to shoulder height.
- expect children to participate in cleaning up the carpet area...make it a fun challenge to put everything back in its place!

## Playdough Table

### When I play with playdough, I am learning...

- *to see the shape against the background of the table, a reading skill.*
- *concepts of shapes, relative size, big, small, length, and height*
- *to see negative space when cookie cutter shapes are taken away.*
- *to express feelings, squeezing and pounding.*
- *to exercise my imagination and creativity.*
- *that the amount of a substance remains the same, even when the shape changes.*

### As a Classroom Assistant at the playdough table, you can...

- provide vocabulary for their playdough play: rough, smooth, soft, cool.
- help them describe what they are creating: tall, round, flat, big, small.
- eagerly engage in the imaginary play that comes from playdough...putting the cookies into the oven, have a party with the cakes
- help them remember to keep the playdough at the playdough table
- if appropriate (Threes and Pre-K classes), help them connect the playdough tools to other activities in the classroom: if they are using dinosaur playdough stamps during the dinosaur unit, for example.

## Sensory Table

### When I play at the sensory table, I am learning...

- *to observe changes as sensory materials takes a different form in different containers.*
- *eye-hand coordination as I learn to pour.*
- *concepts of empty and full, volume and weight, relevant to mathematics.*
- *use my sense to explore the texture, shape and color of a variety of materials and the words to describe them*
- *how to scoop, measure, dump using my hands and other tools*
- *the beginnings of the cause and effect relationship*
- *how to play alongside my friends in a shared space*

### As a Classroom Assistant at the sensory table, you can...

- play and explore with the children rather than directing them. Comment on what you are experiencing.
- use questions to extend their experience. Try encouraging further exploration by asking; "What if we...?" or "Why do you think...?"
- provide language for children as they are exploring. For a younger child you might offer, "This sand feels rough and cold in my hand." For older children you could prompt them with simple questions, "Tell me how the beans feel in your hand?"
- help them negotiate sharing the tools and sharing the space by using words and taking turns

- notice that some children come to the sensory table for quiet, solitary play. If you sense they are there to play quietly, it is okay to sit with them while they explore on their own.

## Table Toys Table

When I play at the table toys table, I am learning...

- *to notice details of likeness and differences of objects and form categories, essential concepts for reading and mathematics.*
- *concepts of color, size, and shape.*
- *numerical concepts of more and less.*
- *logical reasoning.*
- *to coordinate my fine motor skills and develop my hand-eye coordination*
- *concepts of part to whole relationships*
- *to use trial and error*
- *to share materials*

As a Classroom Assistant at the table toys table, you can...

- familiarize yourself with the materials selected by the teacher for that day
- gently help children when they are struggling with a puzzle or one of the manipulative toys. Guide them in a way that allows them to build skill and confidence without doing it for them. For example, suggest they turn the puzzle piece, or help them look for a similarly colored piece. "Let's do it together."
- with older children, challenge them by stretching the activity. If they are sorting bears, have them sort in a variety of categories, or group them in twos...whatever the material lends itself to.
- encourage children to study a puzzle before they take the pieces out – it makes it much easier to put it back together again if they know what it looks like!
- provide new vocabulary to describe what they are working on: numbers, colors, relationships, measurements, etc.

## Dramatic Play, Grocery & House

When I play in the dramatic play, grocery & house, I am learning...

- *to be flexible in my thinking.*
- *to express myself in sentences.*
- *to try on different adult roles.*
- *to sort and organize playthings.*
- *to make decisions.*
- *to exercise my imagination and creativity.*
- *to carry out my ideas with the cooperation of others.*
- *to improvise and use things in a symbolic way to represent something else...a form of abstract thinking.*
- *to solve problems, especially socially, through negotiation with friends.*
- *to practice practical skills like dressing and organizing space.*
- *to make sense of my own experiences in the world by working through them in my play.*

As a Classroom Assistant in the dramatic play, grocery and house area, you can...

- follow their lead and resist the urge to direct their play in the direction you think would be fun.
- come to lunch, do some grocery shopping, or climb the tower, participate in the role they've selected for you
- be observant. If other children are hovering on the edge and are not sure how to join in the play, find a way that they could be folded into the group or activity
- engage them in conversation using questions and observations. For example, if they are running the grocery store, ask them about what they shop for when they go to the grocery store. Show them the connections to their own lives.
- do your best to use non-gender labeling when possible: firefighter, police officer, mail carrier
- help set limits for behavior. At QACP we do not engage in weapon play. That means the cute, little hairdryers can't be pointed and "fired" at other children. Usually all it takes is a gentle reminder!

## Circle Time

Circle time is rich with wonderful experiences for preschoolers and often their favorite time of the day. During each preschool class we will spend time in a circle on the carpet singing together as a group. The

teachers use a variety of techniques to engage the children, from the felt Board and finger plays to scarves and instruments. **At QACP we ask caregivers to join us in our singing, dancing, shaking and marching, no matter how goofy it feels!** The more adults we have modeling the movements, rhythms, and words, the more involved the children become.

Singing simple songs like “Open, Shut Them,” or “The Itsy-Bitsy Spider” provides children with a visual and auditory experience, is helpful to language and speech development, motor skills development (it is hard work opening and shutting those little fingers!), and fosters social interactions within the group and with the teacher. As a Classroom Assistant on the rug, you can help bring the children’s attention to who is directing the circle. This early school experience is often the first time young children learn to take direction from someone other than a parent or primary caregiver.

Singing familiar songs, like “Wheels on the Bus,” can also act as a bridge between home and school for children who are learning to be apart from their caregivers on their “drop-off” day. It is comforting for children to sing in circle a song they’ve sung repeatedly with caregivers at home. For the older children, it is also a place to extend pretend play. Stomping around like a T-Rex and munching leaves while listening to “We Are the Dinosaurs Marching,” is full of social interaction, body awareness, and listening skills, all while expanding on a theme they are exploring in class – dinosaurs.

For children in the older classes, circle time also becomes a place to learn about impulse control and develop more sophisticated social skills that are important for functioning as a respectful member of a group. “Sharing” time is introduced in the 3s and Pre-K classes, and it is a perfect chance to help the children learn to manage their impulses. As a Classroom Assistant sitting on the rug next to Sally during sharing, and she keeps shouting out about her toys at home, it is your job to help her control that urge. A whisper in her ear of, “this is Bobby’s turn to share, we are listening,” may be all she needs to begin developing the ability to delay the gratification that comes with shouting out. It seems like such a basic skill to us as adults, but as children move into more complex social situations, they need help learning to postpone their impulses. If two children are engaged with each other rather than listening, you can help by physically inserting yourself between the two. Separating them is sometimes the most effective way to help them focus on the task at hand and giving attention to the teacher or another child. Teaching them to be a good audience while their friends are sharing is our job. Modeling that behavior as adults during circle time is another easy way of showing the desired behavior, so do your best to be focused and avoid chatting. Example is often the most powerful teaching tool!

#### Your role as Classroom Assistant during Circle Time...

- Help the children direct their attention to the front of the circle to the adult leading the group or to a child sharing in the older classes.
- If you see a little one wandering from the rug, bring her or him back into circle, hand them an egg to shake, do the Hokey Pokey with them, or ask them to sit with you for “Slippery Fish.”
- Help them get those little fingers or other body parts into a close approximation to what is being demonstrated.
- In classes with more children than adults, sit so that adults are evenly dispersed among the children.

- Help pass out props, instruments and then help collect them.
- Redirect children from a distraction before a small one becomes a big one.
- Jump right in and sing along – don't be shy and have fun!
- Model the desired behavior – if it is listening quietly or doing the finger plays actions.
- Children not joining class at Circle Time need to be looking at books quietly in the Library.

## Snack/Lunch Time

In a young child's life every activity and interaction is an opportunity for development and growth. Snack time at QACP is a perfect example of something that to adults seems uncomplicated and maybe even a bit mundane. But to a preschooler it is full of challenges! The three-year old wonders, "How do I get that bowl of crackers over here, so I can have some?" For a Tot who is only familiar with a sippy-cup, "What in the world do I do with this open cup of water? Spill it down my front?" Or the Fives class member who is learning how to have a conversation with his peers at the lunch table, thinking, "Hey! She just said she has a dog! I have a dog too! Now, how do I get into this conversation...?" And for that Two's child who sees the large motor toys come out to the rug, but still needs to clear his snack from the table and take it to the garbage; "Hey! I don't want to clear my snack! I have no impulse control...I'm going to the rug!!!"

Snack can be a rewarding part of the classroom schedule if you think of it as a time of challenge and discovery. Here are some tips to help support the children as they navigate the snack table and all the learning it offers:

- Model, model, model! Use the words and actions you want them to use. Say, "Please pass the water," and "Thank you for passing the water." You are teaching them to ask for what they need, an important self-help skill, and you are showing them the conventions of polite behavior.
- Snack time is also great for fine motor skill practice. Encourage the children to serve themselves. As they are learning, especially in the Tots and Twos, put your hand over theirs and guide them as they scoop the food from the bowl onto their napkins. Resist the urge to just do it for them. It is okay if some falls out of the spoon onto the table. A simple "Oops! It's tricky, but you'll get the hang of it!" is all they need.
- We want the kids to learn to pour the water for themselves. We've got lots of towels around for spills and water doesn't stain! Here's how to help them: Have them hold the cup in one hand down on the table, NOT up in the air. If they are younger, you can put your hand over theirs to help them steady the cup. Then help them pick-up the pitcher with the other hand, again your hand over theirs, and slowly pour into the cup. When you are snack person, it is best if you fill the water pitchers half way full or less so that they aren't too heavy for the children to lift. We can always refill them as needed.
- In older classes, model conversation. Ask questions and facilitate discussion. For example, notice what someone is eating for lunch: "I see that Jim has a cheese sandwich for lunch. Jim, do you like cheese? Who else likes cheese? Oh! Susie likes cheese too. What kind?" And so

on... Yes, it might not be stimulating meal time conversation yet, but it helps lay the foundation for successful social interaction.

- Encourage the children to try new foods they may not have tried before. Suggest they sample all the foods offered. If a child is used to eating an apple with the skin cut off but this apple has bright red skin on, talk about how the skin feels and looks... is it crunchy? Is it shiny?
- With older children it is a great venue for talking about nutrition. Avoid saying one food is bad or good because each family will have their own eating habits. But do encourage discussion about healthy choices, what certain foods do for us (“Oranges give us vitamin C and help us stay healthy”), and why some foods are better if we eat them only sometimes. With younger children simply providing them the vocabulary of snack time is valuable; “This apple is a piece of fruit! Fruit is so good for us!”
- Snack time often becomes a time when caregivers chat and catch up. Remember to put your focus on the kids at the table and the business of snack time. Safety is as important during snack as it is during large motor.
- Snack is a great time in the preschool schedule to nurture social interactions, practice fine motor skills and develop a feeling of community. The children are learning from us how to be in the world...how to help themselves, share experiences and build relationships. All around the world sharing a meal with others is a significant ritual. A few crackers and a slice of banana might not seem like much to us, but for our children it can be a meaningful experience, especially if we are guiding the way.

### **Snack Rules**

- Food stays at the table.
- Children must stay seated when they have food in their mouths.
- Food is eaten only during snack.
- Children may not bring their own individual snack – it’s a group snack. (Exception: parents of children with significant food allergies may want to keep a “treat” substitute at school in the event that there is a celebration with a traditional “treat”).
- No snack food (leftovers) goes in cubbies or home with children. (Exception: cooking project’s “product” in 3s and Pre-K classes may be sent home with children).
- Lunch boxes (for 3s class only on Fridays and all Pre-K classes) are put in the refrigerator upon entering the classroom and are returned there when lunch is done.
- When finished with snack, all children throw away their own garbage. 3s and Pre-K classes quietly look at books in the library until snack time is over. Tots and 2s move to the next activity set out by the teacher.

### **A few other helpful snack guidelines**

- Bring enough food for all the children in the class.
- All classes drink water during snack.
- All children and adults must wash hands before preparing and eating snack.
- Snacks should be small but nutritious. Try to avoid sugar and sweets.

- Please remember that snacks need to be tailored to meet individual group needs. For the Tots class in particular, snacks should be bite-sized portions to eliminate the possibility of choking. Items such as whole grapes or difficult-to-chew foods should be avoided for Tots.
- This is a snack, not a meal. Children may need to be reminded that a major meal will come later.
- Try to encourage children to take small amounts and to finish what they have before taking seconds.

## Large Motor Time

Large motor time is an opportunity for the children to build their physical strength, coordination and balance. They are developing self-confidence in their bodies and their abilities as they learn to ride scooters, walk a balance beam, climb stairs and jump to a mat or practice crawling in a long, colorful tunnel. They tackle problem-solving from a spatial and physical perspective...wondering how exactly to climb that rope ladder, which foot goes where, can I trust my grip? Our job as Classroom Assistants during this part of the day is to provide physical support for their safety and emotional support as they try new things and work through the stages of mastering a skill.

We have a few rules that we follow during large motor to keep everyone safe and having fun.

- At Co-op we always use two hands to climb.
- We take turns on equipment.
- If we are on a riding toy, we don't bump into others or "crash" our cars.

When large motor time has ended, you can help the teacher by gathering the kids back to the carpet or helping to put away the equipment. This is usually the end of the day and the children will come together on the carpet to sing a good-bye song. Children then collect any projects from their cubbies before heading home.

## APPENDIX D: TEACHER JOB DESCRIPTION

- A. Establish an environment suitable for young children in which they can explore, play and interact safely with one another.
- B. Develop and implement a developmentally and age-appropriate curriculum.
- C. Plan and implement daily activities within a flexible schedule.
- D. Spend class time observing, guiding, and interacting with children, and consulting with caregivers and an NSC Parent Educator.
- E. Model appropriate use of language, positive reinforcement-based techniques, and appropriate discipline strategies.
- F. Encourage and accept member input in all aspects of the preschool (curriculum topics, discipline, areas of expertise).
- G. Work with NSC parent educator(s), exchange ideas and information and utilize her/his expertise to enhance preschool experiences.
- H. Coordinate the ordering and purchase of supplies and curriculum materials.
- I. Attend monthly class meetings and monthly Board meetings.
- J. Participate in NSC sponsored teacher in-services; utilize allocated funds to attend classes or workshops.

## APPENDIX E: PARENT ADVISORY COUNCIL DESCRIPTION

### I. Mission and Membership

The Parent Advisory Council of the NSC Parent Education Program is a representative body whose mission is to act as the liaison among the Co-op Boards and between the Boards and the Parent Education Program administrators. NSC's PAC is made up of representatives from each off-campus Co-op affiliated with NSC as well as a representative from the Parent Education faculty who acts as an advisor to the group.

### II. Co-op Benefits

The information shared often saves time, energy and/or expense when the solution to a concern has already been implemented at another Co-op. The NSC Parent Education Program administrators appreciate the input and disbursement of information about the Coops that travels via PAC.

### III. PAC Scholarship Fund

The off-campus NSC Parent Education Program PAC Scholarship Fund has provided tuition support for many families who could not otherwise afford to become or remain members of their neighborhood Co-op. It also may be used to help Co-ops afford one-time projects such as site enhancement or moving costs. Every Co-op is asked to contribute an amount based on their enrollment. This contribution serves as the basic amount for the Fund. PAC Reps then increase this amount through fundraising efforts. Funds request applications are available through the PAC Rep and are meant to supplement Co-op scholarship and project budgets.

### IV. Job Description

The Parent Advisory Council is composed of members representing each Co-op in the NSC system. A staff member from NSC's Parent Education department facilitates it. The recommended council term is 2 years. In general PAC has two main goals:

- A. to redistribute funds between the member coops through the PAC scholarship fund
- B. to share best practices and other information among the affiliated preschools. To accomplish these goals, the PAC representative will:
  1. Attend monthly PAC meetings, traditionally held midday during the week. At these meetings it is expected that the PAC representative will report both the status of their Co-op as well as bring any questions from their respective Boards. Co-op Boards can ask their PAC Rep to seek information on any topic concerning the Co-op's operation, ranging from rent to enrollment to risk management policy implementation. To this end it is important that the PAC reps are very familiar with their respective school's handbook. Some of these discussions occur online and it is expected that the PAC representative will participate in a timely manner.
  2. Organize and attend the yearly Leadership Session. This is a coming together of all the Co-ops' Chairs, Treasurers, Fundraisers, Risk Managers and Admissions personnel, hosted by PAC to share challenges, successes and useful information. It is usually held between mid-October/early November.

3. Ensure that the school's assessment fee is paid in full. Assist their respective scholarship committee as needed in timely completion of the PAC scholarship request. Participate in the discussion of scholarship awards at November and March PAC meetings.
4. Report back to their respective Boards relevant information learned from other Co-ops, as well as any NSC reporting (unless already done by parent educators present at Board meetings).
5. Hold a council position (such as Chair, secretary, leadership session coordinator, etc.) and participate as needed in team-driven projects.

## APPENDIX F: NORTH SEATTLE COLLEGE PRESCHOOLS BYLAWS

### **Queen Anne Cooperative Preschool Bylaws** Approved April 20, 2021 by QACP Membership

#### Article 1. Name

The name of this nonprofit corporation is “Queen Anne Cooperative Preschool” (QACP). The corporation will be referred to as the **“Cooperative”** in these Bylaws.

#### Article 2. Principal Offices

The principal office for the transaction of the business of the cooperative is located at North Seattle College, 9600 College Way N, , Seattle, Washington (the **“College”**). The Board of Directors may change the principal office from this location to another location within this city.

#### Article 3. Purpose & Powers

This Cooperative is organized to, in conjunction with the College, support families with young children by providing programs where children and caregivers learn together as participants in a college laboratory setting (the **“Preschool”**). The Preschool shall provide a flexible, stimulating environment in which each child may freely experience, at their own rate, a broad range of physical, social, and intellectual activities. The Preschool shall partner with members with an opportunity to be directly involved in the education of their children and to get instruction in the skills of child-rearing. In furnishing services to its members, the Cooperative’s operations shall be conducted as nearly as possible at cost and not for profit. The Cooperative shall have all of the general or specific powers conferred on this Cooperative by the laws of the State of Washington, all of which are hereby expressly claimed.

The Cooperative will keep with the requirements set forth governing those organizations that qualify as exempt organizations under section 501(C)(3) of the Internal Revenue Code of 1986, as amended or revised, (or the corresponding provision in any future United States Internal Revenue law).

#### Article 4. Membership

Section 4.1 One Class of Members; Joint Membership: The Cooperative shall have one class of members, which shall consist of the guardians of a child or children enrolled in the Preschool. If a child has multiple guardians, the guardians of an enrolled child(ren) shall be considered joint members of the cooperative. A single guardian of an enrolled child(ren) shall be considered a member of the Cooperative.

Section 4.2 Eligibility for Admission and Membership: Queen Anne Cooperative Preschool admits students of any race, color, gender (including gender identity and expression), religion, national and ethnic origin, age, ability, or sexual orientation and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, or other school administered programs. Provided, however, a condition of the admission of any child(ren) is that the guardian(s) of such child(ren) shall agree to be member(s) of the Cooperative and to comply with all of the policies, rules and regulations of the Cooperative.

Section 4.3 Voting Rights: Each member or joint member shall be entitled to one undivided vote on each matter submitted to a vote of the membership. A joint member vote may be cast by either of the guardian(s) of the child(ren) enrolled in the school.

Section 4.4 Termination of Membership: The Board of Directors, by an affirmative vote by a majority of the Directors present at any regular meeting at which a quorum is present, may suspend or expel any child(ren) and terminate any member for cause after appropriate notice and hearing, including but not limited to, failure to comply with the policies set forth in Cooperative's Member Handbook, as modified from time to time by the Board of Directors.

Section 4.5 Powers of Members: The membership shall elect a Board of Directors and Officers at the annual membership meeting. The membership may rescind any action of the Board of Directors by majority vote of the members at a regular or special membership meeting at which a quorum is present.

Section 4.6 Admission and Membership Eligibility Criteria: The Cooperative may establish tuition requirements and admission standards for students and membership requirements for guardians, which shall be set forth as standing rules, which shall be available to all members and potential members.

Section 4.7 No Personal Liability. No member shall be liable to third parties for this Cooperative's acts, debts, liabilities, or obligations. A member shall, however, be personally liable to this Cooperative for tuition, dues, and assessments as provided by these Bylaws and for other contractual obligations of the member to this Cooperative or as may otherwise be agreed to by this Cooperative and the member.

## Article 5. Meetings of Members

Section 5.1 Bi-Annual Meetings: The bi-annual meetings of the members shall be held in the months of September and April of each year, at a place and time designated by the Board of Directors.

Section 5.2 Special Meeting: Special meetings of the members may be called by the Chairperson(s), or a majority of the Board of Directors, or not less than 50% of the members.

Section 5.3 Notice of Meetings: All notices of meetings of members shall be given not less than ten (10) days before the date of the meeting. Such notice shall set forth the time and place of, and business to be conducted at, the meeting. No business shall be transacted at any special meeting other than that referred to in the notice. Notwithstanding the foregoing, the failure to give notice or of any member to receive notice shall not invalidate any action taken at the meeting if a quorum was present.

Section 5.4 Quorum: At any meeting of the members, a majority of the members shall constitute a quorum for any and all purposes. li Once a quorum is present, the meeting may be conducted until adjournment notwithstanding the withdrawal of enough members to leave less than a quorum, provided that not less than one- third of the members are present.

## Article 6. Board Directors and Officers

Section 6.1 Number and Qualification of Officers and Directors: the Cooperative is governed by the Board of Directors. The board consists of a Chairperson(s), Vice-Chairperson, Treasurer, Secretary, Admission Chairperson(s), Health and Safety Coordinator, class coordinators (one from each class, appointed by the chairperson(s) if no one volunteers for the following school year by the end of the current school year), teacher(s) (non-voting members) and parent educator(s) ( non-voting members), and

such other board positions as the board may from time to time designate. Each officer will perform her/his duties described in the procedures section of the Member Handbook. The board will use consensus decision-making while conducting the business of the Cooperative. Parliamentary rules of order will be followed in the event that consensus cannot be reached (as long as they are consistent and applicable to the constitution and these Bylaws). In the event of inconsistency, a committee of board members will be appointed by the Chairperson(s) to make a decision.

Any two or more of the foregoing offices may be held by the same person, except the offices of Chairperson(s) and Secretary. Any member in good standing is eligible to be elected as an Officer and/or Director. Membership in the cooperative shall be a continuing qualification to hold office as an Officer and/or Director. Any Officer or Director who ceases to be a member shall be deemed to have resigned as an Officer and/or Director and his/her position shall be deemed vacant.

Section 6.2 Election and Term of Officers and Directors: Officers and Directors shall be elected by the members at the annual meeting of the members. The Officers and Directors so elected shall hold office for a term of one year, with the exception of co-chairperson(s) which shall be staggered two year terms, beginning with the Transitional Board Meeting held in June; however, if any annual meeting is not held, or if Officers and Directors are not elected at any annual meeting, they may be elected at any special members' meeting subsequently held for that purpose. Each Officer and Director, including an Officer or Director elected to fill a vacancy or elected at a special members' meeting, shall hold office until expiration of the term for which elected and until a successor has been elected.

Section 6.3 Nomination of Officers and Directors. At the time of the annual meeting, any member in good standing of the cooperative may nominate himself or herself to be an Officer and/or Director. In addition, any member may nominate any other member to be an Officer and/or Director. It is intended that candidates shall be nominated to serve as both an Officer and/or as a Director. Candidates nominated to be both an Officer and a Director shall be voted upon by the membership for both positions at the same time (i.e., on the same ballot).

Section 6.4 Vacancies: Except as otherwise provided by law, vacancies in the Board of Directors, whether caused by resignation, death or otherwise, shall be filled by a vote of the majority of the members of the Board of Directors. A Director thus elected to fill a vacancy shall hold office for the unexpired term of his predecessor and until his successor is elected. If there is a vacancy caused by resignation, death

or otherwise of a Director who is also an Officer, any member, including the existing Officers and/or Directors may be nominated for the vacant Officer/Director position. If an existing Director is elected to fill the Officer/Director position of the departing Officer/Director, additional elections shall be held as may be needed until any vacant positions are filled.

Section 6.5 Meetings by Conference Telephone or Similar Communications: Except as may be otherwise restricted by the articles of incorporation or bylaws, members of the Board of Directors or any committee designated by the Board of Directors may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation by such means shall constitute presence, in person, at a meeting.

Voting by email must be approved by the Board and a valid email address provided to the Chairperson(s). All votes by email must be unanimous.

Section 6.6 Bi-Annual Meeting: Following each bi-annual meeting of the members, the Board of Directors is authorized to hold a regular meeting for the purposes of organization, and the transaction of other business without further notice of such meeting.

Section 6.7 Regular Meetings: Regular meetings of the Board of Directors shall be held monthly, or at such times and at such places as the Board of Directors may determine. Oral or written notice of such meetings shall be given not less than 24 hours prior to the time of meeting. But such notice may be waived by all the Board of Directors, and their appearance at a meeting shall constitute a waiver of notice.

Section 6.8 Special Meetings: A special meeting of the Board of Directors shall be held whenever called by the Chairperson(s) or by a majority of the directors. Only the business specified in the written notice shall be transacted at a special meeting. Each call for a special meeting shall be in writing or by printed notice given by electronic transmission, stating the place, day and hour of the meeting. Notice of any such meeting of the Board of Directors shall be given at least two (2) days prior to the meeting.

Section 6.9 Quorum and Failure of Notice: A majority of the Board of Directors shall constitute a quorum at any meeting of the Board. The failure to give notice or of any Director to receive notice of a Regular or Special Meeting shall not invalidate any

action taken at the meeting if a quorum was present.

Section 6.10 Powers and Duties of Directors: Subject to the limitations set forth in the articles of incorporation, these bylaws, and the laws of the State of Washington, the business of the Cooperative shall be exercised by the Board of Directors. Without limitation, the Directors' powers and duties include the following:

6.10.1. General supervision and control of the business and the affairs of the Cooperative;

6.10.2. Subject to any applicable policies of North Seattle College, authority to admit and terminate members and to adopt rules and regulations to govern the operation of the Cooperative and the members;

6.10.3. Authority to procure insurance covering general liability of the company for accidents;

6.10.4. Instillation and management of an accounting system adequate to meet the requirements of the Cooperative;

6.10.5. Selection of one or more banks to act as depositories of funds of the Cooperative;

6.10.6. The foregoing enumeration of powers and duties is not intended to be exclusive and shall not limit or restrict the exercise of the general or specific powers conferred on this cooperative by the laws of the State of Washington.

Section 6.11 Reimbursement and Compensation: The Cooperative may reimburse Officers and Directors for actual and reasonable costs of travel, meals, and lodging for attendance at conferences, seminars, and training sessions that are for the benefit of the Cooperative provided that such expenses shall be approved by the Board Chairperson(s) (preferably in advance) or if the expense is for the Board Chairperson(s) by two other Board officers.

Directors serve in a volunteer capacity and will not be entitled to compensation for attendance at meetings or for travel to and from regular and special meetings.

No voting member of the Board of Directors, or member of the immediate family of any Board member, shall occupy any position in the Cooperative on a regular salary.

Section 6.12 Removal of Directors: A Board member may be removed from office for cause by a two-thirds (2/3) vote of members. Any Board member who resigns or fails to attend at least three (3) consecutive regularly scheduled meetings without cause shall be deemed as having resigned from the Board of Directors.

## Article 7. Officers and Committees

Section 7.1 Officers: The following Officers of the Cooperative shall be elected as Officer/Directors by the membership:

Section 7.2 Chairperson(s): The Chairperson(s) shall (1) preside over all meetings of the cooperative and of the Board of Directors; (2) call special meetings of the Board of Directors; (3) appoint such committees as the Board of Directors may deem advisable for the proper conduct of the cooperative; and (4) perform all acts and duties usually performed by a presiding officer.

Section 7.3 Vice Chairperson: In the absence or disability of the Chairperson(s), the Vice Chairperson shall perform the duties of the Chairperson(s), provided, however that in the case of death, resignation, or disability of the Chairperson(s), the Board of Directors may declare the office vacant and elect any eligible person Chairperson(s).

Section 7.4 Secretary: The secretary shall keep a full and complete record of all meetings of the Cooperative and of the Board of Directors and shall have general charge and supervision of the books and records of the association. The secretary shall sign papers pertaining to the Cooperative as authorized or directed by the Board of Directors. The secretary shall serve all notices required by law and by these Bylaws and shall perform such other duties as may be required by the cooperative or the Board of Directors. Upon the election of a successor, the secretary shall turn over all books and other property belonging to the cooperative.

Section 7.5 Treasurer: The treasurer shall be responsible for the keeping and disbursing of all monies of the Cooperative, and shall keep accurate books of accounts of all transactions of the Cooperative. The treasurer shall perform such duties with respect to the finances of the Cooperative as may be prescribed by the Board of Directors. At the expiration of their term of office, the treasurer shall promptly turn over to their successor all monies, property, books, records, and documents pertaining to the office of treasurer or belonging to the Cooperative.

Section 7.6 Other Officers. The Board of Directors, as they may deem for the best interest of the Cooperative, may provide for the appointment of additional officers to manage the activities and affairs of the Cooperative. Such additional officers may be appointed from within or outside the membership and may, but need not be members of the Board of Directors.

## Article 8. Miscellaneous Provisions

Section 8.1 Books and Records: The Cooperative shall keep the following at its principal or registered office: (a) current copies of the Articles, Bylaws and Standing Rules, if any; (b) copies of correct and adequate records of accounts and finances, including the approval budget; (c) minutes of the meetings of the Board of Directors, Members and any committees; (d) records of the name and address of each of the Members; and (e) such other records as may be necessary or advisable, including copies of all contracts of the Cooperative.

Section 8.2 Fiscal Year: The Cooperative's fiscal year shall end on June 30.

Section 8.3 Rules of Procedure: To the extent that it is not inconsistent with the Articles, these Bylaws or applicable law, the most recent edition of Robert's Rules of Order shall govern all questions of parliamentary procedure at meetings of the Board of Directors or the Members.

Section 8.4 Conflict of Interest/Compensation: No Officer, voting Board Member, or Member of the Cooperative shall have any personal financial interest, direct or indirect, in any activity undertaken by the Cooperative, unless the activity is approved according to the procedure set forth in this Section 8.4. In the event that an Officer, voting Board Member, or Member of the Cooperative has any personal financial interest, direct or indirect, in any activity or prospective activity to be undertaken by the Cooperative, the following steps shall be taken: The conflict or potential conflict of interest shall be disclosed to the Board and the interested Member or Director with the conflict shall recuse themselves from further discussion of the activity prior to a vote on the subject and from any subsequent votes pertaining to the activity. The uninterested Board Members shall evaluate whether the activity is fair and reasonable and shall hold a vote to determine whether and how to move forward. The activity may be approved by a majority of the uninterested Board Members present. The uninterested Board Members must be sufficient to constitute a quorum without the interested Board Members for

any motion to pass. In the event that an activity is approved by the Board or Members and a conflict of interest is later discovered or disclosed, the Board may retroactively approve the activity using the above outlined procedure. In the event that a later-discovered conflict is determined to have been unreasonable or that a Member or Director has unfairly benefited at the expense of the Cooperative, the benefiting Member or Director shall return the amount determined to have been unfair or unreasonable to the Cooperative.

Section 8.5 No Board member, committee member, or Officer shall receive compensation for their service, but may receive reimbursement for approved expenditures incurred on behalf of the Cooperative. Board Members, Officers, and Members of the Cooperative shall be eligible to apply for tuition scholarships.

Section 8.6 Standing Rules: The Board of Directors may adopt such Standing Rules, relating to the amount and payment of tuition and all other matters which the Board of Directors deems appropriate, as the Board of Directors may deem beneficial to the fulfillment of the purposes of the cooperative.

Section 8.7 Amendment of Bylaws: These Bylaws amend and restate in their entirety the Bylaws of the Cooperative heretofore adopted, as same may have been revised. These Bylaws may be further altered, amended, or repealed and new Bylaws may be adopted by the vote of two-thirds (2/3) of the members.

Section 8.8 Indemnification, Limitation on Liability and Insurance. The cooperative may indemnify any director, officer, or former director against all judgments, penalties, fines, settlements, and reasonable expenses, including attorney's fees, in connection with any proceeding to the maximum extent authorized under RCW 23B.17.030, subject to the provisions of Chapter 23B.08.560 RCW, as now enacted or hereafter amended. The risks covered by this indemnification may be protected against by the purchase, maintenance, and payment of premiums for such insurance as in the discretion of the Board is deemed to be appropriate.

Section 8.9 Non Discrimination. The cooperative will comply fully with all applicable state or federal statutes and regulations forbidding recipients of state or federal financial assistance from discriminating on the ground of race, color, gender, national origin, age, handicap, or sexual orientation. Furthermore, the cooperative shall provide equal employment opportunities without regard to race, color, gender, national origin, age, ability, or sexual orientation.

Article 9.  
Finances

Section 9.1. Each member will pay tuition and fees as described in the procedures section of this handbook.

Section 9.2. QACP will carry accident and liability insurance as outlined in the affiliation contract with North Seattle College (NSC).

Section 9.3. Expenses will be paid from tuition, fees, and other revenue generated (e.g., fundraiser proceeds, interest, donations).

Section 9.4. All checks will be signed by the Treasurer and one other board member listed on the bank signature card.

Section 9.5. The Treasurer will submit to the board a budget for the following school year. The board will determine the tuition, registration fees and teacher salary in the process of approving the budget.

Section 9.6. QACP annually will file tax returns with the IRS and other documents with the State of Washington as required to maintain nonprofit status.

Article 10. Preschool Teacher(s)

Section 10.1. A contract will be executed annually between QACP and the teacher(s). The board will ratify the contract.

Section 10.2. The contract between QACP and the teacher(s) will be considered binding.

Section 10.3. The preschool evaluation will be performed annually prior to executing the contract.

Section 10.4. If QACP needs to hire a teacher, the Vice-Chairperson will appoint a teacher hiring committee and follow the procedures described in the handbook.

## APPENDIX G: EVACUATION ROUTE AND UTILITY SHUT-OFF PLAN

### EXIT TO CROCKETT STREET

Leave the building the same way you would under normal circumstances. Exit the classroom through the double doors, follow hallway to right and go out two sets of double doors. You will be facing Crockett Street.

### EXIT TO FIRST AVENUE NORTH

Exit classroom through door behind the dramatic play structure in SE corner of classroom. (Hint: illuminated "Exit" sign hangs above door.) Take stairs leading UP to the RIGHT. Do not go down to the Fellowship Hall. At the top of the stairs is a set of double doors that open onto the sidewalk along First Avenue North.

### ALTERNATE EXIT TO FIRST AVENUE NORTH (BY CHURCH OFFICE)

Exit classroom through the double doors, follow hallway to LEFT, go down stairs to landing, turn RIGHT and proceed up the stairs to the LEFT (towards the nursery). Go through the double doors at the top of the stairs and proceed straight ahead to the exit doors adjacent to the church office. You will be facing First Avenue North.

