



Williamsburg Parent Cooperative Preschool

Handbook

Williamsburg Parent Cooperative Preschool
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WHY A CO-OP?

Cooperative nursery schools form because parents want involvement in their young child's first school activities. Unlike traditional nursery schools, which consist of teachers and children, cooperative preschools include parents in the classroom and in the organization and administration of the school.

Parents, teachers and children benefit by this structure. Parents observe much while working in the classroom. A mother watches her son building a block garage with two classmates. A father can note how his daughter asks the teacher for help on a clay project, or relax at home after discovering that his son seems no more inclined to say "Please pass the juice" than his fellow classmates. Parents learn new ways of diverting arguments between their children after watching the teacher suggest that one child in school "be the firefighter" and the other "direct traffic." New friendships form among parents at work and in the classroom. Adult education occurs as parents attend schoolwide and class meetings on child development, hear book reviews, read the newsletter and discuss their childrearing ideas with professionally trained classroom teachers.

Teachers in cooperative preschool are very brave. How would you like to be observed by your employer every minute of the working day? But co-op teachers submit to this scrutiny because they believe that parents enrich and enliven the classroom. "I have a story that will be great for the week we study seeds," says one mother. This is the kind of enrichment teachers want – and the kind that parents can provide.

The child in a co-op has fun. He has a warm, accepting teacher qualified to work with young children, the companionship of classmates, and the guidance, enrichment and friendship of participating parents. The transition from home to school can be easier with one of his parents in the classroom occasionally. In addition, he learns the difficult art of sharing mother or dad's attention with other classmates.

THE CLASSROOM EXPERIENCE

The Child and the Curriculum

Classroom Philosophy

When children play, they are learning . . . exploring, testing out, trying to make something work the way they want it to, discovering things they have never seen before. Our classrooms are designed for this kind of learning . . . for touching, smelling, feeling and experimenting through the child's use of her own body; for sharing the talking with other children and the adults present; for exploring the environment to the fullest possibilities within the bounds of common sense, safety and mutual respect among peers and adults.

The children learn when their spontaneous reactions to their experiences can be extended and guided by the teacher and parents. The teacher functions as a sympathetic and alert guide, aware of the child's needs as he demonstrates them through play. In this environment the child can explore in a way which helps her to come into control of her emotional, cognitive and social development.

Naturally, the way each child reacts to the co-op will differ depending on his individual personality and developmental age. A child may be age four but have the emotional reactions of a three-and-a-half year old while being able to use art tools like a late four or early five. A child articulate with adults may not be able to yet play with children the same age. A child who demonstrates precocious sports ability may need help in controlling himself and taking turns during circle games or group activities. Children come in all varying degrees of intellectual growth, personality, body development and sociability. The classroom allows for these differences. Children are encouraged to grow and learn when they are ready.

The following pages describe highlights of different kinds of activities to be found in our co-op classrooms. Whether or not they are introduced, when they are introduced, for how long they are introduced and how they are experienced depends on the developmental readiness of each group.

The Classroom Program

FREE PLAY

This is a time for children to pursue their own interests alone or with companions. Individual skills are developed, curiosity and self-confidence encouraged, the imagination stimulated and learning how to get along with others helpfully guided by adults.

WATER PLAY

Provides a relaxed and calming setting where children can learn about and explore such concepts as depth, weight, suction, force, color, sound and beauty as well as share experiences of discovery with friends.

EASEL PAINTING

Provides a daily opportunity to discover line, space, color and texture on a two-dimensional surface. Children develop in their own time from random experimenting with paints and brushes through various stages of discovered -- then studied -- blobs, shapes and common designs. Toward five they begin to paint deliberate pictures intermingled with continued experiments with design, shape and color.

DIFFERENT ART ACTIVITIES

Offer daily experimentation with shapes, textures, design, color and space in both two and three dimensions. Children develop awareness of beauty through sense contact with materials; confidence in their ability to explore materials in their own unique random way; pride in adult acceptance of their product; and skill in eye-hand coordination.

SCIENCE TABLE AND DISPLAY

Provide nature materials for sharing with adults to increase sense of curiosity, beauty, discovery and familiarity with the living world around the child. Objects from the physical world can be manipulated and principles of physical science can be discovered through use rather than adult explanations. Children can contribute their objects from home to share and can use mechanical objects during dramatic play to increase understanding of their function.

WOODWORK BENCH

Encourages the pride of success a performing a very adult activity. With subtle help from adults, children manage to pound a nail or screw or saw a stick apart or drill a hole by hand. Toward five, some like to “make something real” but most just experiment to develop mastery. A nail pounded into a piece of soft wood is something marvelous to take home.

BOOK CORNER

A quiet place with a soft rug and inviting picture books. Illustrations are large enough to see clearly with good color and subjects of interest to the lives and feelings of young children. A place to rest and be alone for a while or with a good friend. Pleasure with books is an early step on the path to reading readiness.

TAPE CORNER

A place for children to choose their favorite small tape or taped story, feel accomplishment in using the machine, tap time or dance to music or listen together with friends.

BLOCK CORNER

A place to discover size and shape relationships and to explore balance and design. Through their own experimenting, children can create patterns of different complexity according to their own development, moving from simple experiments with the blocks to eventual purposeful building...all the while discovering design in the dimensions. Additions of moving vehicles, wooden people and animals extend the imaginative possibilities of blocks into dramatic play uses.

DRAMATIC PLAY

In the HOUSEKEEPING AREA (family rooms and dress-ups) and LARGE MUSCLE AREA children move around freely trying out feelings about themselves or their home, reliving experiences out in the community as they have understood them, finding out how to relate to others by taking “roles” (like policeman or robber or sister) and developing a healthy imagination through play. What the children do may reflect how they feel, how they understand what goes on around them, what they imagine but do not actually do in “real” life, how they have perceived situations they have been in, how they might work out solutions to situations or just PLAIN PRETENDING. Props are used from all over the room...either realistically, like pennies for money, or symbolically, like a block used as a penny. Dramatic play develops a healthy mind which feels confident in coping with life and is flexible in receiving new ideas. It extends ability to get along with others of the same age. Dramatic play is “trying out and integrating life.”

LARGE MUSCLE AREA

A place to let off steam in a productive way and to develop active large muscles by hanging, bouncing, climbing, pulling, lifting, moving in patterns, etc. Children may use this area for “exercise” or skill-building with larger muscles or they may involve the space and equipment with the creative activities of dramatic play.

TABLE TOYS

Challenging small games which provide coordination activities to help the child become self-sufficient; construction activities which help the child feel in control of materials, process and

product; reconstruction activities or self-correcting materials which can be taken apart and reassembled appropriately to help the child take pleasure in accomplishment; classification activities...matching, patterning, grouping, numbering, etc. to develop skills related to math and reading readiness.

CIRCLE TIME

Everyone is focused on one activity rather than pursuing individual interests as in free play. Again, when and how often circle time is introduced varies with readiness of the group. All children are helped, according to their personalities, to become aware of the focus of the group and to cooperate in listening. From the toddler who learns just to “Look!” to the older child who learns to raise a hand, circle encourages group social behavior. There is joy in listening to a friend talk; in the glorious waiting your turn to explode into the center of attention. Circle requires teacher skill in keeping attention and creating controlled enthusiasm. What happens varies from day to day. Circle is rarely perfect with young children but often joyful.

READING BOOKS

A book is a feeling, a thought, a recreated experience, a funny sound to play with, a reassurance for a worry, a beautiful splashing color. Through skilled reading the child participates in the pictured and written world of experiences he knows. Children learn to listen and also be drawn in...to react to a story by discussion afterwards or just a good feeling. The teacher may choose books because discussing this subject is relevant to a group interest, a child’s need or just because it is fun. Picture books lead children to reading readiness, but awareness of picture discrimination, left to right writing or the symbolic representation of printing is secondary to the experience of loving books for themselves. Children start with simple clear picture books, naming and pointing when there is no text. They move up to short stories about animals and family to books about people doing things and real-world items and events which interest them. The subject must suit the age and the attention span.

SHOW AND TELL

A time to feel very important telling something brought from home. Gradual confidence is developed about being the center of attention and the child learns to wait her turn and be aware of others. Very often, a show and tell subject may be related to other activities that day.

FINGER PLAYS, RHYMES AND SONGS

This increase the child’s imagination, deal with common experiences of childhood, encourage exuberant responses to living, encourage a child-adult bond, and create feelings of pride in mastery and repetition. Rhythm, pitch, sound, rhyme, language and emotional response create ear-alertness which makes for later joy in the contents of reading material. Songs and rhymes can be original as well as learned.

JUST TALKING

Happens a lot in circle, when somebody cares enough to really pen up discussion about a question a child brings up...death, birth, sky, loving things, mommies and daddies, scary things, good-feeling things. The teacher sees a need to “talk” and adults become aware of the young child’s thinking processes.

DEMONSTRATIONS

The teacher or a visitor demonstrates an idea which may relate to the present interest of the children. Children must have the opportunity to participate as much as possible (such as blowing their OWN bubble or trying on the policeman’s hat) but can be helped to respect visitors and focus on the topic at hand. The visitor can be helped to understand the children’s need for physical participation rather than wordy explanations.

Fun in Groups

CIRCLE GAMES

For very little children a quick “ring around the rosy” is as much cooperation as can be expected, but as children develop they enjoy singing and action games in a hand-holding circle. Subjects concern their daily activities or dramatic play in song and movement which everybody learns together. Some are sitting games of simple skill in which cooperation and taking turns while learning simple rules are important and can be handled by older children whose attention span and patience have developed.

FREE MOVEMENT

Together with the teacher, the children may try locomotor skill such as walking, running, hopping, jumping, leaping and sometimes skipping; or non-locomotor skills such as pushing-pulling, bending, swinging, shaking, etc. These can be experimented with at different levels and speeds and children can try their own ideas to a suggested “task” by the teacher. Musical accompaniment or tapes may be used.

ANIMAL OR FAMILIAR MOVEMENTS

The children decide to be animals or plants or machines they know and each tries his own way, thinking about how it feels and sounds. Sometimes music accompanies the mood.

ACTING OUT STORIES, PUPPETRY, OR RHYMES AND SONGS

After becoming familiar with a story or puppet theme, the children participate more and more in playing the roles. Examples include “Three Billy Goats Gruff” with a board as a bridge prop or “Three Little Pigs” with hand puppets.

FIELD TRIPS

When children are old enough to foray outside the classroom, trips are specially organized relating to themes in the room at that time or activities concerning nature or how things operate or are made. Children need to experience field trips by doing, not listening, and need help to have things pointed out to them and see properly from their own vantage point. Preparation beforehand, both at home and at school, and follow-up activities at school help increase understanding of the experience, particularly for the older children.

SNACK TIME

A time to come together, sit and talk in a personable way, recall experiences of the day, verbalize feelings, look at interesting items or play occasional guessing games. The tummy is filled with calming and sometimes interesting new food and, as children become able, they may get a chance to pour or help out. Sometimes children eat snacks they have prepared in class.

SPONTANEOUS GATHERINGS

Something happens at school or someone drops in with an interesting distraction. The teacher leads in suggesting a suspension of routine (total group participation or just lets the activity blend in with the day). The children are helped to see what is interesting.

OUTDOOR PLAY

A transition time, often early morning or end of day, when large muscle challenges can be tested with slides, climbing, swinging, heaving, hauling, jumping, crawling, balancing, rolling and occasional chasing.

The playground is also a place for quiet play and for dramatic play. As an “outdoor classroom” it provides quiet corners to play house with sand, water, or leaves, grass and bits of nature from the area and sand toys for digging, tunneling, raking, hauling, and reproducing construction activities.

On the playground children test their skills separately or together, play dramatic organized games, participate in dramatic play, create and experiment in sand and water or art activities. Equipment is meant to be moveable and versatile so that the child can create her own environment for the spontaneous active or quiet games at hand. It can also be arranged and rearranged so that it challenges the children’s prowess and imagination.

THE CLASSROOM EXPERIENCE

The Parent in the Classroom

General Guidelines

On your assigned workday, try to make arrangements so that you are not the carpool driver; you can then come early to help setup and stay afterward for cleanup and a talking time. It's nice to be able to share the day's ups and downs with the teacher without having to divert your attention to a car full of little ones anxious to get home.

Whenever you cannot work on your assigned day due to sickness or other commitments, you are responsible for finding your own replacement and then changing your position on the teacher's schedule in the classroom.

To focus on the children and their needs during class time, conversations between adults should be minimal, and limited to carrying out classroom goals.

NO SMOKING IN THE CLASSROOM OR ON THE PLAYGROUND!

Working with Your Own Child

On that very first day of school, you are asked to stay with your child only as long as necessary for his or her sense of security. For most children a few moments should do. If a longer stay is necessary, remain on the sideline, seated if possible, and let the teacher and working parents draw him out as appropriate.

Don't expect your child to wade right in and play with the other children regardless of how outgoing she usually is. Many children sit on the sidelines and observe or play alone for some time before feeling free to join in any group.

Will your child turn into an absolute monster on the day you work? Well...it may sometimes seem that way. It's a hard adjustment for a pre-schooler to see his own, particular, private MOTHER making herself available to all so indiscriminately! Let your child be a special, important person to you while you cater to the needs of the other children. Things are likely to work themselves out after you've participated in the classroom a few times. Keep in mind, too, that most people have the same problem on their workday, when your child's behavior is perfectly normal.

On returning home from school, some children like to describe everything they have done, while others report almost nothing. If your child wants to talk about school, listen with interest, but never make him feel compelled to tell the family about school.

Working with the Other Children

The primary watchwords for the parent helper are: common sense, a soft touch, and FLEXIBILITY! Throughout the classroom day, circulate around the room and try to observe and

be alert to the children's various moods or imaginary states. Observe how the children respond to what the teacher says and does.

Avoid "taking over" a child's activity, or interrupting it, unless it is time for a regularly scheduled group activity. Try to allow sufficient time for children to finish what they've started and encourage them to do so.

Do not do for a child what he can do for himself.

In general, SPEAKING with children is most effective when you speak calmly, quietly, and clearly. Go to her, rather than shout across the room, and, if possible, sit or lean to her eye-contact level.

Accept and respect children's feelings (including negative ones, such as sadness, anger, hatred) and when a child misbehaves, try to understand why.

When it is necessary to direct a child toward, or away from an activity, make positive suggestions whenever possible, and try to cooperate with his mental world of the moment. ("Firemen, put that hose away so that it will be ready for the next fire!" instead of "Put that rope away.")

Use the word "DON'T" only when a clear-cut command is necessary to stop harmful or dangerous action quickly.

DO KEEP AN EYE OUT FOR PHYSICAL HAZARDS!

Overall, try to accentuate the positive, being honest and encouraging in your praise. This will be especially important when helping the children with CREATIVE ARTS. Other guidelines in this area include:

- Leave the child free to express his own personality, feelings, and relationship to his environment through his work.
- Avoid "patterned" activities such as coloring books, tracing, etc.
- Encourage the child to use new materials, and to develop and experiment with her own techniques.
- Value, and encourage the children to value their own and others work for their own sake. Be just as concerned with the process of creating as with the product.
- Try to instill respect for tools and materials. Help the children clean up, but do not do it for them. Make clean-up fun.
- Avoid creating contests or making comparisons between children's works and do not expect that a child's product will always be pleasing or look "right." Very often, "wrong" proportions express an experience.
- Don't feel that you have to praise, or even comment on, everything a child does.

Working with the Teacher and Other Parents

In the classroom, the teacher is leader. She will set the standards for classroom behavior. Parents should be sure that they understand the standards and should try to be consistent with them, and with the emotional tone the teacher sets for the classroom day.

Within this framework, parent helpers should feel free to be themselves, contribute and share their ideas, feelings, activities, projects, and interesting experiences, and to be enthusiastic when they feel it is appropriate.

Remember, too, that the classroom is likely to be different everyday due to the unique interplay of everything, from the personalities of different assisting parents, through the changing abilities of the children, to the weather!

Naturally, misunderstanding and differences of opinion are bound to arise occasionally between parents, or teacher and parent. That's all right. Make a mental note about any time or any situation in which you felt uncomfortable during class hours. Then after class, bring out concerns for mutual discussion. Specific problems with your own or other children should be brought to the teacher's attention in her "off-duty" hours, never in front of the child.

Things Parents Need to Know

Field Trips

1. All field trips are to be approved by the Board.
2. Parents are expected to take turns participating in field trips, either driving or assisting; schedules will be made in conjunction with the person in charge of Field Trips.
3. A general field trip permission form will be passed out with your information packet and should be returned with other forms.
4. Parents will be informed of upcoming field trips by telephone or by individual notes sent home with the children a few days prior to each trip.
5. Children will meet at the school and be picked up there at regular school closing hours, unless the parents are informed otherwise.
6. Field trips are to be postponed if the driving conditions are questionable.

Driving Rules for Field Trips

1. The ratio of adults to children in each car will be left to the discretion of the teacher.
2. Make sure your car is in good operating condition on the day that you drive.
3. Seat belts must be used.
4. Children should be assigned to seats and remain seated while the car is in motion.
5. If a child misbehaves in the car, the vehicle should be stopped until the behavior is acceptable. Songs are effective.
6. No other children except those in the school will go on field trips. Occasional exceptions may be made where appropriate for younger siblings.
7. Use the hand brake when you stop to pick up or unload children. If you must leave the driver's seat, secure brakes, leave the car in gear and remove car keys.
8. Always pick up and unload children from the curbside of the car. Look out for traffic as you pull away from the curb.
9. It is the adult's responsibility to open, close and lock car doors.
10. Don't try to make up for lost time by rushing. Plan your time and leave your home well within your own established limits.
11. Do not smoke while driving.
12. Never leave a child until you are sure that he is in the hands of the teacher or his mother at home.

Carpooling

1. A parent picking up children does not work at the Co-op that day.
2. When picking up children, the driver should pull into the driveway of the child's house whenever possible.
3. The driver must not take the child into the care until he sees the mother or other responsible adult.
4. Have your child ready when the carpool driver arrives. If your child is not going to school, call the driver early enough.
5. If the mother plans to be away from home during school, it is helpful to notify the carpool driver and make arrangements for the child in case he should be sent home.
6. The teacher should be informed of carpool arrangements.

Accidents

1. Our Co-op has made careful provision for accident liability coverage for children, teachers and parents during the school day and on field trips.
2. In case of an accident, it is the school's policy to call parents or parent-authorized persons immediately. Their directions are followed, or if they are not available, the child's doctor is called and his orders followed.
3. Emergency treatment will be sought at the nearest hospital facility by the school personnel if the situation requires attention.
4. An "Authorization for Emergency treatment" form is distributed to parents with their information packet and is kept by each classroom teacher for use during emergencies.

Health Rules

Healthy living includes good nutrition, sound sleep habits, exercise, prevention of illness, and safety measures. Health is a way of life, not a set of rules. Physical, emotional and mental health are inseparable and all equally vital. The following pertain to specific problem areas applicable to a school situation.

1. A child showing signs of illness must not be sent to school.
2. Small children are very susceptible to infections. The common cold is the biggest health problem in any school. The cold and its complications are not only menaces in themselves, but cold symptoms may be the forerunners of a more serious disease. If your child has a fever, heavy nasal discharge, severe or constant cough, or a sore throat, keep him at home until the danger or infection is over. It is left to the discretion and responsibility of the parent to protect not only his own child but also the other children in the school. A child will be sent home from school at the teacher's discretion if any illness is apparent.
3. If your child contracts a communicable disease (see "Communicable Diseases" chart in the Appendix) you are required to call the Health Chairperson as soon as possible, notifying her of the disease and date of its onset. She will be responsible for contacting each parent so he may take preventive measures if necessary.
4. All working parents are required to have a TB skin test or a chest x-ray according to state law. Our teachers have a TB test once a year and are certified by their doctors to be in general good health.
5. The teacher or participating parent who feels he has a cold or other infection should remain away from the group during the period of infection. The parent may trade his duty day with another parent.
6. If your child is going to be absent from school, it is helpful (but not necessary) to let the teacher know at home or by message sent with another parent.

Dressing Your Child and Yourself

1. All removable clothing, including boots and rubbers, is to be clearly marked with the child's name. Please make sure the boots are not too small. Bread bags or other plastic bags help boots slip on more smoothly.
2. Dress your child in washable play clothes. Rubber-soled shoes that do not slip on the floor are advisable. Clothing for indoor and outdoor play is necessary. It is a good idea

to send extra indoor and outdoor clothing in a bag marked with the child's name in case of accidents or unexpected weather changes.

3. If possible, winter clothing should come off and go on easily enough for the child himself to manipulate. Mittens are easier than gloves.
4. Parents should be dressed to participate inside the classroom and outside on the playground.

THE SCHOOL ORGANIZATION

Structure of the School

In the Williamsburg Parent Cooperative Preschool, the “Co-op” responsibility is shared by the parents, the teachers, the Director, and the representative body of these three groups, the Board of Directors. A detailed description of the co-op structure can be found in the Constitution at the end of this section. Briefly, the school operates by dividing assignments in the following ways:

PARENTS

Assist in the child’s classroom at regular intervals. They contribute to the class or all-school operation by making one major commitment such as class or school-wide job or helping with activities. In addition, they attend parent education evenings, school-wide or class, organized by the parent education representatives and teachers (see major commitment list).

TEACHER

Are hired by the Board to organize the curriculum and teach the children, assure the smooth running of schedules and field trips, help parents assist in the classroom, and share mutual understanding of the children. The teachers help plan parent education, guide the equipment and supply purchases and serve on committees. They attend Board meetings and are voting members of the Board. Teachers have a vote at Business Meetings. Parents share with teachers any concerns relating to the child’s classroom experience.

THE DIRECTOR AND ASSISTANT DIRECTOR

Are hired by the Board to coordinate the whole school program. They are voting members of the Board with whom they work cooperatively and to whom they report regularly. They handle registration, staff coordination, licensure, supply orders and equipment recommendations, appointment of school-wide jobs, church relations, the handbook and school calendar, and community relations and publicity. Parents go to them with questions concerning any of these areas. The Director and Assistant Director are also teachers.

THE BOARD

Is composed of elected parents, teachers, the Director and Assistant Director, and appointed advisory members. With the Director and Assistant Director, it is responsible for the operating of the school: providing premises, managing the budget, obtaining licenses, negotiating contracts, appointing committees and encouraging community awareness of the needs of young children.

The Board includes:

- The President (convenes meetings, oversees and appoints committees and signs contracts)
- The Vice-President (chairs the Personnel Policy Committee and signs contracts)

- The Treasurer (an elected parent who maintains and disperses all school funds. School bills must be checked with the Treasurer before they are charged. Tuition payments are sent to the Assistant Treasurer, who is appointed by the Board.)
- The Secretary (takes Board minutes, handles some correspondence and duplicating, distributes Board notices and minutes to all members, and represents the school at Northern Virginia council of Parent Participation Schools)
- Eight Parent Age-Level Representatives
- One Parent School-Wide Member with a Child in Public Kindergarten
- (Up to) Three Advisory Members from the School or Community
- Teacher-Director
- Assistant Director
- Teachers

Financial Obligations

Financial obligations are met through registration fee and tuition payments. These cover teachers' and teacher-director's salaries, building use fee, taxes, classroom supplies, insurance policies, license, professional enrichment and capital expenditures such as permanent classroom and playground equipment and office machinery.

Major Commitment List and Job Descriptions

As part of the Co-op membership, each FAMILY agrees to fulfill one "Major Commitment" for the year in addition to helping on a regular basis in the classrooms. Any other jobs done for the school are volunteer.

Beyond the "major commitment," a myriad of opportunities lie open to parents who may wish to share in their children's activities on a volunteer basis. Your classroom teacher has many suggestions for classroom involvement which will bring you closer to your child's experience. Or you may enjoy volunteering your interests and talents or working alongside other parents to help with school-wide activities.

Following is a list of major commitments approved by the Board with brief job descriptions:

Board Member	Visitation Coordinator
Assistant Treasurer	See-Saw Books Chair
Parent Education Committee	Class Scheduler
Newsletter Editor	Supplies Purchaser
Handbook/Registration Chairperson	Field Trip Chairperson
Equipment Chairperson	Fundraisers/Auction Committee
Health Chairperson	Telephoner
Playground Chairperson	Art Supplies Assistant
Publicity Chairperson	End-of-Year Clean-Up Committee
Volunteers Coordinator(s)	Special Events Coordinator
Auditor	Recycling Coordinator
	Building/Development Fund Chair

BOARD MEMBER

- Explained in the By-Laws

ASSISTANT TREASURER

- Appointed by Board in Spring of preceding year.
- Collects registration and tuition checks from Teacher-Director or mailbox.
- Keeps record of those paid.
- Deposits checks into checking account and informs treasurer of those deposits.
- Keeps Teacher-Director informed of those in arrears.
- May do dunning as agreed by Treasurer and Director.

PARENT EDUCATION COMMITTEE

- Composed of Co-Chairs, one representative from each classroom, teachers.
- Begins planning for the year at summer meeting.
- Takes charge of arrangements for coffees in the summer, orientation, parent education meetings (reserving room, refreshments, contacting speakers, reminding telephoners to call, writing thank you notes, etc.)
- Assists classroom teachers in arranging in-class meetings or programs, preparing handouts, contacting resource people, etc.
- Organizes the parent education library and helps make decisions concerning new additions to the library. Occasionally sponsors fund-raising activities to purchase new books.
- Helps parents be aware of community family resources, books, meetings, journals, etc., available to them and their educational value.
- Contributes to the school newsletter and bulletin board.
- Coordinates publicity with Publicity person.

NEWSLETTER EDITOR

- Sets newsletter deadline (in consultation with Teacher-Director and teachers), provides reminders about the deadline and organizes a way of collecting the news.
- Edits materials for good grammar, correct spelling and punctuation.
- Organizes material in easily readable fashion.
- Types and lays out newsletter.
- May purchase own materials (using voucher system or charge account at Kinko's) or may obtain materials from Teacher-Director.
- Duplicates and distributes newsletters through classroom teachers.

HANDBOOK AND REGISTRATION CHAIRPERSON

- Makes separate page revisions as needed from year to year, in consultation with Teacher-Director and teachers.
- Types these revisions and yearly handbook inserts.
- Duplicates, collates, staples handbook revisions and new inserts.

- As necessary, duplicates entire handbook for new members.
- Distributes handbooks for coffees. Teachers and advisors also receive copies of the handbook and revisions.
- During Orientation Week (either at Parent/Teacher conferences or during the orientation meeting), distributes the handbook inserts.
- Deposits extra copies with Teacher-Director.
- Bills and expenses via voucher to Treasurer (or uses charge account at Kinko's).
- Compiles and distributes registration forms and packets after Board approval.

EQUIPMENT CHAIR

- Is super-fixer of equipment; ready to repair and patch.
- May supervise construction of new equipment with the help of a committee (names to be given him by Teacher-director from a list of volunteers – information obtained from enrollment and teacher interest forms.
- Is informed of money available for repairs.
- Is repaid by Treasurer, using voucher system.

HEALTH CHAIRPERSON

- Collects health forms of parents and children given to her/him by Teacher-Director in August. Checks these for accuracy and completion.
- Keeps track of health forms not in and contact parents.
- Informs teachers in writing of special allergies and medical or dietary needs as indicated on health forms.
- Files forms in school cabinet to comply with licensure regulations.
- Inform teachers if forms are not in by first day of school (these children are not permitted to come until the form is in).
- Passes on reports of contagious diseases to Teacher-Director, teachers, and parents (may use telephoners to help).
- Keeps parents informed of community health information which would be relevant to families with young children. May do this by contributing to newsletter.
- Checks contents of classroom First Aid kits in late August. Buys supplies when needed. Reimbursed through voucher system.

PLAYGROUND CHAIR

- Keeps playground equipment in good repair.
- Adds appropriate pieces to playground whenever possible.
- Supervises construction of new structures (such as tire hammocks or swings, climbers, etc.)
- Checks for natural hazards such as poison ivy, poison berries (may trim, prune, remove plants as necessary).
- Is informed of money available for new equipment and is reimbursed for expenses by Treasurer, using voucher system.
- The Equipment and Playground Chair people often work together.

PUBLICITY CHAIR

- Is responsible for all articles, advertisements, or news releases submitted to area newspaper concerning parent education programs, business meetings, fund-raising activities, field trips, Open Houses, special classroom events, etc.
- Is responsible for news releases to radio stations for Community Calendars.
- Works with various school committees, as needed, on planning and executing publicity for various school events. It is the responsibility of the committee chairs to notify PR about upcoming events and to include PR in an early planning meeting.
- Is responsible for the production and distribution of information flyers about the school when deemed necessary by the Board.
- Clears all news releases with Board President or Director before publication.
- Keeps copies of items released to media. Sends copies to Director and President.
- Keeps records of expenses and submits bills to Treasurer for reimbursement.

VOLUNTEERS COORDINATORS

- One or two people who oversee the fair distribution of volunteer jobs as they occur (i.e., providing refreshments, and staffing special events and fundraisers, etc.), bearing in mind major commitments and other relevant factors.

AUDITOR

- Audits school financial records at close of fiscal year.

VISITATION COORDINATOR

- Welcomes visitors before and during registration (assisted by class representatives), setting up appointments for visitors, checking with teachers to be sure dates are workable and that no more than two visitors are part of any single class day.
- Name and phone number appear in registration information.

SEE-SAW BOOKS CHAIR

- Distributes order forms through classes.
- Organizes system for receiving orders and money.
- Orders books from the company.
- Sorts the books when received, placing individual orders in bags or boxes with names for distribution through the classes.
- Orders special club bonuses in conjunction with teachers.

CLASS SCHEDULER

- One person from each class who schedules helping parents in the classroom.
- Talks with parents at coffees on or before Orientation to determine preferences for working days, taking into account personal preferences, work schedules, and other commitments.
- Arranges schedules equally.

- Duplicates and distributes a copy of schedule to each parent and two copies to teacher (first schedule to be provided during Orientation evening if possible).
- May do two or three months in advance, if feasible.
- For 4's classes, extra persons are scheduled on field trip days.
- Parents are scheduled as near their child's birthday as possible.

SUPPLIES PURCHASER

- Is provided a list during the Summer by the Teacher-Director of supplies which can be purchased locally.
- Purchases the supplies before the beginning of school, whenever possible using stores with whom we have charge accounts (but getting the best prices possible).
- Distributes the supplies (in consultation with the Teacher-Director and teachers) to storage areas.
- Submits bills and/or vouchers to Treasurer for payment.
- Purchases supplies as needed throughout the school year as requested by Director or teachers.

FIELD TRIP CHAIRPERSON

- Meets with teacher in late Summer or early Fall to discuss field trip possibilities, being alert to the many varied offerings for young children in the community and surrounding area. Resource people who can visit the classroom should also be included.
- Calls well in advance to arrange for the field trip, giving information about times or visits, number of children and what learning should be emphasized.
- Informs teacher of the arrangements.
- Inform parents of the field trip plans by note or telephone during the year. Also inform parents of changes in the published list.
- Writes thank-you notes to the people visited.

FUNDRAISERS/AUCTION COMMITTEE

- One of two people who receive direction from the Board in establishing financial needs and goals which are not included in the budget.
- Explore fund-raising possibilities and present recommendations to the Board for discussion and approval.
- Discuss capital outlays with the Treasurer and the Board to reach an agreement before money is spent.
- Appoint a committee as needed to assist with fund-raising efforts.
- Discuss with the Director responsibilities which may need to be considered major commitments.
- Guide all fund-raising activities during the year to commitment through the planning stages, actual fund-raising, and follow-up.
- If fund-raising project carries over to the next year, all necessary information shall be provided for the new fund-raisers to successfully continue with the project.
- The Auction Committee is made up of co-chairs and four to six members to organize the annual school auction and solicits donations from local businesses.
- Auction Food Chairs organize and plan refreshments served at the school's annual auction.

(Food is provided by parent volunteers contacted by the Volunteer Coordinators.)

- The Auction Database Compiler logs auction data for purposes of inventory, checkout, etc

TELEPHONER

- The teacher of each class determines how many telephoners will be needed for the class.
- The telephoner calls all families assigned to her with messages which have come from the teacher, the Director, the Board, or committee chairpersons concerning school activities, policies or procedures.
- Telephoning should be done promptly and messages relayed explicitly.

ART SUPPLIES ASSISTANT

- At the discretion of the classroom teacher, the art supplies assistant helps in preparing materials for arts and crafts activities (examples: mixing paints, cleaning and refilling glue bottles, mixing play dough, cutting paper or cloth shapes, helping accumulate non-purchasable materials such as woo scraps, etc.).
- Makes nametags above children's hooks.

END-OF-YEAR CLEAN-UP COMMITTEE

- Two days (or more as needed) are set aside for clean up at the end of the school year.
- People on the clean-up committee will help the teachers take inventory, sort, clean, pack, store and paint as needed to close down the school for the Summer.
- One family shall be assigned to set up a working schedule for all persons helping.
- Cleaning supplies will be provided by the school.
- One family from this committee may be assigned to organize an outdoor work day. This family is then relieved of responsibility for end-of-year clean-up.

SPECIAL EVENTS COORDINATOR

- Organizes and coordinates (with staffing help from Volunteers Coordinators) Co-op contributions to the Occasion for the Arts and ChildFest, school-wide social events and the End of Year Picnic.

RECYCLING COORDINATOR

- Clears recycling bins on a regular basis.

BUILDING/DEVELOPMENT FUND CHAIRPERSON

- Receives direction from the Board in establishing financial needs and goals, which are not included in the budget.
- Explores development possibilities and presents recommendations to the Board for approval.

Williamsburg Parent Cooperative Preschool By-Laws

(As of August 8, 2001)

Article I. Name

The name of this school shall be the Williamsburg Parent Cooperative Preschool.

Article II. Affiliation

The school shall be affiliated with the Northern Virginia council of Parent Participation Nursery Schools and the Parent Cooperative Preschools International (PCPI).

Article III. Object

The purpose of this school shall be:

- A. To offer an early education experience which:
 - 1. encourages acceptance of each child to develop his individual capacities at his own rate of progress.
 - 2. provides a supervised atmosphere with freedom to develop imagination and curiosity within limits beneficial to the welfare of each child.
 - 3. provides a child-sized world in which children can explore, share, play and communicate with each other.
 - 4. provides a non-sectarian education experience.
- B. To offer parental insight into child behavior through parent participation and an adult education program.
- C. To offer a three-way sharing experience in which child, parent and teacher facilitate the children's adjustment to their first school experience.
- D. To promote community appreciation of the increasing need for parent and preschool education.

Article IV. Membership

- A. Eligibility
 - 1. Membership is open to parents of preschool children, regardless of race, religion, creed, national origin or sex.
 - 2. Children shall be admitted to classes according to age. Birth date cut-offs for classes limited to three-year-olds or four-year-olds shall be consistent with those of the Williamsburg-James City County Public Elementary Schools. The Board of Directors, after consultation with the Teacher-Director and teachers, may set the birth date cut-offs for classes of two-year olds and for multi-age classes.
 - 3. In considering the admission of children in special cases, any exceptions to the age limitations must be determined by the Board, considering the recommendation of the Teacher-Director and teachers.
 - 4. The order of preference for membership shall be:
 - a. current members in good financial standing re-enrolling a child for the next consecutive year; and any children or current or former members who were excluded from membership the previous year because of age. Arrangements will be made to accommodate any child currently enrolled who might be excluded because numbers exceed available class spaces.
 - b. current members enrolling another child and former members of good standing enrolling a new child.
 - c. others.

5. The child must meet the health requirements as listed on the school health form. The child may not enter the school until this form is submitted. The Teacher-Director shall refuse admittance to any child whose form has not been received.
 6. Membership shall commence from the date of acceptance of the completed enrollment form and payment of the registration fee.
 7. Membership shall terminate on the last day of the month in which the school year ends.
 8. Registration for the following school year shall open as soon as possible after February 1. The registration should be open to the community by mid-February.
- B. Obligations and Responsibilities of Members

The school is a parent participation school. Its philosophy maintains that the more the parents become involved in their child's activities, the more enriching is the parent-child-teacher relationship.

1. Parents are expected to assume the following responsibilities:
 - a. Parents assist as scheduled in the classroom, on a regular rotating basis. They also assist as scheduled on field trips. They arrive early and remain after class to help complete daily set-up and clean up. On certain days, parents can expect to spend additional time cleaning up in order to fulfill the school's agreement with the landlord and to prepare the rooms for different age levels.
 - b. Parents enrolling more than one child shall assist the teachers according to a formula agreed upon by the Board, upon the recommendation of the classroom teacher(s) involved.
 - c. Parents assisting in the classroom shall submit to the Health Chairperson the results of chest X-ray or skin test.
 - d. Parents take turns providing snacks for their child's class on the days they assist.
 - e. Parents are expected to attend orientation, other parent education meetings, parent-teacher conferences, the annual business meetings at which they elect Board members, and other school-sponsored events.
 - f. Parents are to assume one major commitment per family annually, such as preparing for the opening or closing of school, organizing a fund-raising activity, serving on the Board, etc.
 - g. Parents must meet their financial obligations to the school as specified in Article V.
 2. Parents interested in further participation are encouraged to aid in the enrichment of the program.
- C. Cancellation of Membership
1. Failure to fulfill one's obligation and responsibilities as stated in the By-Laws will be regarded as sufficient reason for a request by the Board for a member's withdrawal.
 2. When, after a fair time for adjustment, it is felt by the classroom teacher that a child is unable to adjust to the class situation and the teacher has utilized all of her resources, it is recommended that:
 - a. the classroom teacher and Teacher-Director discuss the child's behavior with the parents of the child.
 - b. the teacher and Teacher-Director ask permission of the parents for the child to be observed in the classroom, and by mutual agreement, a qualified professional able to evaluate early childhood behavior is consulted. The

Parents and the Teacher-Director must attend the observation. The Teacher-Director shall inform the President, who shall inform the Board that this is being done.

- c. the classroom teacher, the Teacher-Director, and the observer must meet with the parents to discuss the child's behavior and possible solutions.
 - d. If no solution is reached and the child cannot be transferred to another class, the Board may request that the child be withdrawn.
3. Consistent non-payment of fees shall be grounds for cancellation of membership, by a decision of the Board.
 4. All notification of withdrawal must be written, dated, and submitted to the Teacher-Director.

Article V. Fees and Finances

- A. The Treasurer and/or the President are empowered to sign checks.
- B. Tuition and Registration Fee
 1. A registration fee must be paid at the time of registration. The registration fee will not be refunded once the child has been enrolled.
 2. Tuition is payable in nine equal installments, due June 1, and continuing September 1 and the first of each month thereafter through April. Or it may be paid in advanced and by any method the member chooses, i.e., in two payments or in full.
 3. Should the parent withdraw the child after giving one-month's notice to the Teacher-director, prepaid tuition will be refunded on a pro-rated basis. One month's fee shall be forfeited if such notice is not given.
 4. If a child is withdrawn during the last two months of the school year, no refund in tuition fees will be made.
 5. Non-payment of the first tuition payment by June 1 may result in the forfeiture of the space. Should the child be withdrawn before the start of the school year, the first tuition payment may be refunded if the space is immediately filled from the waiting list.
 6. Registration or tuition fees may be changed during the current school year only with the majority agreement of those present at a business meeting. All members must be given one month's notice of the proposed change of fees prior to this business meeting.
 7. Tuition fees for the subsequent school year shall be determined by the Board based on a projected budget.
- C. The Treasurer's books shall be audited before August 1 by an auditor designated by the Board.
- D. The Treasurer's records shall be available to the Board at Business meetings.

Article VI. Organization

- A. The school is governed by the members on a democratic, cooperative basis. All members in good standing and all teachers shall have a vote at business meetings. Each family unit shall have one vote per child currently enrolled in the school. Fractional votes may be cast.
- B. The Board of Directors, by authority vested in its members by their election, is responsible for the operation of the school.

- C. The Board delegates administrative responsibility to the Teacher-Director and Assistant Director, as stated in Article XIII, Section E.
- D. Membership of the Board of Directors
 - 1. The following members of the Board of Directors shall be elected at a spring business meeting:
 - a. The President, Vice-President, Secretary and Treasurer shall serve two-year terms, except during the initial transition period.
 - i. Ideally, returning members should be nominated for those offices; particularly the President and Vice-President should have had experience in the school.
 - ii. They should be members of the school during their term of office.
 - iii. The President and Secretary shall leave office one year, the Vice-President and Treasurer the alternate years.
 - b. Eight parents representing as many age levels as possible shall serve one-year terms.
 - c. One parent whose child will be leaving the school and will be enrolled in public kindergarten during the parent's one-year term shall serve as a member-at-large.
 - d. The Parent Education Committee Chairperson shall serve as a non-voting member of the Board.
 - 2. The Teacher-Director, Assistant Director, and the Teachers are voting members of the Board.
 - 3. Appointed members of the Board:

The Board may appoint up to three non-voting, advisory members. These advisory members shall serve staggered terms of no more than five years each.

 - a. One of these members shall represent the facility in which the Preschool is housed, and serve as liaison between said facility and the Preschool.
 - b. The other advisors might include former members or teachers of this school and community members with special interest in early childhood education.
- E. Committees of the Board
 - 1. Grievance Committees shall be appointed as stated in Article XVI, Section C.
 - 2. The President with the approval of the Board may appoint the following committees:
 - a. The Finance Committee shall be chaired by the Treasurer and shall include the Teacher-Director and additional representatives from the membership.
 - b. The Nominating Committee shall be composed of a representative from each class and all members of the teaching staff. It shall be chaired by a Board member.
 - c. Hiring Committees shall be composed of the President, Vice-President, Teacher-Director, Assistant Director, and additional representatives from the membership and the teaching staff.
 - d. The Personnel Policies Committee shall be composed of the Vice-President, the teacher-director (except in cases where the Teacher-

- Director is directly involved), and additional representatives from the Board.
- e. Ad Hoc Committees composed of the teaching staff and representatives from the various age levels from the membership.
3. Committees will submit written reports to the Board.

Article VII. Nomination and Election of Board Members

- A. The President shall appoint a Nominating Committee as stated in Article VI, E.3.b. no later than March 1.
- B. The Nominating Committee shall draw up a slate of new Board members with their consent and shall report this slate to the Board. They shall present the slate at the spring business meeting.
- C. Further nominations may be made from the floor at said business meeting, provided permission has been obtained in advance from the member nominated.
- D. If more than one member is nominated for any office, a separate election shall be held for that office.
- E. In the event that no nominations are received from the floor, the original slate will be elected.
- F. Should Board vacancies exist after the election, the President with the approval of the Board shall fill the vacancy from the membership.
- G. In the case of the President's incapacity, the Board has the power to appoint an acting or a new President. The Vice-President shall take charge of the proceedings.
- H. A teacher's spouse shall not be eligible for Board membership.

Article VIII. Assumption of Office

- A. With the exception of the Treasurer, Board members shall assume responsibility for the direction of the school's affairs upon election. The outgoing Treasurer shall relinquish office after the auditing of the books.
- B. Between the election of Board members and the first meeting of the new Board, each outgoing Board member shall turn over to his successor all information and records pertaining to his position.

Article IX. Meetings

- A. Board Meetings
 1. The Board meets regularly to deal with matters concerning the successful operation of the school.
 2. At the discretion of the President, executive sessions may be held by the Board when personnel or grievance matters are to be discussed. Members of the teaching staff will not be present during final discussions of salaries and contracts.
 3. Each member of the Board, with the exception of the Board-appointed advisory members and the Parent Education Committee Chairperson, is entitled to one vote. A simple majority of those present will carry a motion.
 4. All Board members must be notified at least two days in advance of any meeting.
 5. Members of the school and of the teaching staff are encouraged to attend Board meetings.

6. The President will exercise his right to vote only in the event of a tie.
- B. Parent Education Meetings
Parent Education is a vital part of adult participation in the school. In addition to classroom participation, parents have the opportunity to attend Parent Education meetings. At least four will be offered each year, including orientation, class meetings, and large group meetings.
- C. Business Meetings of the Membership
1. Business meetings shall be held at least once a year upon one month's written notice. Those present and voting will constitute a quorum and a majority will carry a motion except as provided under Articles XVII A and XVIII.
 2. At business meetings:
 - a. By-Laws may be adopted and amended,
 - b. Board members will be elected,
 - c. Any recommendation of the Board shall be voted on,
 - d. And, the President, Teacher-Director, Assistant Director, and Treasurer shall submit brief reports.
 3. At all business meetings the opportunity will be provided for members to present for discussion business matters concerning the school.

Article X. Responsibilities of the Board

- A. It is the responsibility of the Board to:
1. Uphold the educational philosophy of the school
 2. Work with the teachers and Teacher-Director to assure a smooth operation of the school's program.
 3. Work with the teachers and Teacher-Director to insure a relevant and enriching Parent Education program.
 4. Promote community growth in recognizing and meeting the needs of young children.
 5. Hire the Teacher-Director and Assistant Director according to the recommendations of a Hiring Committee.
 6. Appoint an acting Teacher-Director or qualified acting director from within the teaching staff or membership to handle administrative duties in the event of the Teacher-Director's incapacity. In the case of a prolonged leave of absence or the resignation of a Teacher-Director, hiring procedures should begin immediately.
 7. Hire teachers and assistant teachers according to the recommendations of a Hiring Committee chaired by the Vice-President.
 8. Encourage and subsidize whenever possible the continuing education of the teaching staff through workshops, conferences, and courses in early childhood education.
 9. Approve final contracts for teaching personnel in accordance with budget allocations adopted for the following school year.
 10. Approve salaries and working agreements for other salaried personnel.
 11. Provide adequate yearly premises for the school.
 12. Establish health requirements for children, members of the teaching staff, and parents participating in the classroom in accordance with local, state and federal laws.
 13. Obtain proper local, state, and federal licenses.

14. Maintain adequate insurance for the protection of the school, the children, and staff and property.
 15. Control the finances of the school.
 16. Adopt the annual budget before April 15, utilizing the recommendations of the Finance Committee.
 17. Approve monthly financial statements submitted in writing by the Treasurer.
 18. Approve field trips as indicated in Article XIII, E.
 19. Approve major expenditures for repairs and new equipment.
 20. Approve yearly plans for class offerings and enrollment according to the recommendations of the Teacher-Director and teachers.
 21. Approve appointments and establish such positions as Assistant Treasurer.
 22. Carry out school personnel policies.
 23. Act as the final level in school grievance procedures.
 24. Assure smooth turnover of responsibilities and orientation of new Board members and new teaching staff, in cooperation with the Teacher-Director.
 25. Maintain and carry over from year to year all files pertaining to the functions of the Board and its committees.
 26. Engage in long-range planning for the school.
 27. Transact all business relating to the entire school not delegated elsewhere and make recommendations for the membership's vote at business meetings.
- B. The Board is prohibited from borrowing funds unless approval is obtained from the membership at a business meeting.

Article XI. Responsibilities of Board Members

- A. It is the responsibility of the President to:
1. Call business and Board meetings, conducting them according to Robert's Rules of Order.
 2. Establish regular dates for business and Board meetings.
 3. Appoint, with the approval of the Board, members of committees and non-elected office holders.
 4. Appoint, with the approval of the Board, persons to fill Board vacancies.
 5. Sign contracts and premise agreements.
 6. Be a member (ex-officio) of all committees outlined in Article VI, E.
 7. Hold cumulative personnel files in accordance with school policies and state and federal law.
 - a. Any teacher's file shall be made available to said teacher upon request.
 - b. In addition to the current year's file, an incumbent Personnel Policies Committee may have access to records of the previous year only, including the updated vita and record of leave.
 - c. A teacher's cumulative personnel file may be reviewed by the President, Vice-President and Teacher-Director.
 - d. No other person may review the teacher's cumulative file, except as indicated by state or federal law, unless it is requested by the teacher.
 8. Work with the Teacher-Director in carrying out school program and policies.
 9. Insure an adequate orientation for new Board members.
- B. It is the responsibility of the Vice-President to:
1. Chair the Personnel Policies Committee and maintain the Teacher-Director's current personnel file.

2. Sign contracts with the teaching staff.
 3. Chair the Hiring Committee for a Teacher-Director, Assistant Director, or teachers.
 4. Assume temporary leadership in case of the President's incapacity.
 5. Assist the President and the Teacher-Director in carrying out school program and policies.
- C. It is the responsibility of the Secretary to:
1. Take and maintain files of minutes of Board and business meetings.
 2. Send Board notices and minutes to the membership.
 3. Maintain files of nominating and ad hoc committees.
 4. Serve as representative to the Northern Virginia Council of Parent Participation Nursery Schools, Inc.
 5. Notify Board members of Board meetings.
- D. It is the responsibility of the Treasurer to:
1. Chair the Finance Committee, which develops the budget and helps to set financial policies.
 2. Prepare written monthly financial statements for the Board, and present financial reports to the Board and to the membership at business meetings.
 3. Maintain accurate ledger accounts of all income and expenses.
 4. Pay all bills on time, including taxes, salaries, rent and supplies.
 5. Maintain insurance policies and pay the business license fee.
 6. File all federal and state forms, working with paid professional help as necessary.
 7. Supervise the Assistant Treasurer(s), if appointed by the Board, to collect tuition or file government forms.
- E. It is the responsibility of the Assistant Treasurer to:
1. Collect registration and tuition checks from Teacher-Director or mailbox.
 2. Keep records of those paid.
 3. Deposit checks into checking account and inform treasurer of those deposits.
 4. Keep Teacher-Director informed of those in arrears.
 5. May do dunning as agreed by Treasurer and Director.
- F. It is the responsibility of each age level representative to serve as liaison between the membership and the Board.
- G. It is the responsibility of the Member-at-Large to:
1. Provide continuity in the leadership of the school because of the member's previous experience in the school
 2. Keep the Board informed about developments in the public kindergarten.
- H. It is the responsibility of the Teacher-Director to report to the Board on all aspects of school administration delegated in Article XIII, E.

Article XII. The Personnel Policies Committee and Teacher Hiring

- A. It is the responsibility of the Personnel Policies Committee, on its own initiative or upon request of the Board, to:
1. Carry out personnel policies approved by the Board and, after consultation with the teaching staff, make recommendations to the Board for changes when it is deemed necessary.
 2. Recommend an equitable salary structure and review that structure from time to time, in cooperation with the Finance Committee.

3. The President and Vice-President shall serve as an Executive Committee of the Personnel Policies Committee in negotiating contracts with the members of the teaching staff, in recommending the contracts to the Board for its action, and in signing them.
 4. The Vice-President shall maintain the staff's current employee files.
- B. Teacher Hiring
1. The members of the Personnel Policies Committee shall serve on the Hiring Committee, along with additional representatives from the membership and the teaching staff appointed by the President.
 - a. The Vice-President shall chair the Hiring committee for a Teacher-Director, Assistant Director, or teachers.
 2. The Vice-President shall maintain a file on hiring procedures and activities.
 3. Hiring Committees shall present dossiers and recommendations on two or three candidates to the Board for its consideration. These candidates should be suitably qualified to maintain the high standards of the school

Article XIII. Teaching Staff

- A. A staff consisting of a Teacher-Director, Assistant Director, teacher(s), and as necessary assistant teachers, shall be hired by the Board, who shall determine their salaries and other benefits. Members of the teaching staff hired by the Board shall sign an employee contract.
- B. The Board, at its discretion, may encourage members of the Teaching staff to take appropriate courses and to attend workshops and conferences; the Board shall assist financially when possible.
- C. A member of the teaching staff may be dismissed after a hearing by the Board, meeting in Executive Session, during which final recommendations submitted by a Grievance Committee have been considered. In cases where the teacher is, in the opinion of the Board, guilty of actions harmful to the children or the school, immediate dismissal may take place. In all other cases, a minimum of one month's written notice shall be given.
- D. The teaching staff shall work together at all levels to maintain the high standards and the spirit of cooperation of the school. In matters concerning the teaching staff, the Teacher-Director shall consult with the teachers before presenting final recommendations to the Board or its committees.
- E. It is the responsibility of the Teacher-Director to:
 1. Be responsible to the Board for the implementation of the educational philosophy and coordination of the program for the whole school.
 2. Orient new teaching staff and members.
 3. Coordinate the total Parent Education Program with the Parent Education Committee Chairperson, teaching staff and interested parents, so that the program meets the needs of the parents.
 4. Represent the total teaching staff, when other staff members are not present, at committee meetings, Board meetings, and meetings with the President and landlords.
 5. Be a voting member of the Board.
 6. Serve on Hiring Committee for teachers and assistant teachers, in accordance with school hiring policies.

7. Serve as liaison between school and landlord. Hire and train janitors and other non-teaching staff, whose salary and benefits shall be set by the Board.
 8. Be a member of the Nominating Committee.
 9. Serve on the Finance Committee.
 10. Arrange for substitute teachers when emergencies or prolonged teacher absence makes it necessary.
 11. Supervise maintenance of up-to-date files and records, including membership, health, yearly inventory, registration, committee procedures and minutes, purchasing plans and orders, and employees' current files.
 12. Handle grievances in accordance with school policy.
 13. Delegate responsibility for maintenance of premises and equipment.
 14. With Assistant Director, see that all local, state, and federal health and safety standards are adhered to and that the Board obtains necessary licenses.
 15. Assume responsibility for registration, including getting parents to help with the process. Present to the Board for final approval, plans for the coming year, including calendar, class offerings and class sizes.
 16. Serve as the primary contact with outside organizations and oversee the Publicity Chairperson for publicity concerning the school.
 17. Coordinate beginning- and end-of-the-year set-up, inventory, and clean up.
 18. Delegate responsibility for the Handbook and a regular Newsletter for the membership.
 19. Pick up and distribute mail.
 20. See that teachers submit in advance for the Board's approval, the list of field trips proposed for each class. Use judgment in approving a trip, when special circumstances make prior Board approval impossible, and notify the President of the decision.
 21. Cancel school in cases of emergency, after first notifying the President.
 22. Contact individual members whose participation has been reported to be unsatisfactory.
 23. Carry out the responsibilities of a classroom teacher for her own class (es).
- F. It is the responsibility of the Assistant Director to:
1. Coordinate and place orders for supplies and equipment in accordance with budget appropriations, submitting bills to Treasurer of the Board for payment.
 2. Call regular meetings of the teaching staff.
 3. With the Director, see that all local, state, and federal health and safety standards are adhered to and that the Board obtains necessary licenses.
 4. Assist in the enrollment and registration process, helping to formulate and fill classes.
 5. Assist in filling major commitments not managed by the Nominating Committee.
 6. Work with the Teacher-Director to coordinate calendar.
 7. Act as liaison with Parent Education Committee.
 8. Work with visitation Coordinator to assure coverage of afternoon classes.
 9. Serve on Executive, Hiring, Parent Education, Nominating, and other committees as necessary.

- G. It is the responsibility of each classroom teacher to:
 1. Be responsible for the curriculum for the children in her own classes, according to school philosophy and policy.
 2. Interpret the principles of good preschool education to the parents and consult them regarding their child's development.
 3. Plan, in cooperation with The Teacher-Director, fall orientation and other Parent Education programs, working with the Parent Education Committee Chairperson and the parents of each class according to their needs.
 4. Arrange for notifying parents in advance of participation schedules, field trip information, Parent Education announcements, and relevant activities.
 5. Attend regular meetings of the teaching staff.
 6. Attend Board meetings as a voting member of the Board.
 7. Attend Parent Education meetings and have a vote at business meetings.
 8. Be a member of the Nominating Committee.
 9. Advise the Teacher-Director in matters concerning maintenance and purchase of equipment and supplies.
 10. Hold three parent-teacher conferences during the year, one before classes begin and the remaining two during the school year.
 11. Assure that participating parents and children in each class are familiar with safety, fire, and emergency regulations and procedures.
 12. Maintain up-to-date classroom records, including emergency release forms, emergency phone numbers, and interest survey forms.
 13. Be responsible for classroom preparation and maintenance including the housekeeping and doll corners, workbench, paints, hand toys, laundry, and library.
 14. Submit in advance a schedule of field trips for the Teacher-Director's approval.
 15. Supervise beginning- and end-of-week set-up and clean up in her classroom; cooperate with the Teacher-Director in carrying out beginning- and end-of-the-year set-up, inventory, and storing.
 16. Submit class reports and Parent Education material to the Editors of the Newsletter for the regular newsletter and assist in preparing the Handbook.
- H. It is the responsibility of each Assistant Teacher to:
 1. Assist the teacher according to her direction.
 2. Attend Board, Parent Education, and teaching staff meetings on request.
- I. The teaching staff shall fulfill health requirements established by the Board in accordance with local, state and federal regulations.

Article XIV. Contracts

- A. All Contracts must be signed by the President and the Vice-President to be binding on the school.

Article XV. Attendance

- A. School attendance is not compulsory, but, in order to insure an optimum experience for the child, prompt regular attendance is expected.
- B. Parents are responsible for conducting their children to and from the classrooms and having them arrive and leave on time.
- C. The teachers have the responsibility to send home any child they consider unwell.

- D. The school term shall begin in September and end during the month of May. The exact dates shall be set by the Board.
- E. School holidays shall generally comply with the calendar of the Williamsburg-James City County Public Elementary Schools.
- F. The school may be closed for any emergency period, i.e. sickness, weather conditions or other, at the discretion of the Teacher-Director.

Article XVI. Grievance Procedure

- A. An aggrieved parent or teacher should meet with other persons involved in the grievance and attempt to solve the problem informally.
- B. If the problem cannot be solved at the informal level and if one or both parties wish to pursue the issue, the grievance must be presented in writing to the Teacher-Director.
- C. The Teacher-Director and the Vice-President shall appoint an impartial grievance committee.
 - 1. The committee shall be chaired by the Teacher-Director. When the Teacher-Director is personally involved, it shall be chaired by the President or Vice-President. If both are personally involved, the Board will designate another of its members to chair the committee.
 - 2. Additional committee members shall be:
 - a. an elected Board member (preferably the President or the Vice-President).
 - b. parent(s) for the class(es) involved.
 - c. a teacher.
 - 3. This committee shall attempt to help the involved parties state and resolve differences at all points in the process, striving toward immediate reconciliation.
- D. If a solution cannot be found, the Grievance Committee shall make a written report to the Board that will include:
 - 1. A statement defining the grievance,
 - 2. An outline of steps taken to find a solution, and
 - 3. A recommendation for action with the rationale for that suggested course of action.
- E. The Board will act on the recommendation of the Grievance Committee and resolve the issue as it deems appropriate.

Article XVII. Dissolution

- A. The operation of the school may be discontinued by vote of 2/3 of the members present and voting after discussion at two successive business meetings. Written notice of the date and purpose of each meeting must be given each member at least one week in advance.
- B. In case of dissolution, pre-paid tuition will be returned on a pro-rata basis. At the discretion of the Board, the residual property and assets of the school shall be contributed to one or more local cooperative, public, or other non-profit organizations for the promotion of worthy civic or educational purposes.

Article XVIII. Amendments

The membership shall have the sole power to amend the By-Laws of this school. After the Secretary has given written notice one month in advance, and after the text of the proposed changes has been in the hands of the members at least one week, the By-Laws may be amended by a vote of 2/3 of the members present and voting at said business meeting. Amendments to the By-Laws may be initiated through the Board.

Appendix



INDIVIDUAL AGE DIFFERENCES

In reading the following descriptions of two, three and four year olds, remember that such “chronological” ages give general descriptions of how many children behave at that age. The “developmental” age...WHERE your child may be in various phases of her thinking, emotional or physical development...may fluctuate all around these descriptions or not fit them in places. The important thing to remember is that each child passes gradually from one stage of growth to another and that each group of children is composed of many individuals each “marching to his or her own drummer.”

Two Years Old

Two is a very BIG year. Time to grow rapidly. Time to learn to talk. Time to start being in control of those muscles which will let you please the beloved parents in that special room of the house...the bathroom. Time to find out that you are somebody separate from Mommy and to test your wings and try to do things for yourself.

Starting to be two is easy. You have more control over moving around and fall less and you can tell more what you want and you don't care much about having your own way. You like to try things out over and over again. You can't share very well so you play better alongside other children with toys for each separately. You may have become aware of the world around you enough to be afraid of trains, trucks, thunder, flushing toilets, vacuum cleaners, dark colors, large objects, masks, hats, moved toys or crib, moving to a new house, things going down the drain, mother leaving, bedtime separation, rain, wind or whatever you have chosen. You like things to be “just so” (the way you know them) and changes can be frightening.

Becoming TWO AND A HALF is not so easy. You have realized you are a SEPARATE PERSON and you try to break away from mom by asserting your “I WANT” powers, “DO IT MYSELF” attempts, and “I CONTROL EVERYTHING AS QUEEN” attitude. But you are really afraid of “going it on your own” (like adolescence) and you keep running back to Mom's skirts, demanding her total presence, rejecting her when you feel confident, changing your mind, getting stubborn and rigid because you can't afford to admit that you are really very little after all. You will try to take over the family by being bossy but have difficulty making even little choices so that a parent needs to give you simple ones all your own; you will sometimes have trouble letting your parent go, but when she has gone you will forget it and have fun because you aren't a “baby” anymore. You need tolerant people around you who give you little rights and privileges of your very own but also make big decisions for you without taxing your new young decision-making powers. You need them to “go around you” to help you go the way that's right for you and distract and divert you to what is good, like routines of sleep, mealtime and toileting. You need them to be patient enough to let you grow in your own special way but to choose firmly for you when you are all mixed up and falling to pieces of confusion in a tantrum.

You have a grand sense of humor and love surprises, and the unexpected and jumping and figuring out how to use your body. You love the parents you are trying to grow up and away from deeply and loyally. You like high places, nooks, and crannies, pushing, pulling, lifting, putting things into new places, making noise with feet and mouth, songs about yourself and real pictures.

You have a grand time at school and then object to going home, ready to let out all your safe feelings with a parent coming to pick you up after having exercised admirable control all morning working on social skills. You also sometimes like to not leave Mom or Dad at the school door, as you like to try and exercise your newfound powers of persuasion. Both coming and going, decisions are best made by cool-minded parent and teacher who both know that once you are where they choose you to go, you will have a wonderful time.

Three Years Old

As you turn away from confused Two, suddenly you get along with your friends at school and talk to them and laugh joyfully with them and start to give and share and do together. You like “dress up” since you are no longer afraid of putting on strange clothes on your body and you can imagine with the others that you are on a train or at a picnic together.

You like home, family and people. You are a real person on your own and needn’t have rituals and rules and indecision all the time. You can use your body so it works and you don’t get frustrated. You can talk now...very, very well. You chatter along and enjoy sharing conversations and you can be very entertaining with words. “New,” “different,” “surprise,” “secret,” all suggest awareness of new horizons. “Help,” “might,” “could,” “guess,” are words adults use to get you interested.

You feel good about yourself and you like to cooperate. You want to be loved by the family so you conform. Your own possessions are still important to you and even though you are ready to socialize with friends, letting go of home at the nursery door may be hard. You like safe cubbyholes to hide your sensitivity in.

This is the time for you to PLAY and IMAGINE, to learn through your senses, to let off steam, to master the world, to understand and to become YOU through trial and error. You learn to “pretend” as a substitute for real and have to do it over and over again. You find yourself pretty much the most important person. Occasionally “we” can be understood in sharing and doing with friends. You need others to learn how to get along. It is a good time for nursery school.

As you move toward four, about three and a half, you may get more sensitive, lose motor control, stutter, stumble, fall, be afraid of things, cling and whine. “Do you love me?” “You don’t love me!” Demands may be made on adults for attention. You feel a lot of pressure to be good and get along with others, and sometimes it’s too much and you lose body control or accumulate temporary ticks. You need a lot of warmth and cuddling and reassurance that you are important. Your parents can give you extra love knowing that you will soon be an exuberant, difficult four who has decided to “leave home” behind. They can tell you about when you were a baby and how you are growing and how they love you even though they go away sometimes. Even if you have to cope, and wait, and get along with parents and siblings and cooperate with friends, you are still loved and nobody expects you to be too big...YET.

Four Years Old

Now you are FOUR! You are SOMEBODY! You know who your FAMILY is! Now you are ready to blast out into the GREAT BIG WORLD and find out what it means to be a GROWN UP. You know you will be grown up someday; you know there is lots to find out about being a mother or daddy or IMPORTANT-PERSON-DOING-THINGS. Sometimes it frightens you that you can't do all the big people things and you start getting pushy to mommy or daddy to check and see if it's still OK to be little and helpless. If they love and guide you and teach you a few nice things about being big...like how to set a table or help cook or help hammer a nail...then you know they understand and it's all right to not be able to do like they can do, but you can still learn. At school you need a lot of things to play with...like phones and machines and clothes...to be all the things big people are.

You are so busy learning and seeing that you are easily distracted and you have such a drive to DO that people have to help you find LIMITS. You always seem to go out of bounds and need help stopping before you get too excited and collapse in overexcitement or tears. You seem interested in everything but you need to do it by trying, not by being told, and you need to be protected from overloading with information.

You love numbers and sizes and letters and lines but don't understand them very well. You are beginning to distinguish between "pretend" and "real" but you are so strong in your imagination that you get carried away. What you call "real" can just be your wonderful imagination and ought not to be tampered with by well-meaning adults.

You love excursions, holidays, finding out about the rest of the world, trying it out. You are talkative and interested in simple group discussions but find it hard to share the spotlight or listen to others for any length of time. You get easily frustrated and need a large variety of play materials to explore and positive guidance to keep your plan constructive.

You are sociable but you experiment with politeness and bossing, quarrelling, bragging and calling names. You like to be the biggest and strongest and best. You can lose yourself in total giggles over silly words and expressions, especially in the company of friends or shocked adults.

As you approach five, you have learned to play fairly well with just one friend, needing to exclude a third sometimes, and you are almost ready to play with a little group all cooperating together without arguing and taunting. You can also now spend longer time at tasks, know the difference between real and pretend, and try to draw or make "real" objects. After a tormentuous year of four: testing limits, trying parents, extending all possibilities with bravado and terror of failure underneath...you have reached good-natured five, and are ready to settle down and compromise with the world again.

HOME ACTIVITIES FOR BUSY MINDS AND HANDS

Recipe for Play Dough

1 cup flour
1 cup water
1 T. oil
1 T. alum (drugstore or spice aisle -
grocery)
½ cup salt
2 T. (or less) vanilla
Food color or paint if are sure it
won't be nibbled.

Mix all ingredients. Add oil and water. Cook over medium heat, stirring constantly until it reaches the consistency of mashed potatoes. Remove from heat; add vanilla and color. Beat well until smooth. Keeps well in plastic bag or closed container.

Children can help mix dough and choose colors. Store dough in air-tight sack or container in the refrigerator.

For Boring Afternoons

- ❖ Get a few boxes of any size from stores and let children sit in them, make houses or trains, etc.
- ❖ Give children some cans filled with water and paintbrushes and let them paint the outside of the house or sidewalks or stairs, or even the kitchen floor.
- ❖ Populate your back yard with used tires from a tire company.
- ❖ A dishpan or sudsy water, some pie tins, wooden spoons, funnels, plastic dishes and cups. Child stands on non-tippy stool with apron on and washes dishes.
- ❖ Keep a box of collage materials (corks, plastic cups, any small objects that are interesting in shape and color, pieces of fabric or wood scraps). Using a small container of white glue, child glues objects on meat tray or cardboard.
- ❖ Make a tent with old blankets, bedspreads, etc., draped across furniture.

SNACK SUGGESTIONS

- ❖ Check posted lists in classrooms for special dietary needs and food allergies for your class.
- ❖ Please avoid or limit candied, salted or high carbohydrate snacks such as cookies, cakes, potato chips, sugar coated cereals, or commercial junk foods. Think instead of vegetables, nuts and fruits. Other recommended snack suggestions are:

Raisins, banana chips, other dried fruit

Crackers, pretzels, dry cereal, rice cakes, graham crackers.

Muffins, mini-muffins, fruit breads, small sandwiches

Cheese, cream cheese, yogurt, applesauce, peanut butter

Popcorn (for 3's and 4's)

Snack mixes (cereal, pretzels, Goldfish®, crackers, dried fruit combination)

Cut-up fresh fruits or vegetables (be aware of choking hazards – size accordingly)

For birthdays or special occasions: jigglers, cupcakes, ice cream, cookies

Real juice, cider or milk

OTHER SNACK IDEAS

(good for home treats too)

KNOX BLOX

4 envelopes Knox unflavored gelatin (1 box)

3 packages Jell-O® (3 oz)

4 cups boiling water

Combine Knox and Jell-O ® in a large bowl; adding boiling water and stir until dissolved; pour into large shallow baking pan or two; chill until firm. Cut into 1-inch squares. Makes about 100. Or cut in interesting shapes.

FRESH FRUIT

Such as apples, bananas, plums, berries, coconut, melons, etc.

BANANA DISCS

Slice firm bananas into small discs. Put toothpick in piece and dip into a mixture of thick cream and honey (½ cup cream and 2 tablespoon honey). Dip in toasted wheat germ.

SNACK

Mix together 2 cups miniature marshmallows, 2 cups walnut pieces, 2 cups raisins and 1 cup dried apricots, quartered.

SEEDS AND NUTS

Such as pumpkin seeds, sunflower seeds, peanuts, soybeans, sesame seeds, etc.

SESAME HONEY CANDY

In a big frying pan, over low heat, melt $\frac{1}{4}$ cup butter. Stir in $\frac{1}{2}$ cup sesame seeds, 1 cup grated coconut. Stir mixture around over low heat for about 5 minutes. Take pan off stove. Add: $\frac{1}{2}$ teaspoon vanilla, $\frac{1}{4}$ cup honey. When honey is all mixed in, put candy in a cold place until it gets stiff enough to shape into balls. Roll into little balls. 3 dozen. Store in refrigerator.

POPCORN

Pop at school on our popper or in our microwave.

HONEY POPCORN NUT CRUNCH

$\frac{1}{2}$ cup melted butter, $\frac{1}{2}$ cup honey, 3 quarts popped popcorn, 1 cup chopped nuts. Blend honey and butter together and heat gently. Mix popcorn with nuts and pour butter/honey over mixture. Mix well. Spread on cookie sheet in thin layer. Bake 10 to 15 minutes or until crisp at 350°. 3 quarts.

GRANOLA

Your favorite recipe. Could be made at school in free playtime.

RAW VEGETABLES

Such as carrot sticks, cucumbers, cherry tomatoes, salad greens, celery, sprouts.

STUFFED CELERY

Spread celery with peanut butter, cream cheese, cottage cheese dips.

CARROT SALAD

Scrub and grate carrots. Mix in couple handfuls of raisins. Squeeze juice from a lemon over mixture. Pour honey over salad to taste.

DEVEILED EGGS

Your favorite recipe.

BLENDER DRINKS

Blend fruit in fruit juice. Example: 1 can pineapple juice, 1-quart strawberries, bananas.

FINGER JELLO

Dissolve 2 small packs Jell-O® in 2 ½ cup boiling water. Add 4 envelopes plain gelatin dissolved in ½ cup lemon juice. Add 1-cup cold water. Let set, cut into shapes. (Like Knox Blox)

QUICK PIZZAS

Give each child ½ Put out bowls of ingredients that children like on Pizza: tomato sauce, grated cheese, chopped onions, sliced meats, olives, mushrooms, oregano, garlic salt, pepper. English muffin or hamburger bun, lightly toasted and let them assemble their own pizza. Caution against putting too much. Arrange on cookie sheet and broil until cheese melts.

BREAKFAST BARS

¾ cup margarine, 4 ½ cup marshmallows, ¾ cup peanut butter, ¾ cup dry milk, ½ cup Tang®, 1 cup raisins, 6 cups Cheerios®. Butter baking pan. Melt margarine and marshmallows. Stir in peanut butter until melts; stir in milk and Tang®. Remove from stove. Fold in raisins and cereal and stir. Pat evenly into pan. Cool and cut into bars.

SOME POINTERS FOR READING TO PRESCHOOLERS

- ❖ Choose books with clear, colorful quality pictures with subjects the child knows in his real world or pretends about.
- ❖ Read together with the child when there is time for a relaxed, warm atmosphere both adult and child can share.
- ❖ Keep yourself in the background. Be alert to the pleasures the child is deriving from the book.
- ❖ Read very slowly. Use expression and changes of voice and pitch. Laugh and be sad, taking the story seriously along with the child.
- ❖ Pause at the end of each page to enjoy details of the illustrations together and to let the child comment on what he sees. Pause after turning each page to contemplate the picture before reading. Pause at the end, sitting quietly together and letting the pleasure sink in.
- ❖ Let the child turn the pages if he wishes. Let him point to pictures. Let him hold, feel and care for the book.
- ❖ Let the child acquire his own impressions and images from the book. Do not rob him of a delightful experience by priming him with questions about the text.

BASIC BOOKLIST FOR PARENTS OF PRESCHOOL CHILDREN

(An asterisk beside the book means
“This Book Contains Good Children’s Book Lists”)

In specialized areas, i.e. illness, divorce, music for children, adoption, the co-op teachers can recommend titles. The Public Library has a good collection of books for parents. Many of the titles listed below are available in the Co-op library or in the teacher’s personal libraries. Many are in paperback and can be ordered from local bookstores.

Ames and Ilg	<i>Your Two Year Old – Terrible and Tender</i>
Ames and Ilg	<i>Your Three Year Old – Friend and Foe</i>
Ames and Ilg	<i>Your Four Year Old – Wild and Wonderful</i>
Axline, Virginia	<i>Dibs in Search of Self</i>
Briggs, Dorothy	<i>Your Child’s Self Esteem</i>
Dodson, Fitzhugh	* <i>How to Parent</i>
Dodson, Fitzhugh	<i>How to Discipline with Love</i>
Dreikers, Rudolf	<i>Children the Challenge</i>
Fleming, Gladys	Creative Rhythmic Movement
Frailberg, Selma	<i>The Magic Years</i>
Gesell and Ilg	<i>Infant and Child in the Culture of Today</i>
Gordon, Ira	<i>Child Learning Through Child Play</i>
Hartley and Goldenson	<i>The Complete Book of Children’s Play</i>
Hymes, James L.	<i>The Child Under Six</i>
Ilg and Ames	<i>Child Behavior: From Birth to Ten</i>
Ilg and Ames	<i>The Gesell Institute’s Child Behavior</i>
Kellogg, Rhoda	<i>The Psychology of Children’s Art</i> (Psychology Today ed.)
Larrick, Nancy	<i>A Parent’s Guide to Children’s Reading</i>
LeShan, Eda J.	<i>The Conspiracy Against Childhood</i>
Parents Nursery School	* <i>Kids are Natural Cooks</i>
Taylor, Barbara	<i>A Child Comes Forth</i>
Taylor, Barbara	<i>When I Do, I Learn</i>
Taylor, Katherine W.	<i>Parents and Children Learn Together</i>
White, Burton	<i>The First Three Years of Life</i>

To help make the Co-op an educational experience for all of us, please share articles on early childhood which you find particularly interesting and helpful. The Parent Education representative of your child’s class will help you make such article available to other Co-op members. Book reviews for the *Newsletter* are also welcome.

COMMUNICABLE DISEASES

CHICKENPOX

Incubation period of 2 to 3 weeks. They are communicable from 1 day before onset to 6 days after the first lesions appear. Eruption commonly occurs in crops of lesions usually first on trunk. Itching of skin. Slight fever with beginning eruptions.

GERMAN MEASLES

Incubation of 2 to 3 weeks. They are communicable from 1 day before the onset of symptoms until 1 day after rash disappears. There will be a slight fever. Mild cold symptoms. Enlarged head and neck glands. Small pink or pale red spots which fade on pressure. Rash begins on face or neck and spreads to other areas. Fades in 3 days.

MEASLES

Incubation of 7 to 14 days. Communicable from onset of cold symptoms to perhaps 5 days after rash appears. Fever. Symptoms of a head cold. Hacking cough. Inflamed or watery eyes. Rash is brownish pink in color and begins behind ears, forehead, or cheeks and spreads to other areas.

MUMPS (INFECTIOUS PAROTITIS)

Incubation of 14 to 21 days. Communicable 7 days before distinctive swelling until swelling disappears. Swelling and pain on the side of the neck below and in front of ear. Difficulty in swallowing. Headache. Fever.

ROCKY MOUNTAIN SPOTTED FEVER

Incubation of 1 to 10 days. Not communicable from man to man. Sudden onset of headache, fever, lack of appetite and restlessness. 1 to 5 days after onset pale, rose-red rash appears. Spread by wood or dog ticks. 10% of ticks in this area are carriers of the virus. (If tick is found, remove as soon as possible to lessen chance of infection. Remove tick without crushing it.)

ROSEOLA

Incubation probably 4 to 7 days. Communicability period is not known. Usually occurs between ages 1 – 3 years. High fever without cold symptoms. After fever returns to normal, rash appears and lasts 1 – 2 days.

SCARLET FEVER

Incubation 2 to 5 days. Usually communicable from 24 hours before symptoms appear until recovery. Onset is sudden with fever, vomiting, sore throat, and rash.

WHOOPING COUGH

Incubation of 7 to 14 days. Communicable 4 to 6 weeks from onset. Begins with cold and dry cough, which is usually worse at night. Characteristic whooping in 2 weeks. Rarely fever. (Occasionally whooping cough develops in an immunized child. Sometimes it is recommended that a child exposed to it be given a booster shot.)

ACUTE CONJUNCTIVITIS (PINKEYE)

Incubation period of 1 to 3 days. Communicable during course of active infection. Begins with tearing, irritation of either or both eyes. The eye appears red with swelling of eyelids and a purulent discharge.

IMPETIGO

Incubation of 2 to 5 days. Communicable until all lesions are healed. Purulent inflammation of the skin. Crusty lesions usually of hands and face.

RINGWORM

Incubation of 10 to 14 days. Communicable as long as infected lesions are present. Scalp: Begins with a small pustule and spreads leaving scaly, bald patches. Body: Appears as flat ring-shaped lesions, red and pustular.

Revised: August 8, 2001/eml