

Covington Co-Operative Preschool

**Covington Co-Op
Handbook**

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Section 1

Welcome

Message from our teacher

Hello!

My name is Candace Moses and I am the teacher at Covington Co-op Preschool! I'm thrilled and honored to be taking on this important role after Mrs. Brown has been such an influential educator in the community. We joined the co-op in early 2024 when my son was in Blue Class. I fell in love with the community co-op provides. Being able to be involved in my children's early learning has been really special. Being in a classroom several times per week reinvigorated my love for teaching.

I come to the co-op with a background in early childhood. My bachelor's degree is in early childhood education from New Mexico State University. I taught kindergarten for 9 years and helped support and teach a kindergarten readiness program through the YMCA. My teaching philosophy is grounded in research that shows successful children have ample opportunities to play, make mistakes, and experiment in a supportive, safe environment. I believe that every child learns in their own way at their own pace. It will be my job as a teacher to meet each child where they are at.

I've been so lucky to work and learn alongside Mrs. Brown. I'm inspired by her teaching approach which centers children as humans who deserve our respect and should be treated with dignity. One of the most valuable parts of Covington Co-op is that it is a truly play-based school. This will not change as it is the most developmentally appropriate and authentic way for children to learn. When children are given autonomy and the opportunity to choose the play they engage in they are learning invaluable life and academic skills in a way that is authentic to them. Play is serious and important work for a child. The majority of our preschool days will be spent with children choosing and engaging in play. My job will be to set up the environment and provide engaging play/learning options. Circle times will provide opportunities for us to build routines, for kids to engage in songs, rhymes, and stories, for me to introduce a skill or idea, and for the class to grow as a community.

Outdoor play is an essential part of our program. Children and adults will go outside everyday unless there are high-winds or other dangerous conditions. Preschool is such a special time for children and families. I'm excited to be a part of it.

Cheerfully,

Candace Moses





Section 2

Member Responsibilities

 **List of
Responsibilities**

As a parent involved in Covington Cooperative Preschool you will need to participate in the following activities during the year:

1. Work a 2-1/2 hour shift at a volunteer opportunity; Be apart of the Auction Committee, Help on fundraiser delivery days, Fall/ Spring Clean up, or another event as approved by the Board. Also participating on the schools board fulfills this requirement.
2. Earn \$175 for 1 child / an additional \$100 for every sibling enrolled, in fundraising profits, by selling, buying or donating.
3. Be on a cleaning team from your class and clean the preschool at least twice during the school year, per child enrolled.
4. Attend a monthly parent meeting. You are allowed one absence.
5. Perform the duties of your class job as determined at the fall workshop.
6. Attend at least half of the scheduled excursions of your class. All for Blue Class.
7. Work in the classrooms during your scheduled workdays, or find your own replacement.
8. Have fun, learn and make friends to last a lifetime!

We also have lots of committees to improve our school and we would love any volunteers. Contact your class chair, if interested.



Section 1
Welcome

**Class
Times &
Meetings**

Monday	Tuesday	Wednesday	Thursday	Friday
Red		Red	Yellow	Yellow
Orange	Orange	Orange		

Class Times		
YELLOW CLASS	Thursday & Friday	9:30-11:30
RED CLASS	Monday & Wednesday	9:15-11:30
ORANGE CLASS	Monday, Tuesday & Wednesday	12:15-2:30

Board Meetings 6:30-8pm Class Meetings TBD	
BOARD MEETINGS	1st MONDAY of the month
RED CLASS	TBD
YELLOW CLASS	TBD
ORANGE CLASS	TBD



 **School
Holidays
& Closures**

"No School" Calendar & Holidays

Veteran's Day

Thanksgiving

Winter Break

Martin Luther King Jr Day

President's Week Break

Spring Break

Memorial Day

School Closures

In the event of snow or power outage, the preschool will be closed when the Kent School District (KSD) public schools are closed. Closing for emergencies during school hours will be at the discretion of the Teacher. Any additional snow policy will be determined by each individual class in the fall. Snow closures are also found on your local TV news, radio and the internet: <http://www.kent.k12.wa.us/> .

The preschool will *not* reschedule or make up snow days.

(Please note: Check Earthquake Procedures, Section 10 of this handbook for more information).



Covington Co-Operative Preschool

Covington Co-Op
Handbook

Section 3

What is a Co-op?

■ **“What am I
Getting
Myself
Into?”**

Briefly stated, it's fun. and work! By actively participating with your child in the preschool, you learn things that are special about your child and other children. You may discover talents that you didn't know you had while enjoying the company of other parents like yourself. In the process of expanding your circle of friends you also find out you are not the only parent who gets frustrated with their children and tired of parenting at times. The unique thing about the cooperative preschool is that there is only one paid person "on staff": the teacher (Teacher), whose salary is paid from the parents' tuition. Parents make up the rest of the teaching staff by taking turns working in the preschool several times a month. One of the other benefits is the rich learning experience for parent and child, gained from being part of a pro- gram which encourages the growth and development of children in social, emotional, intellectual and physical ways.

In order for the preschool to operate properly, a good deal of *cooperation* is necessary, (hence the name Co-Op). *The parents are actually the administrators as well as the staff of the school.* Officers are elected democratically each year. One of the parents acts as a treasurer paying necessary expenses for supplies and the Teacher's salary. *Each parent is expected to take on other responsibilities in addition to taking their turns working during preschool class.* These duties might include obtaining books from the local library to use at school, arranging for field trips, registering new parents or purchasing small supplies such as soap or towels.

While schedules and procedures may vary from year to year and school to school, it remains true that everyone's help is required in order to have a successful year in a Co-Op preschool. The reason is, that *if parents don't do the needed tasks, there is no one else to do them* and nothing can operate smoothly if needed jobs are not done. There is a lot of fun, however, in doing this, including working on occasional fundraising projects that finance special equipment purchases, scholarships or whatever the group decides it wants. And group-decision making can be very exciting!

Parent education is an important part of a co-op preschool. Parents attend a monthly parent education class presented by a parent-ed instructor. This is a part of the *monthly parent meeting which everyone is expected to attend* and where the Co-Op business is discussed. There is an annual parent education fee which provides payment to the instructor, provides written material and acts as a resource to parents and Teacher, and covers insurance for parents and students.



Section 2

Member Responsibilities

Parent Meetings

Parent meetings occur once a month at a designated time determined at the beginning of the year. These meetings are necessary to attend so that you can stay up to date on all the important information that the board has to pass on, plus it is a good way to get to know the other parents in the class.

Housekeeping

We take pride in providing a safe and clean environment for our children. Throughout the year, a thorough cleaning to the preschool will be done on a weekly basis. You're required to participate in two housekeeping dates, per child enrolled, during the school year.

Class Jobs

Each member enrolled will fulfill responsibility of a class job per child enrolled. These jobs are picked at the class workshop.

Job Folders

Each class job is accompanied by a job folder issued at workshop containing pertinent information regarding that job. You are asked to add any suggestions to the description as the year progresses.



Group Commitments

It is important that members understand the mutual obligations and benefits occurring from Parent Education Affiliation with Parent Cooperative groups. When a group makes the decision to be affiliated with Parent Education, the group makes the following commitments:

1. A parent must work in the preschool 2 or 3 times a month.
2. A parent must attend the monthly parent meetings.
3. A group accepts the Parent Ed Instructor as the teacher of Adult Education.
4. A group must plan an educational program for children based on recognized research and philosophy in the field of Early Childhood Education.
5. A group must employ a Teacher who is able to implement such an educational program with children and give support to the Parent Education Program.

Parent Ed

Parent Education Opportunities are offered through Parent-Child Preschool Organization (PCPO). These Opportunities are online Via zoom or articles sent out. They are offered approximately 4 times per year. These are great opportunities to learn more about how to better raise our kids and understand them.

Teacher

The Teacher is hired by the Co-Op and is paid a salary for their services. They are responsible for implementing an educational program for children based upon recognized research and philosophy in the field of early childhood education. They prepare a written monthly schedule of activities. They are with the children every day, are in charge of the classroom at all times and provides direction to the working parents. They attend the monthly parent meetings, monthly Board meetings and workshops.



Section 3

What is a Co-Op?

The Executive Board

The Covington Co-Op Preschool executive board is comprised of the following officers: Board Chairperson, 1st Fundraising Chairperson, 2nd Fundraising Chairperson, Board Secretary, and Board Treasurer. The Board consists of the Executive board plus Newsletter Coordinator, Registrar, Housekeeping Coordinator, Marketing & Event Coordinator, Scholastics Coordinator, Supply Purchaser, Health & Safety and a Class Chairperson from each class.

An open Board meeting is held once a month and is attended by the Co-Op Teacher and everyone on the board. Various business matters are conducted during these meetings, such as establishing a yearly operational budget, the forming of special events, and resolving the many details relating to the operation of a non-profit organization. Board members are expected to fulfill all duties and obligations established for Co-Op members as outlined in the by-laws.

Co-Op members are invited to attend any Board meeting they choose with the understanding that they do not hold a voting position. If a member wishes to address the Board, they should notify the Chairperson in advance so they may be included on the agenda. Minutes of the previous Board meeting may be found on the Board bulletin board. Minutes are also read at each monthly parent meeting.

Preschool Days

Preschool days are organized to provide young children and their parents with a variety of learning and socialization experiences. A "typical" day is different for each class and may include an opening activity (calendar, sharing, description of projects), centers (art projects, puzzles, painting and many other skill-oriented activities), snack, outside time rain or shine, music, stories and a variety of other projects appropriate to the child's developmental level. Field trips, visitors to the classroom and other specialized activities round out the program.

Parents take turns working in the classroom. A schedule is published for each month indicating parent workdays and the duties to be performed by each parent on a given workday. Specific duties are fully described in preschool literature, but include such responsibilities as the snack preparation, painting area, housekeeping area, puzzles and playdough areas, etc. Each parent works to create a learning atmosphere and to facilitate participation in scheduled activities.





Section 4

Member's Fees

Registration Fees

The Covington Co-Op registration fees are used for costs incurred in printing and mailing material as well as preparing the classroom before school begins. These are established each year by the executive board and submitted to the membership for approval. A non-refundable registration fee is required for each child at enrollment. Later registrants will have a pro-rated fee determined by the Board.

Payments

Covington Co-Op registration fee will be paid with May tuition at time of registration. The registration fee is non-refundable, but the May tuition is refundable if your student drops prior to the 1st of January.

The Insurance fee is due in one annual payment of \$50, paid on November 1st.

Registration Dates

Registration dates vary from year to year. Please contact the Registrar at 253-259-7659 or CovingtonPreschool+Registration@gmail.com, or visit our website at www.covingtoncooppreschool.com to find out current registration dates.

Registration will happen online at :

Jovial.org/covingtoncoop/family (current or alumni families)

Jovial.org/covingtoncoop/hello (new families)

Waitlist

If you do not get your first choice class, you may be added to the waitlist on a first come first serve basis. Once Classes start in the fall, the current waitlist will be eliminated unless the student on the list is not enrolled in a class. The reason for eliminating the current list is that students have already formed relationships/ bonds and we do not want to remove them from an environment that they are comfortable in.



Section 4

Member's Fees

Tuition

Tuition is utilized for part of the operational costs of the preschool and for the payment of the Teacher's salary. These costs are still incurred whether or not your child attends classes. For this reason, you are required to pay tuition as long as your child is enrolled in the preschool.

Payments

Tuition payments are due by the 1st of the month.

Please make checks payable to Covington Co-Op Preschool. Always remember to note your child's first and last name along with the class color on the check.

Checks or money orders for tuition may be placed in the Tuition Box , which is the office Please do not leave cash in the drawer. The preschool will not be responsible for lost or stolen cash. If you wish to pay with cash you may do so only at the parent meeting or with the Teacher or Class chair. Credit Card payments may be paid online via your Jovial account.

Financial Problems

If you have financial problems, please notify the treasurer immediately. It is possible your child may be dropped from the class if tuition is not paid within 2 months, unless otherwise determined by the Board. Members who have a prearranged leave of longer than one month, due to extenuating circumstances, may submit a written request to the board for consideration of a tuition break.

Non-working parents

Tuition will be tuition plus 50% for all non-working parents. Non-working status must be awarded after completing the application. All other preschool requirements must still be completed by the non-working parents. This status does not excuse you from anything else, except working in the class monthly.

Fundraising

Fundraising is a very important part of keeping our Co-op thriving. We rely heavily on the money earned from fundraising and other contributions; this helps us to keep tuition low while providing an awesome preschool environment for our children.

Every family at Covington Co-op Preschool is required to meet a fundraising commitment of \$175 for one child, plus an additional \$100 for each additional sibling enrolled. This can be achieved by participating in fundraising opportunities throughout the year or paying this amount at the beginning or end of the year.



Withdrawal from Preschool

A parent may withdraw his/her child at any time. The Teacher and class chairperson must be notified TWO weeks prior to withdrawal in order to receive a tuition refund. A request for a refund must be emailed to the Board Treasurer. Only monthly tuition will be refunded. There will be no refund of May tuition after January 1st. All keys and board member notebooks must be turned in prior to any refunds.

Scholarships

The purpose of Covington Co-Op Preschool's Scholarship fund is to provide assistance to families who need help in meeting tuition costs in times of emergencies.

To obtain a scholarship, the following stipulations must be met:

- 1.The scholarship recipients shall complete the Covington Co-Op Preschool scholarship application.
- 2.The scholarship recipients shall have a one month waiting period after enrollment in which tuition will be paid by the recipient.
- 3.Registration fee and Parent Education/Insurance fee are to be paid by applicant.
- 4.The scholarship recipient will have an extra 2 1/2 hour work commitment.
- 5.The scholarship recipient will have an additional fundraising commitment of \$25 per child enrolled.
- 6.All parent obligations must be fulfilled as stated in the by-laws.
- 7.All scholarship recipients shall pay their tuition on time each month. Late payments may cause reconsideration of the scholarship.

Once approved, scholarship recipients will pay 50% of tuition rates for each enrolled child. All scholarships are subject to availability. If there are any questions regarding the scholarship process and availability please contact the Executive Board Treasurer.





Our Philosophy Concerning Children

Section 5

Introduction

As a parent interested in your child's early education, it is likely that you have some questions about what your child will experience in preschool and why. We hope that the following information will give you some insight into our philosophy and how our program reflects our beliefs. We believe that each child is a unique individual. We also know that children develop in different areas at different times, and grow and change at varying rates. We understand that children move into new stages of growth and development only when they are "ready" which means that they have mastered a necessary previous stage. For this reason, our program is designed to meet each child at his/her own developmental level, and allows each child to proceed at his/her own rate. You will find that our program provides many opportunities for children to practice and repeat successful activities as well as face new challenges.

Development Areas

We believe in the growth of the whole child involving the following developmental areas:

Social/Emotional	Creative Academics	Physical
sharing	art activities	<i>Large motor:</i>
taking turns	play	climbing, hopping,
concern for others	teacher guided learning activities	running, jumping
appropriate expressions of feelings	varied language experiences	<i>Small motor:</i>
making new friends	field trips to extend learning	puzzles, manipulative toys,
accepting differences		play-dough

We feel that exposure to each of these areas develops confidence and forms a foundation for later success in school.

In our preschool environment, you will find a comfortable balance of carefully planned learning opportunities. Each Teacher brings to the classroom their own unique style of teaching, just as each child has their own unique style of learning. The total environment - physical setting, Teacher, equipment, curriculum, and time structure - is designed to communicate a feeling of welcome, acceptance, safety, and security to young children.



Section 5

Our Philosophy Concerning Children

What is Culture?

A Functional Definition

Every family and individual has a culture. It is defined to be more than race, ethnicity, or nationality. Each culture has three or four basic elements. "The current definition state(s) that there must be a group of people, who as part of their life experiences, share a set of values, beliefs, behaviors, and materials (Ephraim and Phillips, 1993)." These elements usually are passed on from one generation to the next through education and experience.

Values

Ideals which are both an influence and a filter for our world views.

Beliefs

Conviction that is held to be true in the absence of proof. Views of the world are also filtered through one's beliefs/convictions.

Behaviors

Rituals, Customs and Traditions. A verbal or non-verbal way (process) to communicate what is important or meaningful (our values and beliefs).

Materials

Concrete representations (for example: clothing, tools, language, etc.)

"Diversity is the one thing we all have in common"



**Cultural
Diversity
Classroom
Checklist**

*How well does your classroom or center reflect children's cultural diversity?
To evaluate your setting, here's a checklist that is organized by play area*

Art Area

- Paint, crayons, and paper mirror skin colors of people in the school community. (*Note: crayons designed to reflect actual skin tones are now available.*)
- Other art materials representing the art and crafts of the community are available (*e.g., weaving supplies, clay*)

Block Area

- Toy people are multi-racial and without sex-role stereotyping.
- Animal figures simulate those found in your area (*e.g., house pets*).
- Toy vehicles represent those found in the community.

Book Area

- Books written in children's home language are included.
- Books depict a variety of racial, ethnic, and cultural groups, focusing on modern life-styles and including natural looking illustrations of people.
- References to color in books are non-stereotypic (*avoid books that associate black with evil, white with purity and goodness*).
- Books represent a variety of family situations, including single-parent families, two-parent families, bi-racial couples, stepparents, children cared for by extended family members.
- Books portray women and men in realistic situations, with both girls and boys playing active roles, and both women and men seen as independent problem solvers.
- Books show children and adults with various disabilities. Disabled characters are portrayed as real people who happen to have handicaps rather than as objects of pity who struggle hard to overcome handicaps.

House Area

- There are multi-racial girl and boy dolls with appropriate skin colors,

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Section 5

Our Philosophy Concerning Children

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hair textures and styles, and facial features.

- Contents and arrangement of house area mirror homes found in community.
- Kitchen utensil, empty food containers reflect what children see their family members using.
- Dress-up clothing is reflective of the community, including occupations of the children's parents.
- Whenever possible, child-sized wheelchairs, crutches, glasses with lenses removed, etc. are available.

Music and Movement Area

- Music tapes and instruments are reflective of children's cultures.
- A variety of instruments are available for children's use.
- Movement games that are characteristic of the culture are played.

Toy Area

- Puzzles reflect the community atmosphere (*e.g. rural or urban*).
- Puzzles represent occupations of parents and others in community.
- Toy figures, puzzles, etc., depict multi-racial people and avoid sex-role stereotyping.



**Preschool
Activities
Chart**

General suggestions: Give minimum direction, but offer help if needed. Encourage children to help at clean-up time. Use manuscript alphabet to print child's name on art work. (Upper case and lower case)

Activity or Material	Value to Child	Parent Participation
Puzzles, beads, pegs	Hand-eye coordination Small muscle development Learning colors, size Space relationships	Help a child who seems to need it. Let the child have the satisfaction of success. Rotate materials to keep children's interest.
Clay Finger Paint Play dough	Sensory experience Small muscle manipulation Tensional outlet	Simple suggestions which will aid the child in satisfying use. Do not make models. Emphasize the experience not the product.
Cutting, pasting. Collage, color crayoning, Easel painting Wet chalk, other creative arts	Opportunity for self expression Small muscle activity Opportunity for self expression Experience with color, shape, and texture.	Set up materials attractively and write name of child and any comments he/she makes on back of work. Do not ask "what is it?" Comments aren't necessary, but if made, make them about the process, not the product.
Blocks and accessory toys Wooden trucks, trains, etc	Offers creative construction. Opportunity for hand-eye and muscle coordination, balance. Recognition of basic 3-dimensional shapes, arithmetical concepts, stimulates imagination, dramatic play.	Guide building away from shelves so that blocks are accessible. Keep area reasonably clear. Put blocks away which are not in use from time to time. Do not allow blocks to be thrown.
Housekeeping corner	Dramatic, imaginative play. Emotional outlet, social contacts. Opportunity to act out life experiences, feelings.	Occasionally arrange material if needed to stimulate play. Simple suggestions if a child needs help in entering situation.
Sandbox	Sensory experience Opportunity for solitary, parallel or cooperative play.	Minimum direction, sit low and nearby. Guidance if child is throwing scattering outside box, "Please keep the sand in the box."
Jungle Gym Other climbing equipment	Big muscle activity Developing balance, coordination.	Careful supervision by one parent. Avoid crowding and pushing. Do not permit children to hold objects while using equipment.
Storytelling, looking at books	Opportunity for quiet, restful activity. Learning to listen. Appreciation of books. Vocabulary development and speech.	Provide comfortable atmosphere. Choose books wisely. Show interest in reading.
Music: dancing, singing, rhythms	Awareness of different sounds and rhythms. Appreciation of songs. Vocabulary and speech development.	Share talents to provide musical experiences for children. Encourage spontaneous and informal musical opportunities.
Observing nature, animals, planting seeds, other science experiences.	Development of natural curiosity of living things in world around them.	Share interesting objects. Encourage child's curiosity, answer questions; allow and help him to smell, feel, look, listen, discover for himself.
Picking up equipment	Sense of orderliness and cooperation, needed later. Self-satisfaction in helping and completing a job.	Give warning before pick-up time. Accept child's capacity for help that day.
Toileting & Handwashing	Experience in good health habits. Experience in self direction.	Give child time to help themselves.
Milk or juice Crackers	Opportunity for eating and talking with other children. Social contacts. Practice in pouring. Awareness of basic nutrition.	Set an example of courtesy and friendliness. Encourage conversation. Encourage sampling milk or juice and crackers.
Tricycles, wagons	Big muscle activity. Opportunity for social growth. Motor coordination. Early safety education.	Do not allow crashing into people or things. "Be careful drivers. Pull, not push wagons."
Carpentry	Hand-eye coordination. Imaginative construction. 3-dimensional experience in creativity.	Careful supervision by one parent. Tools must be used safely.



Section 6



Working With Children

Guidelines For Working With Children In the Classroom

1. *Cultivate a calm attitude when talking or working with children.* A quiet manner helps prevent excitement and over-stimulation.
2. *Rules are simple and basic.* A child is free to explore as long as he/she:
 - a). does not hurt herself or others.
 - b). does not destroy equipment or material.
 - c). does not disturb others.
3. *In giving directions, be sure that the child understands.* When you talk to children, get to their level both in your choice of words and by bending down.
4. *A child is not forced to participate.* Some children need a "looking on" period before they are willing to try a new activity or participate in a group experience.
5. *Suggest the next specific act when a child dawdles.* "Where is your towel?" when a child continues washing too long.
6. *Give the child a choice of action when feasible.* Ask: "Where would you like to put up your train, here or there?" This gives the child a personal interest in the situation and develops her initiative and independence.
7. *Offer the child a choice only when you can accept his negative reply.* Don't say, "Do you want to go to the toilet?" when it is time to go!
8. *Let the child learn by experience.* Encourage him to help himself; offer assistance only when it is necessary to avoid a feeling of failure or discouragement. Perhaps you could do it faster and better for him, but through doing it himself, the child is learning.
9. *Encourage the child whenever possible,* especially after a disappointment or infraction of the rule. "We'll try again tomorrow" gives hope. "That was hard work, but you certainly kept trying" recognizes effort, regardless of the product.

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Section 6

Working With Children

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10. *Children may need help in learning how to use items such as paste, paint, and water.* When possible, however, let them experience it in their own way. Avoid making models or samples for the children to copy. Judgments of the final product aren't necessary.
11. *Use DO's instead of DON'Ts.* "Do drink your juice, John," instead of, "Don't jiggle your glass."
12. *Give children fair warning before interrupting their activity.*
13. *When children are in social conflict, let them work it through, if they can.* Remember that sharing is a concept foreign to two's, and just emerging in three and four-year-olds. Step in when it is necessary to avoid injury or to suggest a possible solution.
14. *Disapprove of the act and not the child.* "What you did made me very angry."
15. *Avoid discussing children in their presence.*
16. *Most important, relax and enjoy yourself.* We hope you and your child enjoy a rich and satisfying preschool experience, and urge you to contact the Teacher or parent education instructor if you have further questions.

Child's Rights & Responsibilities

Rights of the Child

1. The child has the right to work alone if he/she chooses.
2. The child has the right to repeat an activity as many times as he/she feels necessary.
3. The child has the right to program his/her own day (during free play). He/She can choose their own activities and the friends that they would like to have join them.
4. The child has the right *NOT* to choose any activities. She/He can observe others and not get involved as long as they do not bother anyone.
5. The child has the right to make mistakes without adult interference.
6. The child has the right to request and receive adult help if needed.
7. The child has the right to struggle without help as she/he learns independence in such activities as zippering their own coat or attempting to pass a snack plate or pour their own water, etc.
8. The child has the right *NOT* to join a larger group activity if they so prefer.

The adult should *intervene* to protect the rights of the child if:

1. One child is *disturbing* the activities of another.
2. One child is *dangerous* to own self or another. A
3. child is *destructive* to the learning materials.



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Role of the Adult

1. Reinforce the guidelines and, thereby, protect the rights of the child.
2. Facilitate the children's learning by:
 - a. Preparing the environment beforehand so that when the Children enter the classroom it will be free as possible from "adult needs".
 - b. Observing the children and listening to them to get cues about their needs.
 - c. Acting as a role model for children. Be aware of the manner in which you relate to other adults in the classroom and the way you handle materials.

Responsibility of the Child

The child is responsible for all of his actions.

1. He/She is responsible for returning all the things that they use during the free time. If they take out puzzle A and leave it out and start on project D, the adult would remind them to "put away" puzzle A before starting project D.
2. If a child gets involved with a large project requiring quite a few items the adult may offer to help them put it away as long as the child is a participant in the process. If a child leaves, the adult may have to retrieve them.
3. If a child gets started on something, gets frustrated because they cannot complete it and asks for adult help, the adult may help but let the child finish the activity by themselves.
4. She/He is responsible for problem-solving their social activities with their words and asking for help whenever needed.



Section 6

Working With Children

Guidance & Management of Children's Behavior

Minor conflicts in relationships or in learning arise periodically throughout the day with children. Encourage children to handle these on their own to promote self-control and confidence through experience and learning. Step in when a child or property are in danger. Especially encourage children to verbalize their feelings to others. For example, "Why don't you tell Mark that you want your truck back." "Danny, you can tell Alice to stop squeezing you so tightly." "Tell Becky how angry you feel when she hits you."

Use this four-tiered approach to help children handle their own impulses and behavior .

Level 1: Gestural assist

Least intrusive of the approaches. This occurs when you help a child through a conflict or problem, simply by giving a look or making a motion of some sort.

Level 2: Verbal assist

The next level of assistance. This means talking the child through the problem or behavior.

Level 3: Partial Physical assist

This is the next level of assistance and is more intrusive to the child and the situation than the first two. In this case, the adult may take a child's hand and move it toward the desired goal.

Level 4: Full Physical assist

This is the most intrusive assist and should be used only when absolutely necessary to the child's learning or safety. This assist includes actually moving the child's body in the appropriate behavior. This level of assistance will be discussed at the parent training workshop.



Procedural Guidelines

Although each problem that arises must be considered on its own characteristics, the following procedural guidelines are generally helpful:

1. *Know the Child:* Is this behavior unusual for the child? Let the child explain why he/she threw the clock, hit the other child, etc.
2. *Stop the Behavior:* Stopping the behavior gives everyone time to think about what is happening. Stopping the behavior is especially important if it is dangerous to the child or to others.
3. *State the Rule:* An example of this is, "Blocks are for building" when a child throws the blocks.
4. *Provide an Alternative:* An example of this is "Blocks are for building. If you want to throw, you can throw the balls in the other room".
5. *Accompany the Rule with Rationale:* An example is, "Remember to build with the blocks. Keep them on the floor. It might hurt someone if they are hit with a block that is thrown."
6. *Validate Feelings:* An example of this is, "I know you really want those magnets, but Joan had them first. Waiting is hard. I will be sure to call you to play with them next, when Joan is through."
7. *Provide Choices:* Choices allow the child to save face. "You may build with the blocks on the table. If you need to throw things, you can go in the other room and throw the balls."
8. *Follow Through:* Be consistent and firm. Remove the child from the situation if necessary, but allow the child the choice to return when he/she is ready to participate appropriately in the activity.



Section 6

Working With Children

Behavior Guidelines

This Preschool operates on the premise that young children are never "bad." The types of inappropriate behavior most often seen in children (including temper tantrums, refusal to cooperate, hitting other children, and failure to follow rules) are usually the result of the child's level of development. A child simply lacks the social-emotional, cognitive, and physical skills to comply with many adult demands. For these reasons the Preschool uses the following guidelines for promoting positive behavior and for responding to problem behavior.

At the Preschool, **We do not hit or paddle children**. Hitting is often misunderstood by children, who do not always see the connection between a slap and some action on their part. Hitting as a form of discipline rarely stops an inappropriate behavior, but does cause confusion and anger.

At the Preschool, **We do not shout or yell at children**. Yelling usually frightens children and distracts them from the problem. Shouting, which is often accompanied by name-calling on the part of the adult, also damages a child's self-esteem.

While the Preschool respects the right of every caregiver to discipline his or her own child on a personal way (except where child abuse or neglect is concerned), volunteers in the preschool may not hit or shout at any child including their own. Hitting or shouting at a child in the presence of others upsets everyone and disturbs the classroom routine.

Acceptable Ways of Disciplining Children

The policies of this Preschool regarding discipline do not mean that inappropriate behavior should be permitted. Instead, the wishes are that any behavior will be handled by using positive techniques. Some of these techniques are listed below. Please remember that if at any time, you feel you cannot "handle" or "cope" with a situation, ask the teacher for help. The college instructors are also available for additional resource.

1. Developing with children rules that are stated at the children's development level.
2. Clarifying the consequences of not following the rules, example, "if you do that _____, this is what will happen _____."
3. Having age-appropriate expectations for children. We do not expect children to understand complex rules.
4. Allowing children time to practice new rules. Remember that children are working on developing their memory skills so may not recall a new rule without a lot of practice.



5. Ignoring some kinds of inappropriate behavior. Some misbehavior is an attempt to get attention. The more attention the child gets, the more likely it is that the behavior will be repeated.
6. Be consistent and firm in a caring way. Remove the child from the situation if necessary for a short time, giving the child a chance to start over or calm down. Give them the choice to return when he/she is ready to participate appropriately in the activity. An adult needs to stay with the child at all times.
7. Reinforcing desirable behavior by noticing the child. When the child realizes that attention comes from appropriate behavior, that behavior is more likely to continue.

Role of Adults

Children are most likely to respond to attempts to discipline them when the adults involved are consistent, that is, when every adult who disciplines the child uses similar techniques. Adults are invited and urged to discuss their concerns about their children's behavior with the lab-coordinator and instructors to plan together means of responding consistently to problem behaviors. In this way children can get clear messages about those behaviors that are acceptable and those that are not.

Discussing Difficult Issues

The following is to help you to have some ground rules for discussing difficult issues:

1. Accept uncertainty. Accept that you and others will put your foot in your mouth.
2. There's no such thing as a stupid question.
3. Recognize that feelings are part of the learning process. Be sensitive to your own discomfort. Tune in to yourself when something bothers you, instead of just ignoring or rejecting it.
4. Listen to understand - especially when you disagree. Assume that someone else's point of view is valid for them, and that it may also be useful for you. Value relationship.
5. Assume that everyone is learning and growing. Have compassion for yourself, as well as for others.
6. When something goes "Wrong" - remember, these ground rules. And trust your own judgment.





Section 7

School Work Days

**It's All
In the
Timing**
Arrival Time

Parents must accompany their child into the building, leaving them only when

they have been greeted by the Teacher. *Under NO circumstances should children leave a car and come into the building alone.* Parents should hold the hand of each child until they are safely inside the building. Please only arrive a few minutes early for drop off. If you are a working parent please arrive at the designated time frame for your job.

Children or siblings are NOT to be left in the car without being supervised by an adult. If you are arriving with other children or siblings, bring them with you inside the preschool, or have another parent watch them in your car, while you drop off or pick up your child.

Dismissal Time

If, in an emergency, you find that you are going to be detained, please notify the school immediately. Contact your class text thread, the teacher or the school 253-259-7659 so that we can assure your child that he/she has not been forgotten.

Please refrain from entering the school early as it can disrupt the end of class if we have all the parents in the hallway talking. A few minutes early is acceptable.

No child will be released to a person who is not authorized by the enrolled parent to pick up the child.

**Who's
Going to
Pick Me Up
Today?**

We must have a written authorization for anyone other than the enrolled parent to pick up a child from preschool. Each enrolled parent will be asked to provide the preschool with a list of people authorized to take the child home from school. The list will be kept on file at the preschool and your child will not be released to anyone that is not on the list. If necessary, the adult picking up the child may be asked to show appropriate identification. *(Any questions about who is to take a child home, send them to the teacher).*

If you know in advance that you're not going to be the person picking up your child that day, it's helpful to communicate to the Teacher your alternate plans for who's picking up your child.



Section 7

School Work Days

Traffic Rules & Parking

The speed limit in the driveway is 5MPH. When entering the parking lot, drive carefully and look for children.

No parallel parking along the playground fence. Please Park in front of the school windows or in front of the side walk. If there is not enough parking Please park in front of the church and walk down the driveway. GIVE pedestrians plenty of space to safely walk to their cars.

Do not keep valuables in your car while you are a working parent. You may bring valuables into the preschool and store in the office.

Keep in mind, the preschool is not responsible for lost or stolen items.

Bulletin Boards

Many interesting notices and announcements are posted on the bulletin boards. Minutes of each monthly Board meeting, as well as the monthly treasurer's report are included on the "Board's board". Each class has its own color coded board with monthly schedules and other pertinent information. There is a Health & Safety board, a Housekeeping board and a community announcement board. *Because of so much information, please be sure to check the bulletin boards on a regular basis.*

Baby Sitting

Baby sitting services are not provided by the preschool, however, informal arrangements may be made among parents. Also, it may be beneficial to "trade" with parents in classes other than your own. Look on your class bulletin board for interested parents.

Carpools

Parents may initiate a carpool using the information provided on the class roster. *Please car pool only if you have sufficient seat belts to ensure each child's safety.* We recommend the carpool not to exceed 4 children to avoid over stimulation and to provide a safe ride for your child. Look on class bulletin board for interested parents.



Snacks

Each parent supplies snacks as assigned by work schedule. Please bring enough nutritious food for each child, working parent and the Teacher. All utensils, dishes and napkins are provided by the preschool, unless you would like to donate some. Emphasis is placed on good nutrition with a minimum use of sweets, junk food or prepared food. We encourage the children to drink water at snack time, but if you bring juice, it needs to be 100% juice. *Please notify the Teacher of any food allergies.* If you're providing the snacks and it falls during a holiday season, or one that your culture celebrates, you're welcome to share your holiday snack and communicate what is important or meaningful to that holiday snack.

Birthdays

Birthdays are family celebrations and we feel they are best celebrated in the home setting. We prefer to concentrate on the many other opportunities for individual recognition of each child every day. Each child does, however, celebrate their "Special Day" during the school year.

Special Day

This day provides a time to share the special uniqueness of each child. Parents are scheduled as the "Snack Parent" for the child's special day.

Each child is scheduled for one "Special Day" during the school year. You'll be able to choose anytime during the school year to celebrate his/her "Special Day". Your child's "Special Day" does not have to fall near or in the month of the child's birthday.

Holidays

Holiday celebration if any, will be simple and child-centered. It has been advised not to bring candy or treats to the school to pass out, so no goody bags or gifts. Instead, wait to share later with your friends outside of school. (*i.e.: Halloween, Valentine's Day, etc.*)



Section 7

School Work Days

Why Do We Mess with Snacks?

Snack time can often be the most sociable time of the day. Using conversation you can cover learning experiences such as, an awareness of nutrition, emotional and social development, language skills, science, math, art, social science, safety and courtesy.

Children can discover a lot about themselves and the world around them through food. Learning the skills necessary for cooking helps one to develop a sense of independence, but also can help them become aware of how we can help each other.

Children enjoy helping prepare snacks. Such simple activities as cutting up fruit or pouring their own water gives them a personal interest in snack time. When the snack time includes a cooking experience where children can actually do the measuring, mixing and pouring of ingredients you will get to see just how much fun it is. Children learn most effectively by being actively involved.

Snack Ideas

Many times you will see children try different foods at preschool that they would never try at home. Early experiences with food may lay the foundation for lifelong eating habits. Children have to be educated to make good food selections. Good health habits are not acquired naturally.

Remember that young children are growing rapidly, therefore, their need for protective foods are great but their stomachs are small. This means that all the foods they eat should be body-building foods. Also, young children tend to not chew their food all the way so we need to encourage them to eat slowly and avoid foods that are not age-appropriate. For many health reasons, we encourage children not to save their snacks; it is okay for them to put their snack back on the tray and say they are finished. Because there are so many different ideas on what is nutritious we encourage you to use your best judgement. We will talk about snacks more at workshop and parent meetings.

There are many children's cookbooks available. Some of these are:

"Kids Are Natural Cooks"

"Snackers"

"The Candy Monster"

"Cool Cooking With Kids"

"A Child's Cook Book"

"Feed Me! I'm Yours"

I Hear and I Forget,

I See and I Remember;

I Do and I Understand.

-Chinese Proverb



Excursions

On occasion, an excursion is planned as an extension of classroom activities. Parents are asked to help provide supervision. An excursion is a special event for your preschool child. Please verify if siblings can attend.

Items From Home

Except for the security item, (and that may be you) needed to ease your child's adjustment to school, we ask parents to use discretion in items children bring from home. Here are some suggested guidelines.

1. Items to enrich our curriculum theme are most welcome additions to our science area.
2. Books or records of interest to all the children may be shared at school. We ask that if possible, they be left for several days for maximum sharing & enjoyment.
3. Items or articles of general interest such as a bird's nest, a family pet, a souvenir of a family outing, etc., are appropriate.
4. Toys are to be left at home.
5. *Please, No food items, candy or gum should be brought to school.*

Remember. It is important that children be able to handle, with supervision, all items brought into the school.

Please check with the Teacher regarding visiting pets, show & tell items and visitors.



**What Am I
Going to
Wear?**

Children's Clothing

We encourage children to develop self-help skills. Please provide clothing with simple fastening.

1. Clothing should be washable. It is our philosophy that a child's need to create comes before the need to stay neat and clean.
2. Dress children in sturdy, warm clothing, but do not overdress as children get very active and can overheat. Layers would be suggested if your child insists on wearing warmer/thicker items of clothing. Provide a coat & suitable head covering as children play outside every day that it does not rain.
3. Label all outer clothing with child's name. Please check lost and found once in awhile.
4. Sturdy shoes with non-slip or composition soles are best. No clogs or open-toed sandals please.
5. Please no long dresses, as they interfere with running and climbing. Long pants or shorts make it easier for running and climbing.

"Extra" clothing is kept on hand at school should the need for emergency changes occur. Please wash the "borrowed" items and return them to school.

Parent's Clothing

Clothing for parents should be washable. You will probably go home with paint, paste, or something else on you. We suggest you rinse out paint on clothing as soon as possible when you get home. Adults also need warm clothing for outdoors, because we are not as active as the children and may feel the cold more than they do.





Section 8

Health & Safety

Your Child's Health

Your child's health is a matter of major importance to all of us. Upon enrollment, parents must provide completed registration and health forms. (Refer to Registration and Health sheets.) In addition, the State of Washington requires each child to have up-to-date immunizations or appropriate exemption forms filled out.

Absences

If your child will not be coming to school because of an illness, vacation, or other reason, please notify the Teacher before class. This

prevents delays in starting class. Since the tuition is based on a monthly rate, no refund will be allowed for any absences, nor will the child be able to attend a "make-up" class. *If you have any questions or concerns, contact your class chair and they will bring your request up to the Board.*

Your child may be sent home if he/she appears to have symptoms of illness during class. In such cases, he/she will be immediately isolated from the others and a parent will be contacted.

When to Keep Your Child Home:

1. If your child has a fever or has had one during the last 24-hour period. *(Call the Teacher if you're not sure what to do.)*
2. If your child is taking an antibiotic that affects their participation.
3. If your child has a cold that interferes with their full participation in school activities - including outdoor play.
4. If your child has a heavy or colored nasal discharge. *(Usually indicates bacterial infection, requiring antibiotics.)*
5. If your child has a constant cough not related to allergies.
6. If your child is fussy, cranky and generally not themselves.
7. If your child is just tired. Rest may prevent the development of serious illness.
8. If your child has symptoms of a possible communicable disease. *(These are usually sniffles, reddened eyes, sore throat, headache and abdominal pain, plus a fever.)*



Communicable Disease

Please notify the school immediately if your child has a communicable disease.

A child may return to school:

1. If your child's cold is over and is left with a minor clear nasal drip.
2. If your child has been exposed to a communicable disease, but the school has been notified so that the incubation period can be discussed and it can be determined on what dates they should stay home.

Disease	Incubation	Early symptoms	Communicable Period
CHICKEN POX	14-21 days	Usually mild fever at time of eruption, which resembles small water blister, occurring more abundantly on the covered than the exposed parts of the body.	From the day preceding eruption to probably not more than 6 days after eruption. Isolate 1 week or until all vesicles are encrusted.
PINK EYE	2-5 days	Pain and redness of the eye and lids, accompanied by swelling of the lids and occasional discharge. Mild case common.	During the active infection.
GERMAN MEASLES*	10-21 days	Mild symptoms of head cold for 1 or 2 days followed by eruption on face and body. Enlarged lymph nodes in upper neck behind ears.	From 4-7 days after onset of early symptoms until 3 days after appearance of rash.
MEASLES*	10 days to onset of fever; 13-15 days to onset of rash	Moderate fever, puffy eyes, watering eyes, lining of cheeks and lips studded with small bluish white spots. One or two days later, rash appears on head and then on body.	From 4 days before until 5th day after rash appears
MUMPS*	12-16 days, usually 18 days	Swelling of glands in neck and in front of and below the ears. One side usually first, other side a few days later.	Until swelling is gone.
COMMON COLD	Brief, 12 to 72 hours	Running nose, eyes watery, slight fever, general discomfort.	Probably not more than a day or two.
SCARLET FEVER	2-5 days	Sudden onset-nausea, vomiting, headache, sore throat, strawberry tongue, followed by a bright red rash when skin is pressed.	As long as symptoms are present.
IMPETIGO	1-3 days	Starts with blisters with crusty scales soon appearing. Common on the face and behind ears. Can also spread to legs and arms.	From time blisters appear until healed.
RINGWORM	10-14 days	Begins with a small red area and spreads outwards. Edges remain red with center clearing leaving ring appearance. Occurs on skin and scalp. Patchy loss of hair evident on scalp.	As long as lesions are present and viable, spores persist in contaminated materials.
HEAD LICE (Pediculosis)	1-2 weeks	The louse looks like dandruff. They are white and stick to hair shaft. When a hair is pulled out, the eggs are laid on the hair shaft and do not come off easily.	While lice remain alive on infected person or in his clothing.
SCABIES	Several days or weeks, until itching is noticed.	A disease caused by a mite which burrows in the skin leaving lesions. Lesions are most common around finger webs, wrists, elbows, under the arms and at belt lines. Itching is intense, especially at night.	Until mites and eggs are destroyed.

**Due to immunization requirements, these diseases are very rare.*



Section 8
Health & Safety

Immunization Requirements

Children enrolled in Day Care Centers, Nursery schools and/or Preschools must meet the following immunization requirements. Parents are required by state law to have the certificate of immunization form submitted to the school on or before the child's first day in school.

Age Immunization Requirements						
2 weeks	Hep B #1 (if not done in hospital)					
2 months	Hep B #2	DPT #1	Hib	OPV		
4 months		DPT #2	Hib	OPV		
6 months	Hep B #3	DPT #3	Hib	OPV		
or at 9 months						
12 months			Hib		MMR #1	
18 months		DPT #4		OPV		
2 years	No immunization (unless behind)					
5 years		DPT #5		OPV		
11 years					MMR #2	
15 years (well check optional)						DT booster
Every 10 years						DT booster

Definitions:

Hep B *Hepatitis B*
DPT *Diphtheria, Pertussis, Tetanus*
OPV *Oral Polio Virus*

Hib *Hemophilus influenza type B*
MMR *Measles, Mumps, Rubella*
DT *Adult Tetanus, Diphtheria*



Accidental Injury

It is to your child's benefit that you keep the school up-to-date on phone numbers, emergency numbers and pertinent information.

In case of an accident or illness, the parent or guardian shall be notified immediately. In the event they cannot be reached, the child shall be taken to the hospital and family doctor shall be called.

Neither Covington Co-Op Preschool nor any individual member within the group shall be liable for any injury either during session or in transit.

"Use our walking feet." Children should not run inside the building, and should be encouraged to use quiet voices. Parents, too.

There is a small first aid kit in each room and a first aid kit for excursions is in the broom closet. There is a written report of every accident on the clipboard in the Hallway. *(Please note: A Risk Management plan has been developed and is in place at Covington Co-Op Preschool. The book outlining the details of this plan is located in the office.)*





Section 9

Parent's Input

 Evaluations from the Parents

The Program Evaluation Forms, a formal evaluation, may be conducted yearly to review the overall performance and effectiveness of yourself, the Teacher and the preschool Board. Prior to the evaluation, a copy will be posted on the Board's Bulletin Board if you would like to read it ahead of time.

It is important that you constantly observe, evaluate and provide your input on an ongoing basis throughout the year. To do this, there is a suggestion folder in the office for you to use.

Furthermore, this is a cooperative preschool and it is important for you to assume some responsibility in implementing ideas for the betterment of the preschool as a whole.

We need everyone to strive together to make our preschool the best it can be.



Do you have a question or concern?

As a board, we want to keep informed of areas that might need improvement or situations that might be causing discontent. This way a problem can be handled quickly and resolved, and the preschool can move on in a positive way.

When you have a question or concern please contact at least one of the following people immediately. They will be able to answer your questions or refer you to someone who can. This will keep everyone accurately informed.

Class Chairperson

Teacher

Board Chairperson

Addressing your question to one of the above will be the most efficient way to handle your concern...but if you are not comfortable with this you can try:

Writing an e-mail to the board.

Attend a board meeting.

Use the suggestion envelope.



Parent Lending Library

There are many resources on parenting skills available. The library is in the office for all parent's use.

Parent/Teacher Conferences

Informal conferences may be held by telephone or in the classroom throughout the year to discuss particular concerns or to discuss any questions or concerns about their child going onto Kindergarten. *This is only offered to parents that want it.*



Section 10



Emergency Preparedness

In the Event of a Fire While the likelihood of a fire is remote we want to be prepared. The most likely areas for fire to start are in the furnace room or during a project (such as cooking) when heating devices are used.

We have two excellent exits from the building: **the Front door & the Back door**. Everyone will be expected to exit through one of these doors depending where the fire is and where the children and adults are at the time. DO NOT use the windows as exits unless all other exits are blocked.

Fire Escape Plan

Basic Points to Remember:

- Report smoke or fire problems immediately
- Never exit past the origin of smoke or fire
- Do not stop to look for *your* child. We are responsible for the children we are with.
- The most important thing is getting all the children and adults out safely.
- We will leave any firefighting to the fire department.
- Follow this Basic Plan and use your good common sense.

The following basic plan has been developed considering that there are two main groupings of children & adults during a typical day at school.

1. **Children All Together** such as, juice & snacks in the Main Room (area #1) and circle or music in the Climbing Room (area #4).
2. **Children Scattered** throughout all the school, Main Room, Climbing & Workshop Rooms (area #3) including the bathrooms, hallway and the office.



**Fire &
Smoke
Procedure**

The first person to notice a problem reports it immediately to the Teacher or parent in charge that day who will sound the alarm by calling out "**FIRE DRILL**." While each parent is expected to respond according to the plan, the Teacher will have overall responsibility for any special directions that are given.

Children All Together:

- If the children are all together, either in the Main Room or Climbing Room (providing there is no fire in those rooms), they will **exit out the front door**.
- The parent in the Main Room is responsible for checking the bathrooms.
 - □ Parents will escort children down the sidewalk and to the **front of the church**, where everyone will assemble.

Children Scattered in Different Rooms:

- If the children are scattered in different rooms, the children in the Main Room and those in the Climbing Room will **exit through the front door** and are escorted along the side of the church to reach the **front of the church**.
- Children in the Office and Workshop Rooms will **exit through the rear door** and are escorted along the side of the church to reach the **front of the church**.

In All Cases:

Before leaving a room with the children, **the parents will check to make sure that everyone is out of that room first**, then close the door behind them.

Before leaving, the Teacher will check to see all the doors are closed (meaning all the people are out), take the attendance sheet & the emergency boxes and then walk with the others to the **front of the church**.

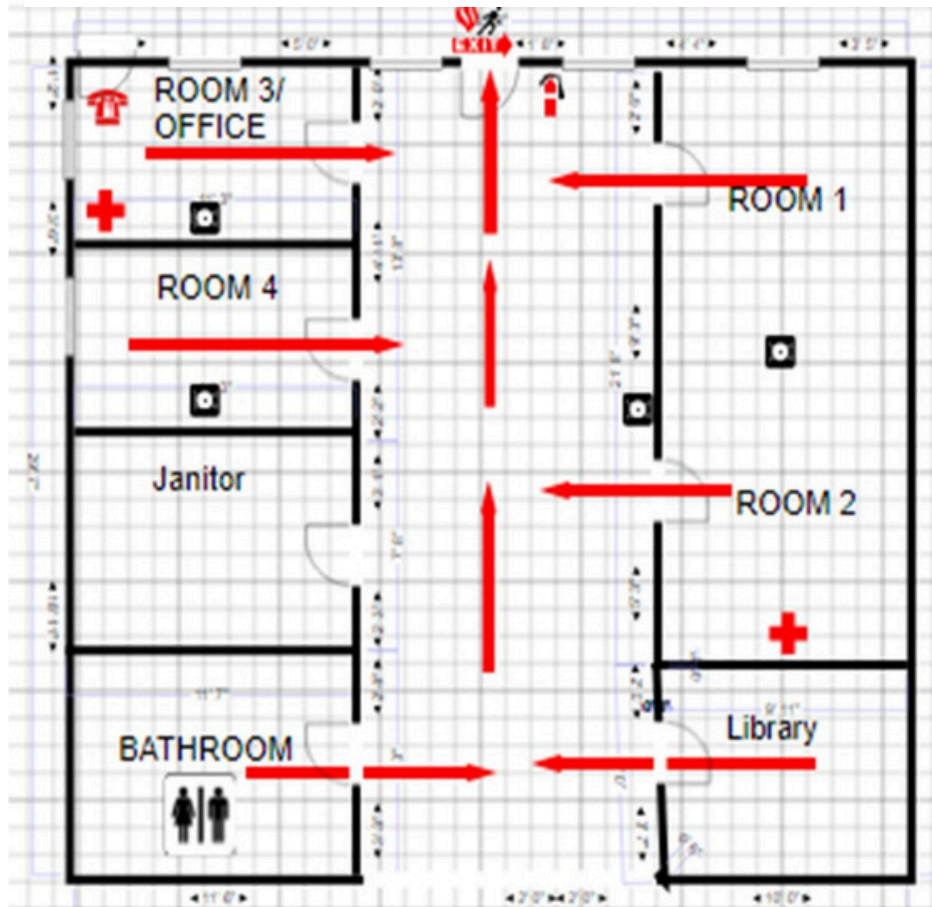
Teacher will take attendance and designate someone to call the Fire Department using a phone either in the church, the pastor's home or across the street in the shopping area, depending on what is suitable at the time.

DO NOT STOP TO GET COATS OR ANYTHING ELSE!!



**Fire
Escape
Route**

Designated Meeting Place: Parking Lot, 200 feet from the building.



In the event of a fire emergency, evacuate the building immediately using the following procedure:

1. Evacuate the building using the primary escape route as shown on the Evacuation Floor Plan.
2. Do not waste time collecting personal property.
3. Feel doors to see if they are hot before opening them.
4. If smoke is present, crawl low where the air is fresher and cooler.
5. **No one** should reenter the building after evacuation without fire department approval.
6. Once safely outside, **call 911**.
7. **Meeting Place:** Everyone will meet outside in the parking lot at least 200 feet from the building. Keep a safe distance from the fire and avoid interfering with fire department operations. A head count should be completed and communicated to fire department personnel upon their arrival to the scene.



In the Event of an Earthquake Disaster Each parent is expected to respond according to this Evacuation Plan. The Teacher will have overall responsibility for any special directions that are given.

Earthquake Evacuation Plan During an earthquake disaster use the following procedures:

Do Not Enter or Leave the Building During an Earthquake

If Indoors, Go to Nearest Safe Area & Drop, Cover & Hold

- Main Room(area #1)..... Crawl under tables.
- Climbing Room (area #4).....Get up against inside wall.
- Office & Building Room (area #3)..... Move to the hallway or against inside walls. Drop to the floor with your back to the windows & your hands clasped behind your neck.
- When initial shaking stops, check for injuries and give first aid.
- Be ready for aftershocks.

Exit in a Quick and Orderly Manner

- **Exit building through back door.** The safest exit is the exit through the Back door. The children will be exited to the "Designated Meeting Place". Keep away from exterior walls when outside.
- In all cases, before leaving a room with children, the parents will check to make sure that everyone is out of that room first, then close the door behind them.
- Before leaving, the Teacher will do a final check to make sure everyone is out, and assign needed people to take first aid and disaster kits.
 - When everyone is at the "Designated Meeting Place", attendance should be taken. The situation should be assessed to decide next plan of action.



**After an
Earthquake
Disaster**

Children will remain under the care and supervision of the Teacher and adults until the children's parents are able to be reunited with their children. Listen to the radio, there may be a designated red cross shelter in the area.

- Be ready for aftershocks.
 - If the building has obtained structural damage, or potential secondary hazards, such as, explosions or fire, evacuate through the back door calmly and carefully.
 - Clean up any spills of potentially hazardous materials. ●
- Check sewage lines before allowing flushing of toilets.
- ***Use the Telephone for Emergency Use Only***

**Other
Disaster
Information**

Locate the following:

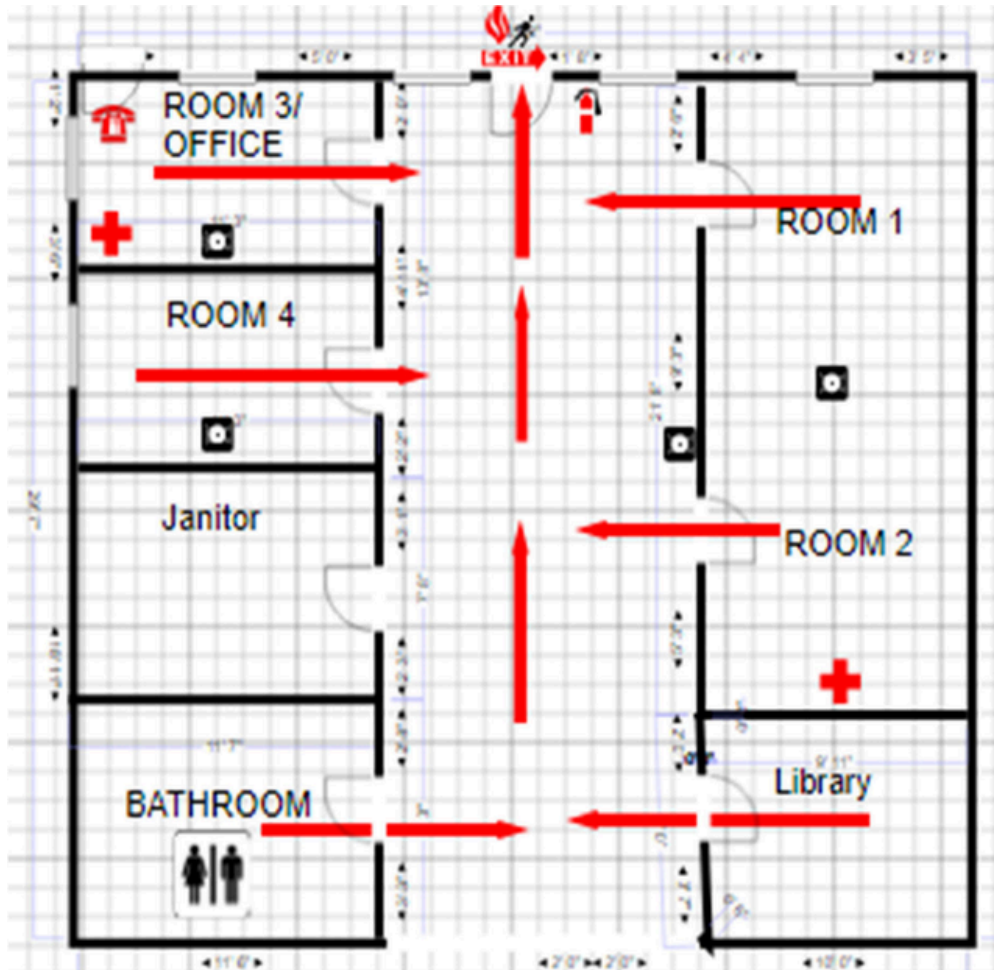
1. **GAS:** Shut off valve located outside under Room #4 window
2. **WATER:** is located in the utility room inside the church's library
3. **ELECTRICITY:** the fuse/breaker box is located in the storage room. Do *not* turn light switches on or off.
4. **HOT WATER HEATER:** located in the utility room inside the church's library
5. **FIRE EXTINGUISHER:** located in the hallway.
6. **FIRST AID & DISASTER SUPPLIES:** located in Room 2, by the kitchen area, under the counter
7. **THE LOCAL RADIO** station broadcasting disaster information is KIRO 710 AM, 100.7 FM, KOMO 1000 AM



Section 10
Emergency Preparedness

**Earthquake
Escape
Route**

Designated Meeting Place: Parking Lot, 200 feet from the building.



In the event of a fire emergency, evacuate the building immediately using the following procedure:

1. Evacuate the building using the primary escape route as shown on the Evacuation Floor Plan.
2. Do not waste time collecting personal property.
3. Feel doors to see if they are hot before opening them.
4. If smoke is present, crawl low where the air is fresher and cooler.
5. **No one** should reenter the building after evacuation without fire department approval.
6. Once safely outside, **call 911**.
7. **Meeting Place:** Everyone will meet outside in the parking lot at least 200 feet from the building. Keep a safe distance from the fire and avoid interfering with fire department operations. A head count should be completed and communicated to fire department personnel upon their arrival to the scene.

