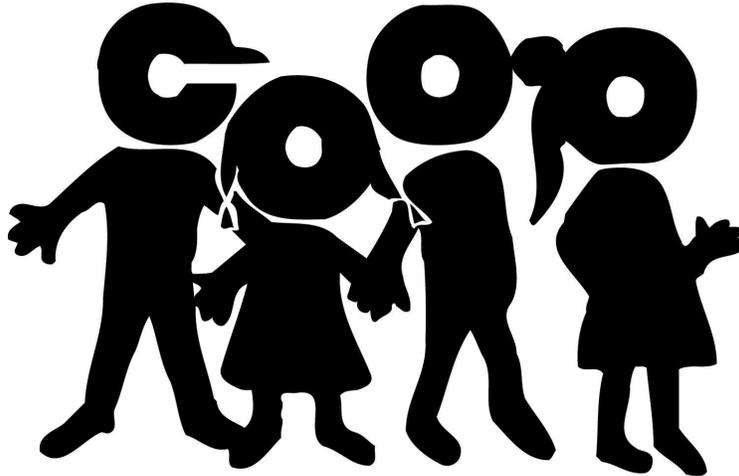


capitol hill



cooperative preschool

MEMBER HANDBOOK

2021-2022 SCHOOL YEAR

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THANK YOU FOR CHOOSING CHCP



WELCOME TO THE CAPITOL HILL COOPERATIVE PRESCHOOL

This handbook is a written resource for Capitol Hill Cooperative Preschool (CHCP) members. It provides general information about the Co-op, member responsibilities, and CHCP's policies and procedures. Please consult the CHCP website (www.capitolhillcoop.org) for more specific and changing information (e.g., holiday schedule, class rosters, and fees). Please use both the handbook and website for reference throughout the year, and always feel free to ask teachers and board members for clarification.

Philosophy

Capitol Hill Cooperative Preschool is dedicated to providing a safe, stimulating, and nurturing environment that fosters our children's unique emotional, intellectual, social, and physical development. As a Cooperative preschool, we believe that families and teachers collaborating provide the best environment for a child's education and development. Parent Education is an integral part of our program, guiding and inspiring our members to parent compassionately and confidently. Our play-based curriculum strengthens cognitive as well as social-emotional development and encourages our children to wonder, question, and to explore their world.

We want the children to:

- Learn through play
- Have a successful experience with the school
- Expect school and learning to be fun
- Develop respect for self and others
- Develop positive social skills
- Practice problem-solving, cooperation, and decision-making
- Experience building community
- Practice social justice
- Gain independence
- Develop language, cognitive, large- and small-motor skills

We want the parents and caregivers to:

- Improve their parenting, leadership, and teaching skills
- Participate in all children's education
- Support and help shape the goals of the preschool
- Share ideas through building community

Curriculum

Our curriculum is based on the developmentally appropriate and anti-bias recommendations of the National Association for the Education of Young Children (www.naeyc.org), with an emphasis on learning through play. We encourage diversity and integration of children with special needs. Activity tables, dancing, music, art, imaginative play, science, storytelling, exploration of nature and field trips are all guided by the teachers and supported by parents in a caring and fun atmosphere.

The Cooperative Model

Cooperative Preschools are community-based, member-run preschools, organized to provide a learning experience for parents, caregivers and children, with support from our local community colleges. Member involvement in the classroom is vital to CHCP's success. As a Classroom Assistant (typically working in the classroom one day per week), your presence helps ease a child's transition to preschool, allows the children to benefit from exposure to different adult personalities and parenting styles, and helps keep tuition low. CHCP members have access to our Parent Educators and the opportunity to learn about early childhood education, child development, and different parenting approaches. The support and friendships gained from being part of a Cooperative preschool can last a lifetime.

Our History

Cooperative preschools were established in the Seattle Public Schools in 1940, and CHCP originated in 1952 when the Stevens Cooperative Play Group merged with the Lowell Cooperative Preschool. The group originally met at Lowell School, then in 1959 moved to facilities provided by St. Mark's Cathedral. Sometime after 1959, responsibility for overseeing Cooperative Preschools was transferred from the public school system to the Family Life Department of Seattle Central Community College (SCCC), which continued to administer the central area Co-ops until 2021. In 1991, Capitol Hill Co-Op moved to St. Patrick's Church, where it remained until 2009 when it relocated to its current location, Trinity Lutheran Church. Starting in 2021, CHCP became affiliated with the North Seattle College Cooperative Preschool Program.

Parent Education

Capitol Hill Cooperative Preschool is one of approximately twenty parent-run Cooperative preschools affiliated with North Seattle College. When you enroll your child in any of these preschools, you (the caregiver) have the option of becoming a student at the college. A percentage of our members are enrolled in a continuing education course entitled Parent Child Study Laboratory. As a student, you have all the privileges of any other NSC student, including student discounts and the use of the libraries.

Preschool parent meetings, held once a month in the evening, provide your classroom instruction. Our Parent Educator, who is on the staff of the Parent Education Program at NSC, leads a discussion of various educational topics at the parent meetings covering such areas as child growth and development, guidance, communication, conflict resolution, and other classroom-driven issues. The Parent Educator also spends time each week visiting the classroom, supporting the Teachers, working with the Board and is available to address individual questions or concerns of Co-Op members.

Statement of Religious Non-Affiliation

The Capitol Hill Cooperative Preschool welcomes families of all religious and cultural backgrounds and has no religious affiliation. CHCP leases classroom space from the Trinity Lutheran Church (TLC), but is not affiliated with the church. CHCP is responsible for and manages its own activities and affairs through direction from the Board of Directors, members, and NSC. CHCP takes a secular approach to all school communications, activities and events. However, through our community service projects, we sometimes partner with charitable organizations that may be affiliated with a religious organization or are religiously inspired in their mission (e.g., food drive for a homeless shelter). Since the classroom space is leased from and shared with the church, announcements and artwork from both TLC and CHCP are present.

Board of Directors

CHCP is run by the member families. A Board of Directors, consisting entirely of officers elected each spring, meets monthly to evaluate and ensure the operation of the school. Teachers and the Parent Educator(s) attend meetings but do not vote. All Co-op members are welcome at Board meetings, although only Board members vote on issues before the Board. Occasionally, the Board may put forth a major issue for vote by the entire CHCP membership. The Board keeps the membership informed regarding all issues via Class Coordinators. Members can address any concerns directly to the Board by attending a Board meeting, by consulting with their Class Coordinator, or by contacting the Chair or any other board member directly. Board meetings are held once a month. Contact the Class Coordinator or Chair for details.

CHCP BOARD 2021-2022 SCHOOL YEAR

Chair	chair@capitolhillcoop.org
Vice Chair	vicechair@capitolhillcoop.org
Treasurer	treasurer@capitolhillcoop.org
Registrar	info@capitolhillcoop.org
Secretary/Web Admin	web@capitolhillcoop.org
Jobs Coordinator	jobs@capitolhillcoop.org
PAC Representative	pacrep@capitolhillcoop.org
Fundraising Chair	fundraising@capitolhillcoop.org
Health and Risk Manager	healthandrisk@capitolhillcoop.org
Infants Class Coordinator	infantscoordinator@capitolhillcoop.org
Tots Class Coordinator	totscoordinator@capitolhillcoop.org
Twos Class Coordinator	twoscoordinator@capitolhillcoop.org
Preschool Class Coordinator	preschoolcoordinator@capitolhill.org

GENERAL INFORMATION

Enrollment

Capitol Hill Cooperative Preschool does not discriminate on the basis of race, color, creed, national or ethnic origin, socioeconomic status, religion, gender, gender identity, sexual orientation, or disability.

The school year runs from mid-September through mid-June. The calendar is generally based on the Seattle Public Schools calendar. Enrollment for the upcoming school year is divided into 2 phases: Priority enrollment and Open enrollment.

Priority Enrollment Begins February 1

Currently enrolled returning students and siblings of currently enrolled students are eligible for priority enrollment for the upcoming school year, provided their families are in good standing and current on all fees. Priority enrollment begins via our online registration system on February 1.

Open Enrollment Begins March 1

On March 1, the Registrar begins processing registrations via our online system from new families for the upcoming school year. If a waitlist occurs for any given class, CHCP Alumni (families who have had a child graduate from CHCP or attended for 3 or more years) and families from Trinity Lutheran Church are given priority.

Acceptance Notification

Throughout both phases of enrollment, families are alerted via email within 3 business days of their submission online as to whether or not there is a spot available in the class of their choice. In this email a link is then provided to make payment of the \$60 registration fee and pre-paid, non-refundable June tuition, which families have 5 business days to complete. Once these payments are made, the spot in the class is confirmed.

Waitlist Management

Once a class is full, families are placed on an ordered waitlist if they would like to be notified once a space opens up. There is no fee required to hold a spot on the waitlist. The \$60 Registration Fee and pre-paid June tuition is owed only when a family clears the waitlist and takes a spot in the class.

Enrollment for the Current Year

If there is space in the age-appropriate class for the current year, registration can happen throughout the school year, until March 15. No current-year enrollments are taken after March 15. For purposes of priority enrollment for the following school year, any family currently enrolled as of March 1 is considered eligible for priority enrollment.

Age Exception Policy

Children must be in the designated class age range to enroll in a class. For children born in September following the age-cutoff (ie: they are a month shy of the cutoff), they are allowed to enroll in the class, subject to a six week probationary period at the start of their enrollment. During that six week period, the teacher will assess the child's readiness to be in the class with older children. At the end of the six week period, if the teacher does not find the child to be in the developmentally appropriate class, they must move to the younger class (or to the waitlist if that class is full)

Tuition & Registration Fees*

A \$60 non-refundable registration fee is due at the time of application. If enrollment is granted, a non-refundable prepayment of June tuition is due in order to hold the spot in the class. If the student remains enrolled until the end of the school year, the prepayment will be applied to June tuition. If a family leaves the Co-op prior to completing the full school year, the pre-paid June tuition is forfeited.

Tuition Assistance Program (TAP)

Tuition Assistance Program

Our goal is to support all families in their desire to attend CHCP. Any family that feels they need a reduced tuition for their child to attend CHCP is urged to apply and we hope never to turn away a family for lack of ability to pay full tuition.

Each year, CHCP sets aside a fixed budget for the Tuition Assistance Program (TAP) and opts into the scholarship program through North Seattle College. You can find more information about this scholarship program [here](#). Families who qualify for a scholarship through North will receive at least a 50% discount on their annual tuition. This discount is likely to be a combination of scholarship through North Seattle College as well as in house scholarships through CHCP. Financial aid is awarded first to eligible families who meet predefined income guidelines, however, if funds remain in the TAP budget, in house scholarships may be awarded to families whose income exceeds the limit for financial aid through North Seattle but have expressed a financial hardship. All award decisions are confidential and made by North Seattle College as well as CHCP's Financial Aid Committee, which consists of the Chair, Registrar and Treasurer. Award recipients are required to renew their tuition assistance applications quarterly through North Seattle College, with the understanding that participating families will alert the school to any changes in their financial situation that may affect their TAP award eligibility.

Flexible Payment Plan

A flexible payment plan can be arranged if payment of full tuition would be difficult for a short period of time. The payment plan might, for example, take the form of a reduced tuition payment one month to be repaid in a later month. Contact the Treasurer by mid-month to make such an arrangement for the following month.

MEMBERSHIP REQUIREMENTS

CHCP's Member Agreement

Parent and/or caregiver involvement is critical to the success and day-to-day operation of the Co-op. Prior to the beginning of the school year, all parents and caregivers sign a copy of CHCP's Member Agreement. By signing this agreement, you agree to adhere to the following requirements in order to remain a member in good standing. The CHCP's Member Agreement summarizes the Co-op's expectations regarding member responsibilities and is your contract with CHCP. Please understand that failure to fulfill member requirements will affect your membership standing this year and your eligibility for membership in successive years. Specifically, each member family is required to:

1. Complete school forms and read the Member Handbook prior to the first day of school.
2. Attend monthly class parent meetings and scheduled all-school meetings.
 - Members volunteer to host parent meetings and provide meeting snacks on a rotating basis.
 - Class Coordinators take and record attendance at all meetings.
 - Two absences will require a make-up activity with the Parent Educator and result in a review by the Board of the member's standing in the preschool.
3. Share in the Co-op's operations by holding and carrying out a Board or school job position. (Please see CHCP Job Summaries at the back of this handbook.)
4. Work in the classroom once a week as scheduled. This includes:
 - Arriving on time.
 - Being responsible and engaging as an assistant teacher for all children in the classroom.
 - Cleaning up and making school ready for the next class.
 - Staying at the end of school until all children have been picked up if your classroom job requires you to do so.
 - Finding a replacement when you cannot attend class. You may trade with another parent or, if it is a last-minute request and your class has an Alternate scheduled, call the Alternate to work for you (i.e., trade) as soon as possible. If you are scheduled as the Alternate, you should plan to be available to work on a moment's notice.
5. Participate in a 2-hour set-up session in the classroom prior to the start of the school year.
6. Participate in 2 (of 3) 2-hour Clean up events in the classroom throughout the school year (Winter, Spring, End of Year).
7. Provide classroom snacks for the week(s) you are assigned.
8. Pay tuition and fees on or before the first of the month. Tuition will be considered late as of the 7th of the month, and a \$25.00 late charge will be added.
9. Participate in Co-op fundraising by providing volunteer time and/or financial support for the auction and additional fundraising drives by:

- Procuring auction items, attending auction, bidding on auction items and/or assisting in promotion, planning or event logistics.
- Achieving modest per-family goals for individual fundraising initiatives.

10. Adhere to CHCP's Code of Conduct (see page 11).

Co-op Jobs

Capitol Hill Co-op is managed and run by parents. In addition to assisting in the classroom, each family is assigned a single Co-op job for the school, regardless of how many children they have in the program. There are a variety of different options with varying levels of time commitment. Some jobs are class-specific and others are school-wide. A number of the jobs are Board positions (officers on the Board are elected the previous spring, but any vacancies are appointed as needed throughout the year).

Serving on the Board offers an inside line on school operations and is a great opportunity to build relationships with other parents while helping to direct the course of the school. Most parents who join the Board find the experience to be tremendously rewarding.

Although we do our best to place you in one of your chosen jobs, you might not be assigned a job you've requested. If you have any specific skills or interests, please let the Jobs Coordinator know in person or by email at jobs@capitolhillcoop.org. You will receive detailed information about your job prior to the start of the school year, and you are also welcome to contact the Jobs Coordinator at any time with questions or concerns regarding your role.

Fundraising

Tuition and fees cover only a portion of Co-op costs. Each year CHCP families participate in a number of fundraising activities, which combined cover the remainder of our budgeted expenses, including financial aid and curriculum enrichment (e.g., music, dance, and field trips), classroom equipment, and special supplies and improvements. The fundraising activities are spread throughout the year and each family is strongly encouraged to participate in all they are able-- as well as inviting their family and friends to attend and participate.

The largest event is typically an auction in the spring, which all families are expected to attend. The auction is organized by the Fundraising Chair with the assistance of the Fundraising Committee. Each Co-op family is encouraged to procure items for the auction. Items put up for auction that are not sold will be returned or held for the following year's auction, as appropriate.

In addition to the auction, the Fundraising Committee coordinates other ways to raise money each year (e.g., a direct ask campaign, raffle drawings, etc). All fundraisers are subject to the approval of the Board of Directors.

Code of Conduct

All CHCP members and participants are expected to abide by a Code of Conduct during their time at the Co-op. CHCP's Code of Conduct provides guidelines for desirable and appropriate behavior of all participants (parents, caregivers, teachers, parent educators) and reflects the values and beliefs of the preschool. It will assist in ensuring the safety and wellbeing of children, families and staff.

CHCP'S CODE OF CONDUCT

In the interest of keeping lines of communication open at CHCP and maintaining a positive and nurturing Co-Op environment, we, the members, agree to the following principles:

- Regard all children equally.
- Treat every person associated with the Co-op with respect, dignity and compassion.
- Communicate directly, discreetly, and respectfully to other members concerning any difficulties or concerns you may have with them.
- Take special care with any issue that might be perceived as sensitive or has the potential to be interpreted as a criticism. Face-to-face communication is preferred in such circumstances. Many conflicts and bad feelings can be prevented through the avoidance of easily misinterpreted mediums (email, texting, etc).
- Refrain from gossiping or discussing issues relating to another member with other member(s), either verbally or in written format. This includes, but is not limited to, person-to-person contact, emailing, and social networking sites such as Facebook, Twitter, My Space, etc.
- Honor the confidentiality of sensitive or personal information.

THE SCHOOL DAY

Daily Activities

Please refer to the [Class Descriptions](#) page on our website for current offerings and class-specific routines.

Assisting in the Classroom

A parent or caregiver from each family is required to participate in the classroom as a scheduled Classroom Assistant during assigned class time, once per week (Please note that a parent or caregiver is required in the classroom for each family at all Infants and Tots classes). Your presence in the classroom is important and your absence or tardiness may cause undue burden on other parents. Please be prompt when arriving and departing from class. In addition, class may be canceled if the adult-to-child ratio is too low. Stay with your child at preschool until the scheduled working parents have arrived and the adult-to-child ratio is met.

Discipline

CHCP enforces a positive discipline environment. We do not allow the use of physical discipline (e.g., spanking). Positive discipline uses communication, respect, encouragement, and a focus on problem-solving (see examples below). To help children develop self-discipline, they need to be offered choices and opportunities to make decisions, knowing what the logical consequences will be. There are a variety of approaches to guide children's behaviors and no one approach works for every child or situation. The approach should be based on your knowledge of the child and the particular problem.

Positive discipline approaches include the following:

- Anticipate and plan ahead: "This new toy is going to be popular. I should create a system for taking turns before I introduce it to the children."
- Look for reasons why a child is misbehaving: Discreetly discuss the situation with the Teacher. "Mark's mother is in the hospital. He is probably worried about her."
- Focus on the child's behavior: "I like the way you wiped the table, Maggie" (rather than "you're a good girl for wiping the table").
- Help the children understand the consequences of their actions: "Annie and Sue, the doll broke when you were both pulling its arms. You will have to wait until it is fixed before you can play with it again."
- Explain the choices available: "If you want to drive your truck, Lilly, you must drive on the rug or in the block area."
- Help children use problem-solving skills to develop solutions: "I can see it is hard for you to share your bear, Carlos. Where can you put it until you go home?"
- Help children refrain from dwelling on mistakes so that they can learn to move on: "Your paint cup spilled. Let's go find a sponge to clean up."
- Watch for restlessness: "Kathy, you seem fidgety this afternoon. Why don't you and Leroy try out the climber for a little while? I'll watch you climb."

Always try to be positive and reassuring with the children. Speak with children at their level. Tell them what they *can* do and avoid the use of the word “don’t.” And always ask the Teacher or Parent Educator for help if you are unsure how to handle a situation. Discipline will be reviewed at parent meetings to confirm parents have consistency in their approach with children while working in the classroom.

POLICIES & PROCEDURES

Elections – Board of Directors

A Nominating Committee presents a slate for the Board of Directors at the all-school spring meeting. Parents will vote on the slate for the upcoming school year at that time. The officers transition into their new duties over the remainder of the school year with the help of the outgoing officers. The elected officers officially assume their duties at the end of the June Board meeting. Any vacancy in an office shall be filled as it occurs by appointment approved by the Board.

All-school voting shall be done by the families present at the school meetings where voting occurs. Each family shall have one vote. If both parents are present at a meeting, they shall decide how to cast their single vote. Voting shall be by a written ballot. Results shall be decided by a simple majority of votes of those in attendance.

Evaluations

CHCP seeks to provide a high quality preschool education through the direction of our highly skilled teachers and our parental membership. Twice a year, members will have the chance to share opinions and thoughts to help shape CHCP via formal and discreet evaluations or surveys. Evaluations will be conducted twice a year, typically in late fall and early spring.

Resolving Issues & Concerns

In every organization, the potential exists for misunderstanding, disappointment, disagreement, or simply feeling wronged by some action. As referenced in CHCP’s Code of Conduct, members (parents, caregivers, teachers and parent educators) are expected to resolve issues directly and discreetly before they become disruptive to the operation and environment of the school. Informal discussion and resolution can be facilitated by your Class Coordinator, and they may be the best starting point.

When a resolution has not been met through direct conversation or when the nature of the dispute is sensitive, has an involved history, or is difficult, a formal Grievance Procedure can be invoked to facilitate a solution.

Alternate Caregiver Policy

The Co-op accepts alternate caregivers (e.g., nannies, grandparents, etc) into the classroom in place of parents/guardians, with the understanding that these caregivers have the same responsibilities as working parents. (For example, providing snacks and cleaning up.) The alternate caregiver must be aware that when participating in the classroom, interaction with all children is expected. The alternate caregiver must review the Assisting in the Classroom and Classroom Clean-Up Guidelines above, and be familiar with all health and safety requirements. The Co-op requires that the caregiver and the parents/guardians attend the September all-school orientation meeting. We also recommend that alternate caregivers attend at least some parent meetings. (Parents/guardians are required to attend parent meetings and relay information to their caregivers if they are not able to attend.) In turn, alternate caregivers are responsible for relaying class information to parents/guardians.

Siblings in the Classroom

CHCP is committed to supporting everyone who wants to be a part of the Co-op community. A number of different arrangements can be made to accommodate siblings on site during the time caregivers are working. The requirements are that siblings be enrolled, and any arrangements are approved by the Board, the teacher(s), NSC, and have the support of any class involved. The ratio of adults to children must follow the required ratios stated in the handbook. Teachers must ensure a safe environment for the ages present in the class, and sequester any items that are not age appropriate if younger children are attending. If a sibling is present in an infant pack, this child needs to be 6 months or younger and also be enrolled in the class. Ratios must change accordingly. Siblings need to have a complementary effect in the class; if the Teacher, Board, or class has concerns, alternate solutions may be required.

Working caregivers are expected to provide alternate childcare arrangements for any siblings (regardless of age and including newborns) not enrolled. In the event that alternate childcare cannot be arranged, and the working parent cannot exchange their work date with another parent, a sibling may be present with the permission of the Teacher and the NSC college coordinator. NOTE: A Special form needs to be completed and sent to the college coordinator for approval before the child can be in the classroom. Such an occurrence should not happen on a regular or frequent basis and would be considered an emergency or exceptional situation. The same policy is in effect for other children the working parent or nanny may be caring for.

Twins/siblings Enrolled in the Program

Twins or siblings enrolled in the same class or different classes will be charged 100% tuition for each child. If a family has two children in a class, they will work three days in the classroom for every two days that a family with only one child in the class would work. If the family has children in different classes, they would work the same amount in each class as other families on working parent schedules. Please see the Parent Meeting Section for information regarding meeting attendance for families with more than one child in the program. Essentially, parents with two or more children in the Co-op are only required to attend one parent meeting per month at a minimum.

Family Leave

Family leave for a period of up to 8 weeks is available for any FMLA qualifying event. This includes the birth and care of the newborn child of a family in the Co-op, placement of a child for adoption or foster care, care for an immediate family member with a serious health condition, or an inability to participate due to a serious health condition. Please notify the Chair, Treasurer, Class Coordinator, and the Teacher if you plan to take family leave for one of the reasons noted above. If your child will not attend classes during your Family Leave, tuition fees are not required during the first 8 weeks of Family Leave. Family leave longer than 8 weeks will require that the student withdraw from the class. Re-enrollment will be permitted on a space available basis. Registration fees and prepaid June tuition will not be required upon re-enrollment.

If your child attends classes during your Family Leave, your Co-op duties (your Co-op job as well as your work days in the classroom as a working parent) need to be covered. Please notify your Class Coordinator, Class Scheduler, and the Jobs Coordinator to arrange coverage as needed.

Vacation Leave

A voluntary absence of a maximum 6 consecutive weeks will be permitted. All tuition fees will need to be paid, and all working hours missed during the duration of the absence will need to be made-up. It is preferred that 50% of the make-up hours be worked in advance of the absence. Voluntary absences longer than 6 consecutive weeks will require that the student withdraw from the class. Re-enrollment will be permitted on a space available basis. Registration fees and prepaid June tuition will not be required upon re-enrollment.

Resolving Behavioral Issues

It is important that parents in the Co-op feel that their children are in a safe and nurturing learning environment. If you identify a behavioral issue with regard to a particular child, you should talk to the Teacher and Parent Educator to determine if there is a simple remedy. Be prepared to be part of the remedy. If appropriate, the steps outlined in the Frequent Aggressive Behavior Policy or Non-Typical Classroom Behavior Policy will be enacted. Ultimately, it is the responsibility of each parent to ensure that his or her own child is behaving in a safe manner. Any parent who fails to do so may have to withdraw their child from the Co-op.

Frequent Aggressive Behavior Policy

We recognize that there are times when young children may attempt to use physical strength and/or intimidation to meet their needs. Any child who continues to resort to aggressive measures in order to meet their needs will be responded to with the following steps:

1. **Discussion with the Teacher.** As a classroom assistant, discuss any repeated aggressive behaviors with the Teacher (do not discuss with other parents). The Teacher and Parent Educator will then closely monitor the situation.
2. **Documentation.** If the situation continues, the Teacher will document any acts of aggression. The Teacher will discuss with the parent the observations as well as inquire about any changes at home. The Parent Educator will also observe the child. The Teacher, Parent Educator, and parent will discuss the 3rd step prior to the next parent meeting. The parent will decide whether or not the issue will be in the next parent-meeting agenda.
3. **Parent/Guardian Meeting Agenda.** With the parent's/guardian's permission and input, the Teacher will discuss the situation during a class parent meeting. The discussion will include strategies to more effectively deal with the situation. These discussions are not focused on "who" is doing the behavior but on how to most effectively handle it.
4. **Shadowing.** If the Teacher determines that progress is not satisfactory, then the parent/guardian of the child displaying aggression will be required to be present in the class to provide the extra coverage necessary to allow for an adult "shadow" to be present at all times. That parent/guardian will act as a "shadow," following the child as closely as possible, intervening BEFORE any more aggression occurs.
5. **Parent/Teacher/Parent-Educator Conference.** If after 2-5 weeks of shadowing, the Teacher feels a need for further attention to the matter, there will be a conference scheduled with the parents of the child, the Parent Educator and the Teacher.

Non-Typical Classroom Behavior Policy

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

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

- d. During the treatment period the Parent Educator and Teacher will continue to monitor for progress and Co-operate with treatment plan practitioners to report as needed.
- 5. At any point in this process, if the best interests of the Co-op and/or the child are not being served, class membership will be terminated at the professional discretion of the Teacher and Parent Educator, with Board approval.