

PCPE
A North Seattle College Preschool Co-Op

PCPE Family Guide
School Year 2022-2023



(Updated August 2022)

GENERAL INFORMATION 4

WHAT YOU WILL FIND IN THE PCPE SCHOOL INFORMATION GUIDE 4

CONTACT INFORMATION 4

COMMUNICATION 5

PCPE WEBSITE 5

PCPE MISSION 5

PCPE VISION STATEMENT 5

PCPE VALUES 6

PERMISSION FOR PHOTOS 6

PARENT SURVEYS AND CONTINUOUS FEEDBACK 7

PNA MEMBERSHIP 7

PARENT LEAVE 7

ALL SCHOOL CALENDAR 2022-2023 7

PARENT MEETINGS

PCPE BOARD MEETINGS

ALL SCHOOL CLEAN-UP

HEALTH AND SAFETY GUIDELINES 9

NON-IMMUNIZED CHILDREN POLICY

HYGIENE INSIDE THE CLASSROOM

OUTSIDE DOOR WILL BE LOCKED TEN MINUTES AFTER THE START OF CLASSES

COMFORT KITS

LOCKDOWN

SHELTER-IN-PLACE

NAME TAGS 12

IN THE CLASSROOM 12

IMPORTANT THINGS TO KNOW

THE CLASSROOM ROUTINE

ASSISTANCE FOR THE TEACHER

CAREGIVER WORK DAYS (FOR THE MEDIANOS, GRANDES, AND PRE-K CLASSES)

ADULTS (WHO ARE NOT PARENTS) RESPONSIBLE FOR CHILDREN IN THE CLASSROOM

SIBLINGS OF STUDENTS IN THE CLASSROOM

SIBLING CARE AT PNA

GENERAL INFORMATION ABOUT THE PNPC AND PNA PLAYGROUPS



DISCIPLINE POLICY 14

SNACK 16

BIRTHDAY CELEBRATIONS 16

SNACK TIME 16

PAYMENT OF TUITION -- SCHEDULE AND INFORMATION 16

SCHOLARSHIPS 17

FUNDRAISING 17

DIA DE LOS MUERTOS

AMAZON REWARDS PROGRAM

DONATIONS

APPENDIX A: POSITIVE DISCIPLINE RESOURCES 20

Positive Guidance and Discipline Skills – Examples

WORDS THAT HELP 21

APPENDIX B: FORMS 24

PCPE INCIDENT/ACCIDENT REPORT FORM

PHOTOGRAPHIC/VIDEOTAPE RELEASE FOR PCPE

FIELD TRIPS

PCPE FIELD TRIP PERMISSION FORM



GENERAL INFORMATION

Welcome to PCPE Seattle. We are pleased to contribute to a growing community of Spanish-speaking families in the Seattle area. As a cooperative preschool, our success is as great as the amount of effort we each put into our school. We are proud of the accomplishments we have achieved since 2010 and look forward to further supporting this community of dedicated families who share the same passion to establish a learning environment where our children can develop, socialize and participate in fun and culturally-enriching activities while reinforcing the Spanish spoken at home.

WHAT YOU WILL FIND IN THE PCPE SCHOOL INFORMATION GUIDE

The purpose of this guide is to promote a general understanding of what is expected of you and your children at PCPE. Our intention is to help you learn the "rules of the road" so that our classroom runs smoothly, and so that we all understand how to help each other. We hope this guide will answer most of your questions about school operations that are not mentioned elsewhere.

CONTACT INFORMATION

The All School Registrar address is inscripciones@pcpeseattle.org. If you have any questions or you would like to refer people to our school, please use that email address as the principal form of contact. The current members of the PCPE Board of Directors - is updated on our website: www.pcpeseattle.org

Our teachers are:

Preschool, Pre-K	Adriana Casas Gorski	adriana.casas@pcpeseattle.org
Parent Educator, Chicos Circle	Tania Hino	tania@pcpeseattle.org

You can communicate with the teachers via email at: maestras@pcpeseattle.org.

COMMUNICATION

WhatsApp messaging will be used for day to day class communication. Notices from the PCPE Board will be sent via the PCPE **email**. Please be sure that you are receiving emails from the following appropriate lists. Please feel free to send school-related messages to PCPE families as follows:

All families of PCPE: todos@pcpeseattle.org

Board of Directors: board@pcpeseattle.org

Prescolar class: preescolar.22-23@pcpeseattle.org

Pre-K class: prek.22-23@pcpeseattle.org

Chicos Circle: circulodechicos.22-23@pcpeseattle.org

PCPE WEBSITE

You can find information about PCPE on our website: www.pcpeseattle.org.

Here you will also be able to access our parent portal. Under Community, click on [Parent Resources](#) and enter the password: juanito.

PCPE MISSION

PCPE is a Spanish-speaking cooperative preschool which provides a safe, nurturing and rich learning environment for both parents and children, encouraging and supporting the whole child and his/her development process in the context of community and in celebration of diverse Latino cultures.

PCPE VISION STATEMENT

To support and encourage the unique development of our children, to foster community, to celebrate diverse Latino cultures, and to reinforce Spanish language learning for generations to come.

PCPE VALUES

<ul style="list-style-type: none"> • Whole-child development (social, emotional, cognitive and physical): Our curriculum is based on a mixture of educational philosophies for children, which emphasizes learning through play. We seek to promote social interaction, creative play, sensory exploration and the acquisition of early literacy and basic mathematical concepts. 	<ul style="list-style-type: none"> • Emphasis on Spanish language: Our classes are conducted entirely in Spanish. PCPE reinforces the Spanish that our children learn at home through the teacher, parents/caregivers, and their peers.
<ul style="list-style-type: none"> • Cultural enrichment and diversity: PCPE emphasizes the exploration of the music, geography, customs and food of Spanish-speaking cultures. We accomplish this in part by recruiting diverse families of Spanish-speaking countries and/or families who regularly speak Spanish at home, and incorporating these themes into the curriculum. 	<ul style="list-style-type: none"> • Community: We aim to support an environment in which children, families and teachers can build relationships and close ties. Our commitment to creating a stimulating learning environment for our children nurtures the formation of lifelong friendships.
<ul style="list-style-type: none"> • Child-centered: We consider the emerging interests of our children and incorporate these interests into the curriculum. This provides the teacher and parents/caregivers in the community the opportunity to explore, expand and provide real meaning to a child's questions. 	<ul style="list-style-type: none"> • Collaboration: At PCPE we firmly believe that learning is a collaborative process, and that our community is not just a school. Teachers and parents/caregivers work together to create an engaging and stimulating learning environment for our children and to sustain the operation of our school.

PERMISSION FOR PHOTOS

You need to fill out a permission form (see the form in the appendix) indicating your preference regarding the usage of photos and/or video taken of you and your child while participating in a program related to PCPE. If desired, you can decline the use of photos and video of you and your child.

PARENT SURVEYS AND CONTINUOUS FEEDBACK

Once or twice during the school year we ask parents to complete an online survey. These surveys will give you the opportunity to share your comments and ideas. Additionally, we invite you to share at any time ideas and/or concerns you might have. You may share your comments directly with the teacher or the Class Chair of your class. We invite you to attend the meetings of the board to address the board directly or to stay abreast of the business matters of the board. Please consult the All School Calendar for the time and dates of the board meetings.

PARENT LEAVE

Parent leave is offered for 6 weeks upon the arrival of your new baby. During this period, you will not be responsible for your school job, nor for the in-class work on your given workday. However, you have the responsibility to ensure that your work is done by others in your absence. Please make arrangements with another parent so that your work is carried out while you are on leave. During your absence your child may attend school as usual. Please note that babies under 6 months should be in a baby carrier if you bring them to class on your work day.

ALL SCHOOL CALENDAR 2022-2023

- ❖ MANDATORY Saturday, September 10th Classroom Set-up 10 – 2pm
- ❖ Monday, September 12th First day of classes! ☺
Slow start/transition week September 12-16 – see communication from teacher for details.
Regular Schedule:
 - Círculo de chicos: Friday 9:30-11
 - Preschool: Mon-Fri 9:30-12
 - Pre-K dedicated time: Monday 12-1pm; Tuesday, Thursday 8:30 – 9:30am
- ❖ Parent Meetings: Monthly, September – June - Meetings held in the classroom or 1303 meeting room in the Instructional building, 7:00 – :30pm
- ❖ Board Meetings: 3rd Monday of the month August – July: Room #1303 7:00 – 9:30pm or Zoom 8-9:30pm

- December 9th, Winter Potluck, Community Hall, 3:30-8:30 pm
- March 30th, evening, 3rd gathering in the Blue Room

- ❖ Friday, June 23rd, 2023 Last day of classes
- ❖ MANDATORY Saturday, June 24th, 2022 Clean up/Break Down 10 am – 2 pm

PARENT MEETINGS

Parent meetings are held monthly from 7:00 pm to approximately 9:00 pm and will go through the academic year. A parent from each family must attend each meeting. We highly encourage the child caregiver that works in the classroom to participate in the monthly meetings as well to facilitate his/her/their contribution to discussions and decision making regarding processes and procedures in class. If you are unable to attend the meeting, please contact the secretary or parent educator before the meeting.

PCPE BOARD MEETINGS

The PCPE board will meet on the third Monday of each month from 7:00pm to approximately 9:30pm. These meetings are open to all co-op members; however, because there are times when the themes to be discussed are confidential or delicate in nature, it is sometimes necessary to hold "closed" board meetings. If you want to add something to the agenda, please contact one of the board members at least one week before the meeting.

ALL SCHOOL CLEAN-UP

Mandatory All School Clean-up days take place twice each year: in September before classes begin, and in June after classes have finished. Parent participation is mandatory on each of these dates.

HEALTH AND SAFETY GUIDELINES

1. Our preschool has the same immunization requirements as the Seattle Public School District. Each parent must fill out a state immunization form which must be on file by the start of school.
2. Any person regularly working in our preschool must have a current (within 3 years) TB test or chest X ray. Results are to be handed into the Health and Safety Coordinator before October 31st. If a positive reaction to the TB test is received, contact the Health and Safety Coordinator to determine further steps.
3. In order to minimize the spread of contagious diseases, please do not send your child to preschool if they have any of the following symptoms:
 - a. Bloody stools or diarrhea-must be kept at home until stools are back to normal or for 24 hours; stools have been cultured and culture is back and public health department and Health and Safety Coordinator have agreed on requirements for return to school. At least one normal stool culture must be returned.
 - b. Diarrhea or vomiting in the past 24 hours.
 - c. Fever greater than 100.5 in the past 24 hours.
 - d. Significant nasal discharge, coughing, sneezing or sore throat not due to allergies.
 - e. Pink eye or drainage from eyes requires MD clearance and 24 hours treatment before returning back to preschool.
 - f. Body rashes (not associated with diapering, heat or allergy) especially with fever or itching.
 - g. Parasites-head lice, pinworms, scabies-may return to preschool after treatment and clearance from your MD
 - H. Appearance/behavior - if your child is unusually lethargic or lacks appetite for several days, please evaluate carefully for illness
4. Chicken Pox: our policy is the same as the Seattle Public School District. A child may attend preschool during the incubation period (12-21 days after exposure) as long as he/she is without symptoms. Parents should watch for signs of rash, low grade fever or runny nose. If symptoms do occur, keep your child at home, as the skin lesions usually start 24-48 hours later. The child is to remain out of school until the last pox crusts over.
5. Covid-19: we follow guidance from the Seattle Public Schools and the requirements of North Seattle College to reduce the incidence of Covid-19 in our community during the coronavirus pandemic. These recommendations and requirements have been adapted throughout the pandemic and we frequently assess our guidelines to promote health of our caregivers, teachers and students.

NOTE: The Health and Safety Coordinator and Teacher must be notified immediately if your child has a communicable disease. Return to school will be allowed once the period of communicability has passed. This information can be obtained from a physician's office, CDC quarantine requirements regarding Covid-19, the

Public Health Department or information in the Parent Guide. Any questions regarding the health policy should be directed to the Health and Safety Coordinator who may contact the Board if there are questions of policy or procedural changes.

NON-IMMUNIZED CHILDREN POLICY

The following is only applicable if your child has not been immunized against common childhood diseases. This policy is the same as the Seattle Public School District.

If your child has not been immunized and has been exposed to:

1. Mumps-keep your child home 12-26 days inclusive from exposure.
2. Rubella-keep your child home 14-21 days inclusive from exposure.
3. Measles- keep your child home 8-13 days inclusive from exposure.
4. Pertussis-keep your child home 7-10 days inclusive from exposure.

You must also notify the Health and Safety Coordinator of disease exposure so each class can be informed – especially pregnant mothers or infants who may be at risk. Return to school will be allowed once the period of communicability has passed as defined by the Public Health Department or above.

HYGIENE INSIDE THE CLASSROOM

Immediately upon entering the classroom, you and your child must wash your hands with soap and warm water. There is hand sanitizer available for use in the rare case that washing with soap and water is not possible.

COMFORT KITS

Aside from participating in the class's emergency preparedness efforts, it is very important that parents prepare their children for an earthquake or other natural disaster. Every family should prepare and provide the school a "comfort kit" for their child/ren at the beginning of the school year. These comfort kits should be prepared for every child in each class, although they are usually focused on the children in the Preschool and Pre-K (given that these children may not have their parents with them during an emergency), and the kits are designed to provide children with some physical and emotional support if something unexpected happens while they are in school. The comfort kits are kept at school in an accessible place and are used in the event of an evacuation or other emergency.

A parent must bring a comfort kit (for each of his/her children attending PCPE) to the first parent meeting and deliver it to the class School Health and Safety Coordinator (see contacts in table above).

Please place all contents in a resealable, gallon sized plastic bag (e.g., Ziploc) and label it with your child's name and class.

Diapers and wet wipes and/or a change of underwear (you can put the wipes in a small plastic bag with

zipper).

A change of clothes

Any medications your child may need (in the original box with the instructions for use)

A card with emergency information written on it

Nutritious snacks that will last a year. For example: cereal bars or granola bars, fruit bars, etc.

An emergency blanket (available at Fred Meyer in the camping section)

Socks and a thick cap

A small flashlight with batteries

A photo of your family and a support letter written to the child (for the Medianos and Grandes classes)

A favorite book or small toy or anything that can help comfort your child

LOCKDOWN

A lockdown is the process of protecting students and staff from external and internal dangers. A Lockdown is used when there is an immediate threat of violence in, or immediately around, the school.

Procedures

The Lockdown signal should be sounded to alert all staff and students to implement Lockdown procedures. "Lockdown, lockdown. This is not a drill."

Direct all students, parents, and visitors to the nearest room. Secure exterior doors if safe. Lock classroom door, close windows and provide maximum concealment (close blinds/ drapes, cover windows to obscure visibility).

Call 911 Provide maximum cover by positioning students/staff/parents against the wall that provides the most protection, keep everyone seated as low as possible and remain quiet.

A lockdown continues until Police or a NSC representative unlocks the door and gives the "All Clear" signal.

Students/staff and visitors who are outside the building must implement the safest approach for their particular circumstances. This may include Reverse Evacuation, Relocation or searching for cover and concealment.

SHELTER-IN-PLACE

Shelter-In-Place is the process of keeping students and staff safe from dangers within the community. Shelter In-Place are events such as a hazardous material incident, radiation incident, snowstorm, vague threats, or violence in the community that are not directed at the school. Continue class as usual.

Procedures

Alert and implement the Shelter-in-Place process with this signal: "Shelter-In-Place. This is not a drill."

If students are outside, line them up and bring them in.

If appropriate, call 911

Lock exterior doors when possible. One door should be designated as the ingress/egress door. This door should be monitored at all times. Signs should be put on all doors notifying outsiders of which door is left open for entrance into the school.

Students may remain in the classroom for extended class periods. In order to decrease anxiety, attempt to keep to

a normal schedule as much as possible. When possible, students may be released from the classroom to go to the bathroom. Additional hallway supervision will be necessary.

Shelter-in-Place continues until the threat is no longer an issue and the teacher gives the "All Clear."

NAME TAGS

While you are in the classroom, please be sure that you and your child use name tags, as this will help parents and teachers while they are working with the children.

IN THE CLASSROOM

Please arrive at school on time. Your teacher and other working parents on this day depend on your timely participation. This will not only help the teacher determine attendance, it is a learning opportunity for your child. Don't forget to send a change of clothes for your child in case it is needed. On days when you will leave your child at school, take your child in to wash hands and then make contact with the teacher before leaving. Please note: when dropping your child off at school, you may not leave them until at least one working parent has arrived.

IMPORTANT THINGS TO KNOW

- Keep an extra bag on hand for soiled diapers and/or clothes.
- **Please do not use your cell phone in class (turn it off or at least put in on "vibrate"). Limit photos and videos to just occasionally and stay focused on the students. If you have important concerns that require using your phone during class time, please briefly excuse yourself and inform the teacher so she can know you are not available for a brief time.**
- Please leave the classroom when the class has finished. If your child is going to play in the school playground after class, please bring all your things with you, as the doors of the class are locked after school ends.
- Dress your child in clothes in which they can get dirty and make sure they wear appropriate shoes (it's difficult for children to engage in activities designed for gross motor skills when they are wearing flip flops or clogs).
- Safety is of the utmost importance. Very hot drinks are not permitted in the classroom, and all knives must be put away immediately after use.
- If your child is sick, please keep him/her home.
- Upon arriving, please sign-in on the sign-in sheet, wash your child's hands (and yours if you will be staying) and put on name tags.
- If a child needs to go to the bathroom and the child is not your own, two parents must accompany child to bathroom.
- HAVE FUN

THE CLASSROOM ROUTINE

The teacher will develop and announce the classroom schedule/routine. We ask families to familiarize themselves with the routine in order to help children with transitions so that we are able to stay on-task. It is important for you to assist with classroom cleaning during these times of transition and to motivate the children to help with cleaning up their classroom. At the end of each class, we want the classroom to be left ready for the next class.

ASSISTANCE FOR THE TEACHER

Each day there will be parents/caregivers responsible for certain jobs to help the teacher before, during, and after class. These jobs may vary from class to class and will be assigned by the parent coordinator or teacher. All parents and caregivers that attend class are responsible for helping to clean up toys and materials at the end of class and clean up during class.

CAREGIVER WORK DAYS (for Pre-School class and Pre-K hours)

On your assigned work day, you should assist the teacher in running each "station" in the class, according to which station you are assigned that day. You should engage children in the activities and monitor the games in your "station" and help the children clean up after play, snack or art projects. For example, depending on the materials used at each station this may include the responsibility to wash and dry used sensory table supplies, art materials, sweeping the floor, etc. (this is not an inclusive list).

If for some reason you cannot come to class on your assigned work day, you must find another parent to be your substitute. If you are unable to find a parent substitute, please contact your Class Chair and the teacher at least 24 hours in advance (if possible). In the case of a last-minute emergency, you must still attempt to find a parent to work on your behalf, as you **MUST** make arrangements for this to happen, even if you will not be attending.

ADULTS (WHO ARE NOT PARENTS) RESPONSIBLE FOR CHILDREN IN THE CLASSROOM

On your assigned work day, if another adult will attend the class in your place such as a relative, babysitter or au pair, you should ensure that that person understands the routine of the classroom, is familiar with the parent guide, understands the rule about limiting phone usage and the responsibilities involved. This implies that the person attending class with your child should be familiar with basic procedures such as hand washing and putting away toys, not using phones or limiting phone usage as much as possible, as well as the responsibility of helping the teacher to ensure that classroom operations are conducted easily and smoothly. We emphasize the importance of consistency in who is attending classes with your child. Some children may feel uncomfortable working with a new adult.

SIBLINGS OF STUDENTS IN THE CLASSROOM

Your child's younger siblings can come to school with you on your workday.

DISCIPLINE POLICY

The PCPE Discipline Policy is based on the Positive Discipline Guidelines from the book, Positive Discipline, by Jane Nelson. We help children learn positive strategies for interaction and problem-solving, understand the perspectives of others and why his/her behavior is not acceptable, and to gain self-control. Physical punishment and humiliation are never permitted at our school, by staff, children and parents. Below are some of the key principles that our discipline policy is based on; the complete guidelines can be found or downloaded at: www.empoweringpeople.com/guidelines.html.

- A. "Misbehaving children are "discouraged children" who have mistaken ideas on how to achieve their primary goal- to belong. Their mistaken ideas lead them to misbehavior. We cannot be effective unless we address the mistaken beliefs rather than just the misbehavior".
- B. "Punishment may "work" if all you are interested in is stopping misbehavior for "the moment." Sometimes we must beware of what works when the long-range results are negative-resentment, rebellion, revenge, or retreat."
- C. Use encouragement to help children feel "belonging" so the motivation for misbehaving will be eliminated. Celebrate each step in the direction of improvement rather than focusing on mistakes. A great way to help children feel encouraged is to spend special time "being with them." Many teachers have noticed a dramatic change in a "problem child" after spending five minutes simply sharing what they both like to do for fun.
- D. Teach and model mutual respect. One way is to be kind and firm at the same time -- kind to show respect for the child and firm to show respect for yourself and "the needs of the situation. This is difficult during conflict, so use the next guideline whenever you can.
- E. Get rid of the crazy idea that in order to make children do better; first you have to make them feel worse. Do you feel like doing better when you feel humiliated?
- F. Teach children that mistakes are wonderful opportunities to learn! A great way to teach children that mistakes are wonderful opportunities to learn is to model this yourself by using the Three Rs of Recovery after you have made a mistake:
 - 1. Recognize your mistake.
 - 2. Reconcile: Be willing to say "I'm sorry, I didn't like the way I handled that."
 - 3. Resolve: Focus on solutions rather than blame. (#3 is effective only if you do #1 & #2 first.)

G. Focus on solutions instead of consequences. Many parents and teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are:

1. Related
2. Respectful
3. Reasonable
4. Helpful

H. Make sure the message of love and respect gets through. Start with "I care about you. I am concerned about this situation. Will you work with me on a solution?"

We will use constructive techniques such as redirecting children to other activities, counseling the child in a calm but firm voice about the situation, offering positive alternatives for behavior, or gently separating the child from the group for a brief period of time. The following is a suggested list of positive discipline steps that should be used by the teachers and/or parents:

- A. Model appropriate behavior. Tell the child what he/she can do.
- B. Establish eye contact with the child when talking to him/her.
- C. Come down to child's height.
- D. Give the child choices whenever possible.
- E. Redirect a child to another activity.
- F. Encourage the child to problem solve and try to work out conflicts (see the Six Steps to Problem Solving below).
- G. Give the child the option/asking them if they'd like to take a break or in other words a "positive time out" for them to cool off and to help them feel better. A note about time-outs: "time outs" should not be used as a punishment, but rather they should only be used as a break doing something that will help the child feel better, for example hugging a stuffed animal or reading a book in the library, or going outside for a walk or sitting on the stairs and taking deep breaths/blowing pretend bubbles (of course, with a supportive adult present).

Note for Parents on Shift: If the situation does not improve, ask the teacher for assistance. Parents do not give consequences to children at school.

The Six-Step Approach to Problem Solving for the Classroom/School

Step 1 Approach (initiate Mediation)

Get close enough to intervene if necessary; stop aggressive behavior or neutralize the object of conflict by holding it yourself.

Step 2 Make a statement

"It looks as if you both want the same toy"
"I see you are yelling at each other "

Step 3 Ask Questions (Gather Data, Define the Problem)

"How did this happen?" "Is there something you want to say to him or her?"
"How can we solve this problem?" "How can you use it without fighting?"

Step 4 Generate Alternative Solutions

Ask questions: "Who has an idea of how we can solve the problem?"

Step 5 Agree on Solution

When both children accept a solution, rephrase it. "So both of you agree that Child –A- is going to be the first one to use it?"

Step 6 Follow Through

Monitor to make sure agreement is going according to plan: If the decision is turn-taking, you may need to be a clock-watcher. Reinforce the resolvability of the problem.

For more helpful information on Positive Discipline, see "Words that Help" and "Positive Guidance and Discipline Skills" in the Appendix. PCPE also has a number of resources available for you to check out, including the book *Positive Discipline*.

If a child is having more difficulty than usual with discipline in the classroom, the behaviors displayed by the child will be discussed with the parents along with specific techniques being used by the staff to help guide the child to more appropriate behavior. Parents and staff must have shared understanding of the reasons for the behavior and strategies for managing it.

SNACK

Every year we ask parents to inform us of any allergy of which we should be aware. We do not allow peanut, tree nut or any other nut products in the classroom. Seeds such as sunflower (sunbutter), pumpkin and coconut are not true nuts and are allowed.

BIRTHDAY CELEBRATIONS

You can bring a special snack to celebrate your child's birthday. Please notify the teacher in advance if you are bringing a special snack.

SNACK TIME

- Before snack time, wash hands.
- No nuts please
- Your child snack container should have their name as well as name label on their water bottle. These can be left in their designated cubby with jackets, bucket, etc.
- Parents working in class will assist children with their snacks but it is best to send things your child can easily open or advise the adults in class if your child needs special help with a part of their snack.

PAYMENT OF TUITION -- SCHEDULE AND INFORMATION

Tuition is charged for 9.5 months out of the year. Half tuition is charged for the month of June and the full month of tuition is charged for September through May, even if class is in session for just two or three weeks during any of these months. Income is needed to pay for teacher salary before school begins (preparation, parent meetings, etc.), for days the children don't attend, and for paid holidays.

Please familiarize yourself with the payment schedule and pay according enrollment as follows:

Payment dates	What Should I Pay?
The first parent meeting of the year	Tuition for the last month of classes (mid-May to mid-June)
On the 1 st of each month	Monthly payment
On May 1st	50% of the monthly tuition (for the 1st through the 15th of May)
LATE PAYMENTS-After the 5th of each month	\$5 surcharge included in the monthly payment
LATE PAYMENTS-After the 15th of each month	\$15 surcharge included in the monthly payment

You can pay online through Jovial. Full payments must be made even if your child has not attended classes. In the case that an amount of tuition is owed, a payment plan may be made with the All-School Treasurer. It is school policy that late payments of anything beyond one month are grounds for suspension if you have not agreed to a payment plan with the treasurer. You will also receive a monthly email with a balance on your account; this email will be sent via our Online Registration Portal, Jovial.

SCHOLARSHIPS

The preschool has funding available for scholarships that are usually granted to families before the beginning of school. In some cases, if a family suffers a grave financial crisis during the school year, there may be a scholarship awarded (if available) to assist in the payment of that student's tuition. Scholarships are granted in accordance with the financial need of the family, the number of families applying and available funding. In order to request a scholarship, please contact the All School Treasurer to see if there are any available funds, and request the application form from the All School Registrar. Each applicant for a scholarship is required to demonstrate financial need.

FUNDRAISING

PCPE is a non-profit 501c3 organization. Donations to PCPE are tax-deductible.

Fundraising is an integral aspect of participating in a cooperative and is required of each family. Our hope is to make fundraising a pleasant experience, providing families with opportunities to meet the requirement without

any significant burden. Please understand that by choosing our PCPE Co-Op, you are making a commitment to comply with the obligation to support fundraising for the school. Monthly payments do not cover all the expenses of the cooperative, so the money raised through our fundraising efforts covers the rest of the financial need. At this time our fundraising pays our supplies and equipment to provide the teachers and students what they need in the classroom. Besides raising money, the fundraising activities are an opportunity to work with other families and to promote a sense of community and support for our preschool.

Each year the PCPE Board the budget for the following year. The yearly fundraising goal for each member is set according to that budget.

Our intention is to maximize the ways in which funds are raised by earning money through a few successful events. To find out how to meet your fundraising obligation, please read the information below. If you want to "buy" your obligation, the amount of money required for the 2022-2023 school year is \$180 (checks payable to PCPE). Any balance owed by you (in case you do not meet the obligation of \$180 through participation) must be paid by check before the end of the school year. As a co-op, we run on a very tight budget and are limited on how many scholarships that we can offer each year, larger donations towards our scholarship fund are also welcome to provide the opportunity to other families that might not otherwise be able to join our community.

Fundraising Event	Date	Credit Received	What PCPE receives
Día de los Muertos Raffle	TBD	TBD	100% of the ticket proceeds
Spring Family Fiesta	TBD	\$5/\$10 (for each ticket YOU sell)	100% of the ticket proceeds
Other fundraising opportunities	Date	Credit received	What PCPE receives
Purchases via the PCPE Amazon.com link http://www.pcpeseattle.org/projects/	continuous	None, as there is no ability to estimate	0.5% on eligible purchases, with restrictions
Brown Bear Car wash tickets	continuous		
Fundraising Opportunities via volunteer hours (credit for hours worked)	Date	Credit Received	What PCPE receives
Día de los Muertos	TBD	\$10 per hour (4 hour shifts)	N/A
Spring Family Fiesta	TBD	\$10 per hour (3 hour shifts)	N/A

Example: Volunteer work of Mamá Susie Q.	Rate/Percentage	Credit Received	What PCPE receives
Sold 10 raffle tickets for Día de los Muertos	\$10 per ticket	\$100	\$100
Purchase \$200 of items using the PCPE Amazon.com link	4%	\$0	\$8

DIA DE LOS MUERTOS

PCPE is proud to participate in the annual celebration of Día de los Muertos. This is both a wonderful community event and the main fundraising event for our school. We are often involved in serving hot chocolate, and we have a fun raffle that includes wonderful prizes. All families are expected to participate in this event. For many families the sale of raffle tickets is sufficient to complete their fundraising obligation. For others, volunteering to support the event (helping to decorate and install/dismantle everything before/after the event) enables you to earn fundraising credit.

AMAZON REWARDS PROGRAM

PCPE is part of Amazon.com's school rewards program. This means that when you shop at Amazon.com, you can earn money for PCPE, at no additional cost to you. At this time we earn 0.5% of all purchases, but that percentage can change. To earn money for PCPE while shopping on Amazon.com, talk to the fundraising coordinator. This program is changing for 2022-2023 as the school recently changed to an independent 501c3 non-profit.

DONATIONS

Any donation (cash, materials or other) made to PCPE is tax deductible, as we are a 501 (c) (3) nonprofit. If you or any of your relatives or friends would like to make a donation and want a receipt, please contact the AS treasurer. If your employer offers to match your contribution, please communicate with the treasurer about how to facilitate this process.

Additionally, we may accept any toys, equipment, art supplies, etc. (items useful for a pre-school) that you or your friends/family want to donate. Please talk to the teacher about these items. It is possible that items not useful in the classroom can be sold and money donated.

APPENDIX A: POSITIVE DISCIPLINE RESOURCES

POSITIVE GUIDANCE AND DISCIPLINE SKILLS – EXAMPLES

Examples from “The Developmental Parenting Highway” of Jean Illsley---Clarke, from GrowingUp Again, Parenting Ourselves, Parenting Our Children.

Behavior of concern: Situation of child hitting others or hurting them in some way

Nurture—Focus on modeling and teaching skills of pro---social values; build self---confidence and sense of being “lovable.” Nurture actions provide guidance to prevent incidents of acting out and inappropriate behaviors. (We don’t provide nurture directly after an incident of hurting)

Assertive Care – Adults kindly talk with the child about expectations in group settings. Teach the child calming skills and assertive language to express needs, feelings and wants.

Supportive Care – Offer choices such as “You can help put the blocks away or put books on the shelf” when it is clean up time. If a child is getting upset – “If you are frustrated or upset, you can take a break in the library or ask for a hug.”

Structure – Provide rules, limits and boundaries to teach the child self---control

Nonnegotiable Rule – “Stop. Hitting hurts. Use words to solve problems.” (Coach the child on what are appropriate words to use to solve the problem; or have them take a break to calm down in a quiet area of the room, with the message that she or he can return when they are ready to be gentle with friends.)

Negotiable Rule – “Our rule is to touch gently and use words to solve problems. How can we help our friend feel better?” (Hurting others is never negotiable.)

Behavior of concern: Two children exclude another

Nurture – providing loving, empathetic role modeling and caring.

Assertive Care – Talk and read books about feelings; coach children on how to talk about their own feelings and recognize feelings of others.

Supportive Care – “I like spending time with friends and it hurts my feelings when I feel left out.” Such a statement models what you want the child to learn. For child who is excluded, you can ask, “Which of your friends would you like to invite for a play date?”

Structure – Respond to the message “You can’t play” with agreed upon limits

Nonnegotiable Rule – “Our rule is to use kind respectful words. Everyone gets a turn at school.” We may also say, “We don’t use put downs” if it fits the situation.

Negotiable Rule – “It hurts his feelings when you say that. You can offer him a turn when you are done or find a way he can join your game now.” To child excluded, we may say, “You can say I’m disappointed, or that hurt my feelings.” Provide choices for entering play now or agreeing to play together later. Example from “Promoting First Relationships” regarding guidance relating to meeting the social and emotional needs of young children.

Behavior of concern: Child pulls dog’s tail repeatedly after being told to stop.

Feelings

Adult – Frustrated, angry

Child – Curious about dog and about testing boundaries

Needs

Adult – to feel competent and in control

Child – to feel safe and stimulated in my exploration

Strategies

Nonnegotiable rule – “We touch the dog gently. Pulling her tail hurts. You may throw the ball for her or pet her gently.”

Follow---through – Separate the child and dog, or have the child take a break from being with the dog until she/he is calm and ready to remember the rule.

WORDS THAT HELP

Note that we want to use positive statements. Tell the children what they can do. These are words that I most often use in guiding children. I think this will be useful for you.

Don't give the child a choice if there is no real choice. Instead of "Do you want to _____?" say "It's time to _____."

Instead of using good or bad when describing action. For positive actions say "You learned how to _____." or "You worked a long time on _____."

For negative actions say, "You can _____ or _____ but you can not _____."

"What are the rules about _____?" or "You forgot and _____."

General:

"Chairs are to sit on."

"Tables are for snack and work."

"You can _____ or _____. If you can't make a choice, I will help you."

"We are gentle with people. Pushing is not gentle."

"Your body is showing me that I will have to help you move."

Art:

"When there is space I will come and get you."

"Walk carefully when you carry paint."

"Look at all the blue you used, you filled the entire page with blue."

"That was an accident. The sponges are over there; you can clean it up.

Paint spilled intentionally, "Paint goes on the easel paper." "The sponges are over there, you can clean the paint off the floor."

Sensory:

"Keep the _____ in the sensory table."

"If you throw the _____ again, you will have to find somewhere else to work."

"I'll help you find someplace else to work." (later invite the child back to the area)

Blocks:

"Towers are as tall as your chin."

"We build with blocks here."

"You can help rebuild Scott's tower."

"You crashed their work, come, I'll help you find somewhere else to work."

Circle Time:

"Now is the time to listen."

"You can visit with your friend later."

"Here's a lap to sit on."

"Here is your special spot."

"I wonder what Teacher _____ is going to say."

"We use Preschool words for our songs."

"You are having trouble sitting in the circle, you can go sit in the library or at the drawing table, when you are ready to sit and sing you can come back."

Sharing (Children at this age do not understand sharing try not to use that word, but describe the process.):

Two want the same toy,

"She has the ball now, you can ask her to give it to you when she is finished."

"When he has finished, it will be your turn. Now you can play with_____."

You can say, "When you are finished, I want a turn."

If a child hits or grab,

"John is using it now, it's John's turn. You can ask him for a turn when he is done."

"I won't let children get hurt."

"I'll help you find someplace else to work."

"I know that you are mad, I understand that you want that _____, but I won't let you hurt someone."

"You have to go somewhere else till you feel calm."

"When I feel angry I count to ten and take a deep breath."

Clean-up:

"It's _pause_ time to clean up."

"The blocks go on the shelf."

"All the puzzles go on the shelf."

"I see clothes on the floor."

"Here's the garbage can."

Some of these suggestions come courtesy of: Sally Zuck-Jones, revised by Sharon Kovacs 6/82, revised by Chris David 9/93, 7/97, 9/98, 7/02,8/04,8/05, 8/06

RULES FOR PRESCHOOL

1. MATERIALS CAN'T BE THROWN.
2. A CHILD CAN'T DESTROY ANOTHER CHILD'S WORK.
3. A CHILD CAN'T HURT ANOTHER CHILD WITH HITTING OR WORDS.
4. A CHILD CAN'T HURT HERSELF OR HIMSELF.
5. ADULTS MUST FOCUS ON FUN, PLEASURE, DELIGHT, ACCOMPLISHMENTS, AND SATISFACTION.

APPENDIX B: FORMS

PCPE INCIDENT/ACCIDENT REPORT FORM

INSTRUCTIONS: Keep original form on file in cooperative. Email an alert or electronic copy (e.g. photo of form) to the Health & Safety Coordinator and (pcpeboard@pcpeseattle.org).

Teacher _____ Class _____ Date _____

(Check one)

___ ACCIDENT -Any occurrence requiring immediate first aid or medical attention.

___ INCIDENT -Any occurrence not requiring immediate first aid or other medical attention.
(But it could require medical attention at some time later.)

Child involved/Injured Child _____ Age ___ Gender ___ Parent's

Name _____ Phone _____

Address _____ City _____ State ___ Zip _____ Date

of occurrence _____ Time of occurrence _____

Exact location of occurrence _____

Observer's description of occurrence in detail:

Teacher's description of occurrence; type/extent of Injuries, Damage to Property, etc.

Estimated cost of Repair of Property Damage:

Describe First Aid given _____

Injured to physician (name) _____

Hospital (name) _____

What caused the occurrence? _____

What could have been done to prevent this or similar occurrences?

What authorities, if any, were contacted?

Person completing form: Name, Title, Address, Phone, Signature

Witness Name, Address, Phone, Signature

Teacher Name, Phone, Signature

PHOTOGRAPHIC/VIDEOTAPE RELEASE FOR PCPE

Child Name: _____

Parent Name: _____

Class: _____

I give permission for any photographs/videotapes of my child in scheduled preschool activities to be used by the co-op for publicity or educational purposes.

I do not give permission for any pictures/videotapes of my child in scheduled preschool activities to be used by the co-op for publicity or educational purposes outside the co-op.

Parent or Guardian's Signature

Relationship

FIELD TRIPS

Field Trip and Enrichment Coordinator Responsibility

Parents interested in organizing field trips for the classroom should take positions such as health and safety, class chair, teachers assistant or other positions that deal more directly with class activities. They are responsible to work together to oversee the completion of the following tasks before the field trip occurs:

- Makes sure all children have nametags and emergency information.
- Gives advance notice of field trips and any special requirements to all class families.
- In the older classes, organizes carpools and ensures that every child has an age-appropriate car seat or booster seat.
- If unable to attend field trip (i.e., not on work day), must assign day-of responsibilities to another parent and ensure they have all necessary information, materials, funds, etc.
- Verifies funds and coordinates payments for field trips and/or enrichment with AS Treasurer, collecting funds from families if necessary.

Parent/Guardian Responsibilities

According to the PCPE Parent Handbook, Article VIII. DUTIES AND RESPONSIBILITIES OF PARTICIPATING FAMILIES, Section G:

“Families shall provide transportation for class excursions when those excursions fall on their assigned work day, if they have a vehicle at their disposal. Families who are not working on the day of a given class excursion have the option of accompanying their child on excursions. All drivers shall provide copies of their current driver’s license and proof of auto insurance to their class secretary by their child’s first day of school attendance or as obtained.”

PNA liability insurance coverage applies to field trips since they are a part of the co-op program. Therefore, the following procedures must be enforced.

The teacher is to be left free to circulate among all the children, giving individual attention when necessary.

Parents, the teacher, the parent educator, and the AS Treasurer must be consulted and/or notified at least two weeks in advance of each field trip.

The Fieldtrip and Enrichment Coordinators must receive written permission in advance from each parent prior to any field trip.

Items to Be Taken on Each Field Trip: Consent to Medical Care: For authorizing treatment for a child whose parent/guardian cannot be reached. Emergency Medical Information: Includes essential medical, allergy, and family information for each child. Emergency Contact Information: Includes name and contact person and phone number for each child.

Authorized Volunteer Carpool Drivers for Field Trips

1. Carpool drivers for field trips must complete a Voluntary Driver Automobile Notice form. Minimum liability limits of \$100,000 per person, \$300,000 for bodily injury/accident, and \$50,000 property are required. These records must be kept on file in the co-op as long as insurance is in effect and parent is a field trip carpool driver.
2. All carpool drivers of field trips must have a valid driver's license. A copy must be kept on file at the co-op for as long as the parent is a field trip driver.
3. Authorized Volunteer Carpool Drivers must not be using medication that could affect driving capabilities, nor be under the influence of any form of drug or alcohol.
4. Car doors must be locked when traveling.
5. Each child must have his/her own seating place in the car. In carpools, at least one adult must be in the car who is responsible for the children only. Drivers will be responsible for driving only.
6. All occupants shall wear the appropriate seat restraint for their age and size. Children should sit in the back seat whenever possible especially when airbags are in use, as airbags can cause serious injury and children are more at risk than adults.
7. Children shall never be left in a vehicle without adult supervision.
8. Each carpool driver must carry a parent roster with phone numbers and the emergency medical release forms in the vehicle.

PCPE FIELD TRIP PERMISSION FORM

I, [name of parent/authorized guardian] _____, give permission for my child [name of child] _____ to go on an authorized field trip to [destination] _____ on [date of field trip] _____ from approximately [start time] _____ to [end time] _____. We will travel by [mode of transportation] _____. Parents will be notified of all field trips.

Emergency contact (Name and Phone Number): _____

Parent/Authorized Guardian name _____

Parent/Authorized Guardian signature _____