




Parent Cooperative Preschools Handbook

*Parent Education through Participation
Joining Hands for Families*

www.bates.ctc.edu/Family | 253.680.7500





Organization
for Parent
Education
Programs (OPEP)
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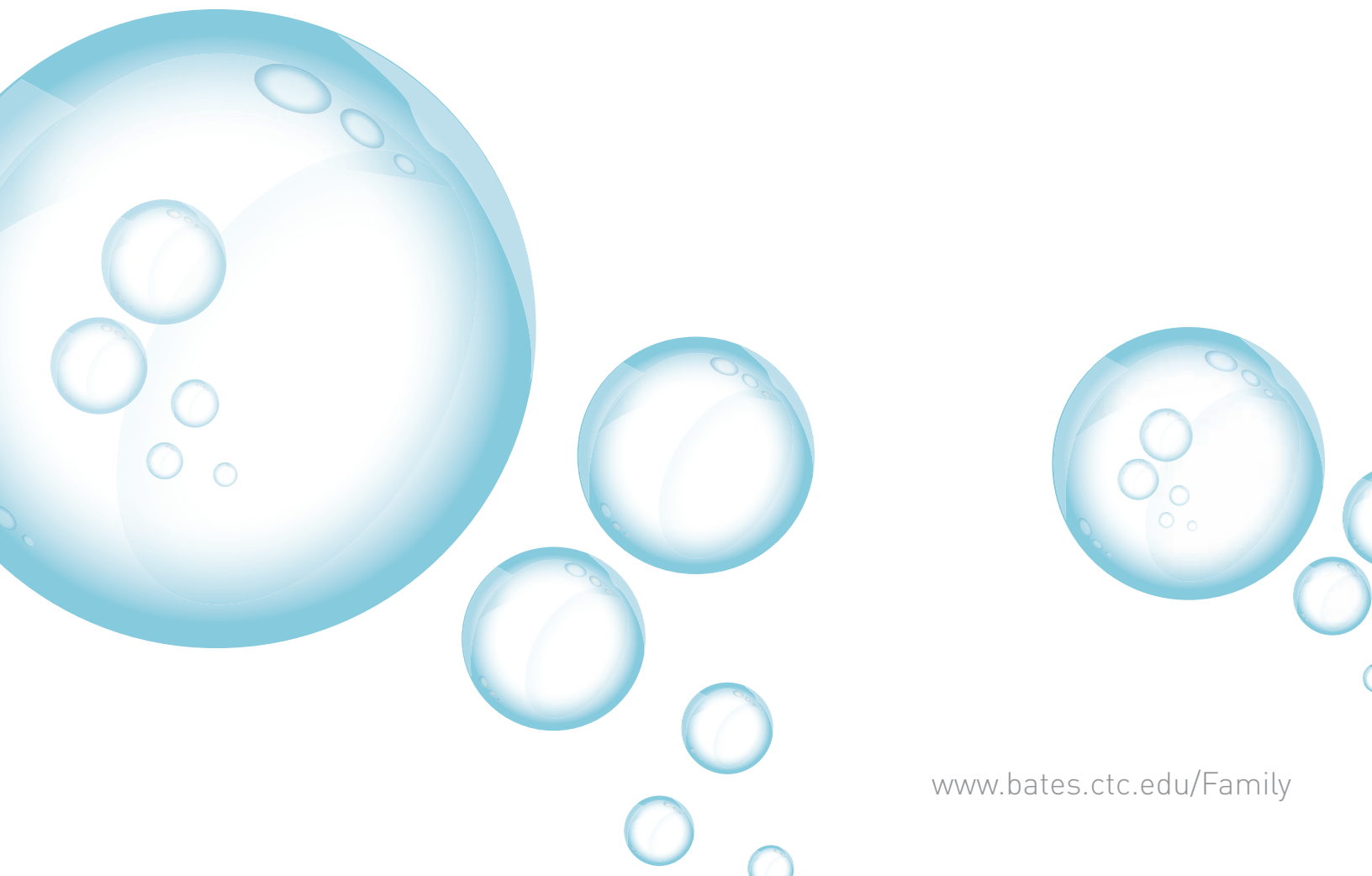
Welcome to our preschool family!

Organization for Parent Education Programs (OPEP) means parent support/parent education.

Being a parent is the hardest and most important job you will ever do in your life. It is a job a person is never fully prepared for, nor can accomplish entirely alone. For these reasons **parents need support**, and that's where we come in. We are a **parent education program** that offers you the opportunity to be intensely involved in your child's education in the early years, as well as learning parenting and leadership skills for yourself.

Our supportive environment will offer you:

- genuine connections with others
- caring people who respect you just the way you are
- parent education seminars and training
- professional staff trained in early childhood education





The Parent Education Program

Goals and Objectives

When you enroll your child in a Parent Cooperative Preschool, you are simultaneously enrolled in a continuing education course through Bates Technical College's Child Studies program. To participate in this preschool/parent education course, a registration fee is paid to Bates Technical College.

Goals

The goals of this course are to foster competent parenting and family management skills. You acquire these skills at your preschool and at Bates through discussions during parent shares/meetings, lectures at parent education seminars, informal chats with your parenting instructor, and handouts. A key part of your learning will come from practical experience as you work in your child's preschool lab.

Objectives

Course objectives for parents are to:

- Develop realistic age-level expectations from knowledge of childhood behavior and growth
- Clarify child-rearing values and attitudes to explore methods of child guidance
- Identify and apply safe and healthy practices in the home, including: nutrition, first aid, wellness, exercise, stress management, and risk management
- Experience and understand the role of parent involvement in maintaining quality learning environments for children
- Acquire skills to interact with children using developmentally appropriate and anti-bias practices
- Access community resources, share information concerning child-rearing and family resource management
- Discuss information on contemporary family concerns, such as child abuse prevention, divorce, illness and death
- Develop skills in group organization and leadership
- Develop and/or increase confidence in managing the demanding role of parents in a changing society
- Strengthen family communication and relationships.



Teamwork creates a cooperative spirit

The Cooperative Model

At the heart of our program, you'll find the "cooperative spirit." Parents, board members, preschool teachers, Child Studies instructors, and Bates Technical College all work together to manage the preschool.

Everyone contributes to the success of the program!

To help the preschool run efficiently, roles have been defined.

Working cooperatively in a co-op

- Know what it means to be a member. Read the policies, bylaws and handbooks. Know what you have agreed to do when you signed the registration form.
- Learn about your committee or board position. Know who to ask for help.
- Stay informed. Read all announcements, newsletters, bulletin boards, work and field trip schedules, and observe a board meeting.
- Help each other succeed and take pride in each other's successes.
- Speak positively about each other and your organization at every opportunity.
- Try to do things with enthusiasm—it's contagious.
- Ask questions when in doubt—go to the source for the straight scoop.
- Remember what it was like to be new and a little overwhelmed. Take time to introduce yourself.
- Keep in mind that the facility you are in is not yours—it is to be kept clean and all rules observed regarding posting signs, parking, which door to walk in, and use of telephones.
- Let your voice be heard! Answer surveys, put ideas in the suggestion box, ask for conferences with any officer, teacher or instructor, and join a committee or the board.
- Support parents when their child is acting out—it happens to most parents at some point, and it is always distressing!

Parent's role

As a student enrolled in a parenting class and as a parent of a child enrolled in a cooperative preschool, you will have requirements to fulfill.

- Attend **Orientation** and **Parent Training**.
- Attend preschool with your child as scheduled, serving as an assistant teacher.
- Attend monthly parent education activities. There will never be a better time to learn and share.
- Pay monthly tuition to the preschool for your child's preschool experience.
- Pay Bates Technical College registration fees for your parent education.
- Fill a job within the preschool (i.e. board position, telephoning, librarian, etc.) and attend any training session(s) related to your job.
- Provide snacks on a rotating basis for the children at the preschool.
- Participate in fundraising activities.

The preschool board's role

Each cooperative preschool is a non-profit, autonomous small business that makes its own decisions regarding business, policy, finances and teacher hiring. Each year, the membership elects a board to assume the roles of leadership. The board consists of a president, treasurer, secretary and other positions as determined by each co-op's own bylaws. The preschool teacher and Child Studies instructor are also board members who serve in an advisory role without a vote.

The board:

- Meets monthly. Meetings are open to the entire membership.
- Recommends action to the preschool membership on policy or financial matters.
- Serves as a problem solving resource for the preschool.
- Is responsible for handling preschool matters during the summer.

The preschool teacher's role

The preschool teacher is hired and paid by the parents in the preschool and plays a vital part in the quality of the preschool program.

The teacher:

- Attends preschool each day the school is in session.
- Works closely with the Child Studies instructor regarding educational programs and the needs of the group.
- Plans and implements a developmentally appropriate curriculum for the children's preschool, within the NAEYC guidelines.
- Sets up the preschool environment. Directs the preschool's daily schedule, supervising free play, clean-up and leads group times with the children. Checks supplies often and sees that they are purchased.
- Directs the parents in their role as assistant teachers, making suggestions that will help parents work effectively in the classroom and with children.
- Models appropriate interactions with children, to include factual commenting, redirecting and problem solving.
- Attends board and preschool meetings sharing the curriculum and feedback regarding preschool happenings.
- Holds a current First Aid/CPR card and has received safety training to include child and sexual abuse recognition and reporting and the handling of blood-borne pathogens.
- Attends teacher meetings and inservices offered at Bates Technical College, as well as workshops and classes relating to early childhood education.

The Child Studies instructor's role

The Child Studies department at Bates Technical College assigns the instructor to the preschool.

The instructor:

- Observes preschool lab and makes recommendations.
- Works closely with the preschool teacher regarding educational programs and the needs of the group.
- Attends the preschool lab and maintains standards for the children's program consistent with current theory, research and practices in early childhood education.
- Provides parent education information to parents through a variety of ways, including individual consultation, modeling, group discussions, formal lectures, handouts and parent education seminars/shares.
- Gives assistance to parents in their role as assistant teachers at preschool, offering guidance in interpreting behavior, growth and development of young children.
- Helps the group evaluate their program, and assists in the recruitment and hiring of a preschool teacher, when needed.
- Attends board meetings and parent meetings providing leadership, instruction, and feedback regarding preschool functions, offering guidance to the board.
- Holds a current first aid/CPR card, vocational certification in early childhood and parent education.
- Keeps current in early childhood education and/or other related fields.

Bates Technical College's role**The college provides:**

- An instructor to provide parent education, advisory information and support to the board,
- co-op teachers and enrolled families.
- Twice-monthly access to parent education and early childhood education workshops, 20 per year, for all staff and parents (Sept.-Aug.), presented at the college.
- The development and printing of parent education materials and forms.
- Use of the Resource Center.
- Advertisements in Bates Technical College promotional materials.
- Access to the following early childhood education courses: ECED& 105, ECED& 107 and ECED& 120, when offered, for any registered student.



I want to be ...

Nurse





How do we teach young children?

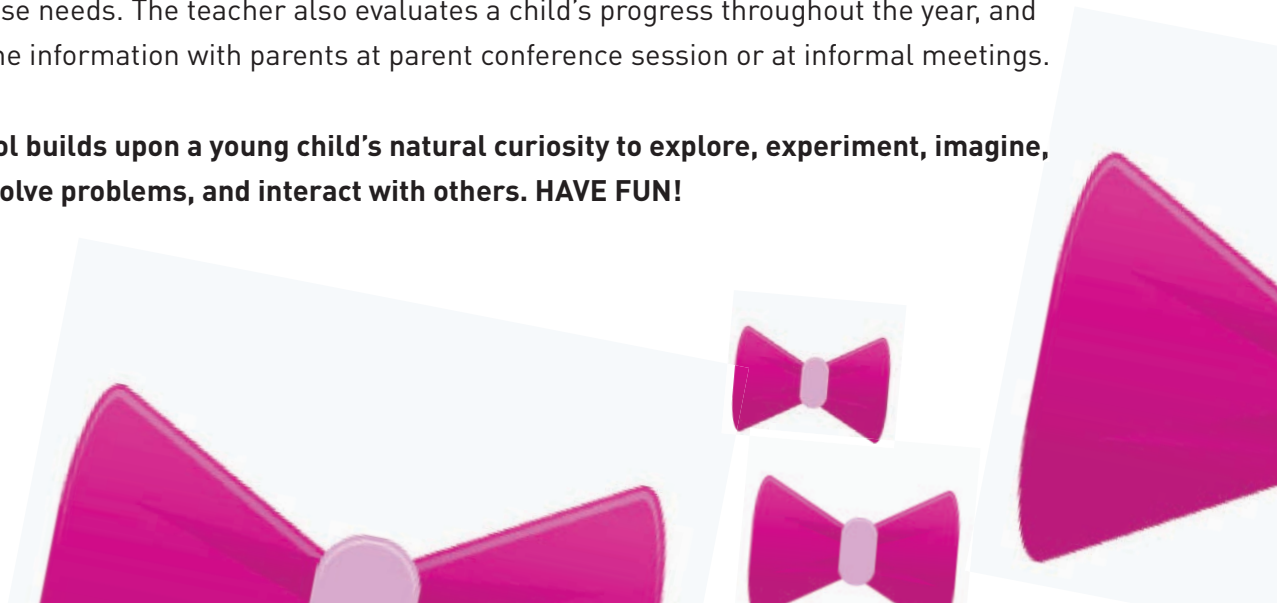
Bates-affiliated Cooperative Preschools follow the guidelines established by the National Association for the Education of Young Children (NAEYC). These guidelines, known as Developmentally Appropriate Practices (DAP), are based on the knowledge that early learning experiences are the building blocks for physical, social, emotional and cognitive development, and also demonstrate respect for a child's individual age, strengths, needs and culture.

- **Children are hands-on learners.** Children need to be free to feel, touch, hear, manipulate and explore in order help them learn and remember information and concepts about the world around them.
- **Children develop at different rates and have individual strengths and needs.**
- **Children need to be nurtured and encouraged** to build upon their own individual developmental stage.
- **Children learn best through child-initiated activities.** Free Choice Time in the preschool program allows a child to choose activities that interest them and freely be able to explore the materials and equipment in order to practice learning skills.
- **Teachers and working parents in the classroom support a child's learning experiences.** Children are given an opportunity to have input in planning and implementing learning activities. Planning, problem solving, cooperation skills and positive self-image are strengthened through supported experiences.
- **Diversity in the classroom is respected and supported through learning experiences.** Learning activities and the classroom environment are developed to reflect and appreciate the diversity in our schools and community.
- **Cognitive development is enriched through emerging literacy, math, science, art, and music activities.** Story time, writing centers, language activities and dramatic play offer an opportunity to practice pre-reading and writing skills. Rote and object counting, sequencing numbers, counting rhythms, estimating and observing patterns help develop an understanding about numbers. Art and music enhance creativity and provide an opportunity for children to express their feelings. All children's creative expressions are respected and supported. Children also learn to use tools and practice the skills needed to manipulate scissors, markers, brushes, glue, etc. Art and music are woven into the curriculum to reinforce learning concepts.



- **Physical development is supported through consistent opportunity to play outdoors and participate in other large motor activities.** Outdoor play and exercise games help develop large muscles and coordination while children learn to play cooperatively with others. Children also gain knowledge about the care of their bodies through health and physical fitness.
- **Social development is supported through a preschool program that teaches social skills and provides opportunity for children to practice these skills on regular bases.** Children learn social skills such as listening, sharing, taking turns, using words to express their feelings, respecting the ideas and property of others and caring for their own surrounding and things. They also learn to apply appropriate problem solve skills when problem situation occur.
- **Emotional development is strengthened through the positive environment of the classroom and the supportive relationships that are developed with the teacher, working parents and classmates.** The preschool program is planned to provide children with many opportunities to feel successful, to develop friendships, to learn about their feelings and to express their needs appropriately.
- **Discipline in the preschool program is viewed as an opportunity to help children learn the appropriate limits and guidelines for their play and behavior. Discipline involves helping a child look at the situation and problem-solve. Children learn how to communicate with others, to understand their feelings, to have respect for others and to arrive at an appropriate solution to the problem.** The focus should be on the problem situation and the behavior, not on the child. No child is “bad,” only the behavior or action is “not ok.” Taking time for a child to calm down when needed and talking and listening about the situation in a calm and direct manner can help a child arrive at a better solution. Helping a child see and understand how the other person feels and letting the other person express their feelings can turn a problem situation into a learning experience.
- **Teachers follow children’s progress through interaction, observation, performance samples, and parent observations.** The teacher looks at each child as an individual, with their own learning style, rate of growth, strengths and needs, and develops the program to meet these needs. The teacher also evaluates a child’s progress throughout the year, and shares the information with parents at parent conference session or at informal meetings.

Preschool builds upon a young child’s natural curiosity to explore, experiment, imagine, create, solve problems, and interact with others. HAVE FUN!







The value of play

Activities offered at preschool

The preschool lab is carefully planned to provide a variety of learning centers and interest areas that are equipped with age appropriate educational play materials and equipment. For children, play is both their work and pleasure. It is an integral part of a child's development.

To ensure success when playing at preschool the children and activities are supervised by the parents who work as teacher assistants. Working parents arrive at least 15 minutes before class in order to help set up the classroom and prepare for the start of class. Preparation can ensure having a successful day for everyone.

These activities are provided in the preschool program to help develop physical, cognitive, social and emotional skills in young children. The activities are planned to be age appropriate, safe and provide opportunity for successful participation.

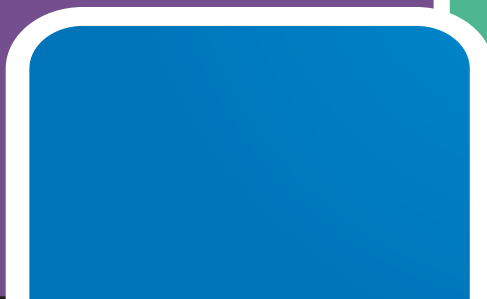
<i>Learning center/activity</i>	<i>What the child learns</i>	<i>Parent participation</i>
Small Muscle/Manipulatives Beads, peg boards, puzzles, lotto, parquetry, small blocks, legos	Eye-hand coordination, small muscle development, colors, sizes, numbers, space relationships, shapes, language, likeness and differences.	If you see a child needs help, ask them if you can help. Give only enough help so the child can continue to do the activity. Rotate materials to keep children's interest.
Creative Activities Painting, clay, markers, glue, playdough, chalk, crayons, scissors, tape	New sensory experience Tensional outlet Self expression Small muscle development and coordination Color, shape, textures Language Whole/part relationship	Set up the materials attractively. Give simple suggestions that will aid a child in satisfying use. ("You can wipe the brush on the top of the container to keep the paint from dripping.") Don't make models or ask what it is. ("Would you like to tell me about your picture?" Or, "I see you used red paint to make circle shapes.") Write a child's name on the back of their work in manuscript letters. Let child print own name, if able, on his/her work.

<i>Learning center/activity</i>	<i>What the child learns</i>	<i>Parent participation</i>
<p>Blocks Large and small blocks used with various accessories such as trucks, cars, trains, animal figures, people figures and houses, etc.</p>	<p>Eye-hand coordination Muscle coordination Balance Shapes & math concepts Creative expression Construction Dramatic play Cooperative play Problem solving Sequencing</p>	<p>Guide building away from shelves so blocks are accessible. Keep area reasonably clear. Put blocks away that are not in use. Do not allow blocks to be thrown or built any higher than the shoulder of the shortest child in the area.</p>
<p>Dramatic Play Housekeeping area or special role playing activity.</p>	<p>Imaginative, cooperative play. Opportunity to act out real life experiences and feelings. Language and vocabulary development Emotional and social outlet</p>	<p>Occasionally arrange materials, if needed, to stimulate play. Give simple suggestions if a child needs help entering play. Keep area reasonably clear.</p>
<p>Sensory Materials Water, sand, etc.</p>	<p>Sensory experience Measuring and pouring Basic science concepts Tensional outlet Opportunity for solitary, parallel or cooperative play.</p>	<p>Give minimal direction. Sit low and nearby. Material may not be thrown. Encourage talking about the materials and develop measuring and other concepts if child is interested.</p>

<i>Learning center/activity</i>	<i>What the child learns</i>	<i>Parent participation</i>
Large Muscle Outdoor play, climber, slide, balance beams, rocking boat & indoor movement activities	Big muscle development Balance, coordination Energy & tension release Safety education Opportunity for social growth	Always watch and supervise closely. Avoid crowding or pushing. Feet first down slide. Children must use both hands when climbing.
Carpentry	Eye-hand coordination Large muscle development Tensional outlet Three-dimensional creativity experience Safety awareness	Must be supervised closely by one person when in use. Give guidelines and model safe use of tools. Limits must be enforced.
Science experiences	Development of natural curiosity of the world around them. Observation, prediction and sequencing skills New language concepts Following directions	Share interesting objects and occurrences (“it’s getting cloudy outside”) Encourage the children’s natural curiosity. Help them look, listen, feel, smell, touch and discover.
Clean up	Sense of orderliness and cooperation Satisfaction in helping Responsibility Respect for property	Warn children that it will soon be time to end their play. “Five more minutes before it’s clean-up time.” Encourage children to help by giving them a task to do. “See if you can you find where these big block go.” Model clean-up tasks and acknowledge those that are cleaning up. Please and thank you are important concepts to model.

<i>Learning center/activity</i>	<i>What the child learns</i>	<i>Parent participation</i>
Storytelling	Quiet and restful activity Learn to listen Appreciate books Vocabulary and speech development Visual, auditory, memory and sequencing skills Self concepts	Provide a comfortable atmosphere. Provide a selection of books for free-choice time. Choose books with appropriate content. Show interest in reading.
Bathroom and Hand washing	Experience good health habits. Development of self-help skills	Allow time for child to be self sufficient. Assist as needed. Be sure children wash hands after using the bathroom and before eating. Use liquid soap and paper towels only. *Two adults must be present when taking one child to the bathroom. One adult may take two children together to the bathroom and a parent can take their own child to the bathroom.
Snack	New taste experiences Awareness of good nutrition Practice self-help skills i.e. serving and pouring Social skills Language development	Set an example of courtesy and friendliness. Encourage conversation and sampling of foods offered. Encourage clean up after snack time.

<p>Music Singing, movement, rhythms and games.</p>	<p>Appreciation of songs and music Awareness of different sounds and rhythms Language development Muscle coordination Socialization skills Creative expression</p>	<p>Be part of music circle. Model song and activities and display an appreciation of music.</p>
<p>Field Trips</p>	<p>Gives the child an opportunity to experience new places, people and concepts first hand. Learns to interact appropriately in other settings.</p>	<p>Each parent driving on field trips must fill out a Voluntary Driver Automobile Notice Form. Parents will be given a permission form prior to the field trip. There must be a non-driving parent to help supervise in each car. The teacher must not be included in the minimum 1adult to 5 children ratio in order to be free to help supervise all the children. Children should be given an explanation and guidelines prior to the trip. Emergency consent forms and parent contact phone numbers should be carried with each child. Parents responsible for a group of children should keep close supervision and take a head count regularly. Each child should know which adult s/he is with.</p>



The Child at Preschool

Some children readily adapt to preschool, others take their time. No matter how your child reacts to preschool, allow time to do it in his/her own way.

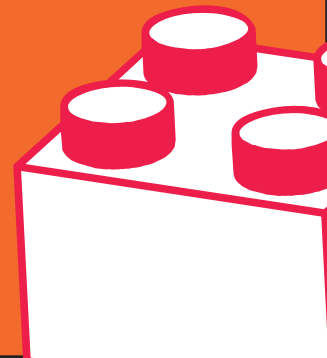
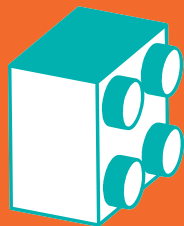
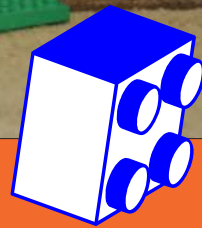
It is common for children to:

- Remain close to you when you are at preschool.
- Interact little with other children at first.
- Say little about preschool at home.
- Change their behavior at home as they try out new independence.
- Have more colds and illnesses from contact with more people.

To assist your children you can:

- Give the teacher any information that will help make the adjustment easier.
- Avoid building expectations too high.
- Suggest casually what to expect.
- Tell your child there will be other children of the same age, toys to be used, areas to explore, and friendly, caring adults.
- Give reassurance that you will accompany your child to school and stay as long as needed.
- Provide comfortable clothes. Your child should not have to worry about staying clean. Dress for messy activities and wear sturdy non-skid shoes for climbing.
- Preschool is a special time for your child and class time should be focused on him/her. The impact of siblings on the classroom should be minimized. There are special family events when siblings and relatives can participate in preschool activities.





Parents at Preschool

Often, adults are surprised to find they have adjustments to make at preschool, just as their children do. Many new parents, as well as returning parents, may find themselves lost at first. Keep in mind this is a common reaction and that in time, you will be able to settle down into a routine that will feel more comfortable. You will also find that you have support from other parents and the teacher in making these adjustments. Your Bates Technical College instructor is also available to assist you or answer questions you may have regarding preschool or parenting issues.

Feeling overwhelmed:

- How do you function as an assistant teacher?
- Where are all the supplies and equipment located?
- What is the daily schedule?
- What are the procedures/policies?

All of this will be covered at the Parent Training Day for your class.

- **Parent training is a requirement for all volunteers working in the classroom.**

Feeling anxious:

- Will all these people think that I am an “OK” parent?
- Is my child “OK”?
- Will my child like preschool?

All preschool parents are involved in their child’s education because they want to actively participate and learn more about parenting techniques and child development. All children are special and unique individuals and are received into the preschool program at their level of development.

You may feel isolated:

- There will be many people you don’t know.
- You may find it difficult to ask questions.
- Everyone else seems to know what they’re doing.



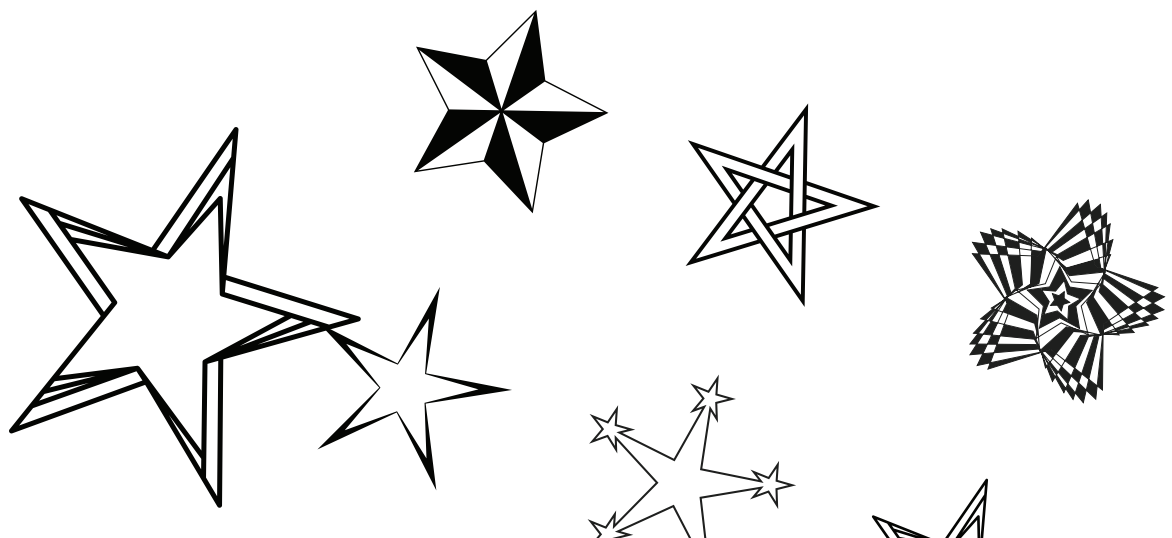
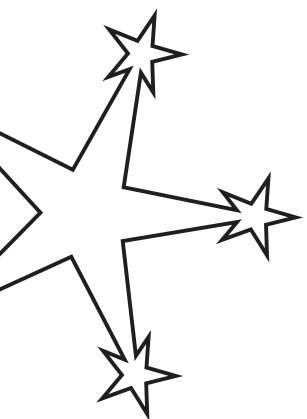
You can function smoothly if you can remember that:

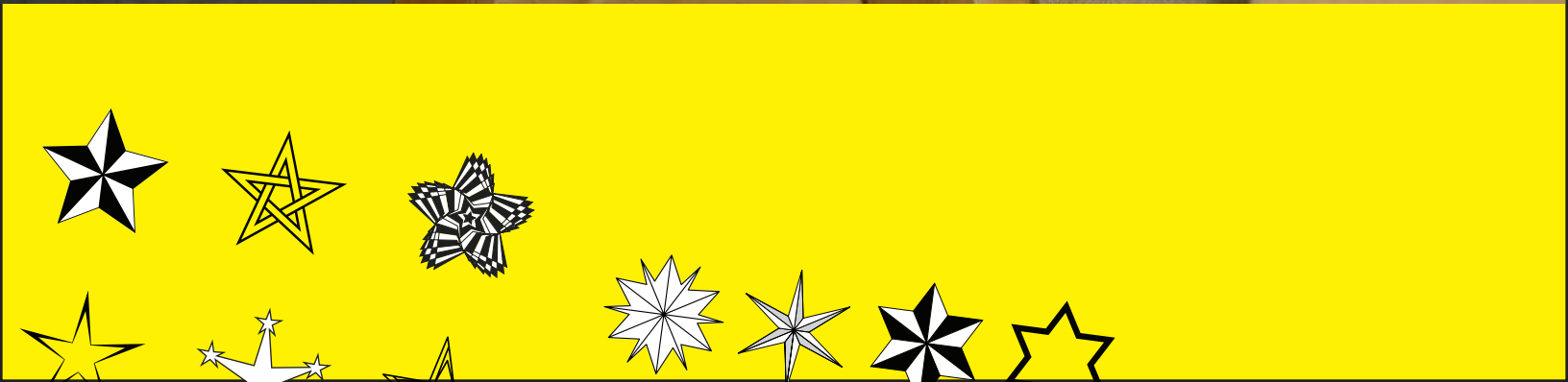
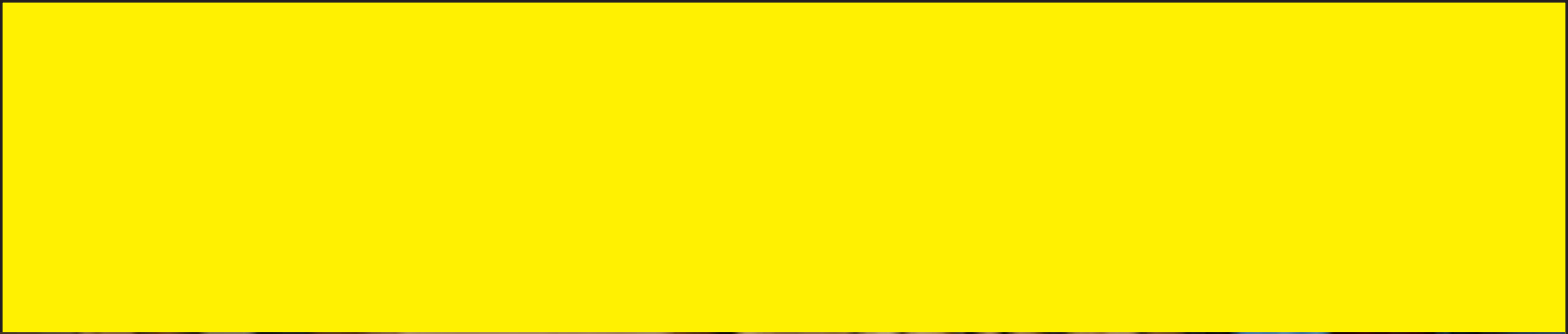
- No one can learn everything at once. Interacting with children and adults, learning guidance techniques and learning to use equipment and supplies is a continuous process.
- Please, feel free to ask questions.
- The teacher, class representative and Bates instructor are resource people. Talk to them when you have doubts about handling situations with children or need some extra help.

Co-op is a great place to find supportive parents, learn about parenting techniques and child development, and participate in your child's education.

Children are the most powerful learners in the world. Their capacity for wonderment and joy is virtually limitless. The first five years of life are crucial for the social, emotional, cognitive, linguistic, and brain development. - Foundation for Early Learning

*No one can learn everything at once.
Interacting with children and adults,
learning guidance techniques and learning
to use equipment and supplies
is a continuous process.*







Children and parents at preschool

Safety in The Preschool Lab

The safety of children at preschool is important to us all. Our goal is to have a fun, enriching and safe environment for children, where parents feel confident that all possible measures will be used to ensure that cooperative preschool is a wonderful and safe experience for them and their children.

Risk management policies and procedures have been developed through the Organization for Parent Education Programs for the state of Washington. Bates-affiliated cooperative preschools follow the risk management policies and procedure to help prevent and minimize accident and liability losses.

Parents working in the classroom must attend Parent Training in order to be fully trained in risk management safety.

Arrival and departure from preschool:

- **Working parents need to arrive 15 minutes before class starts in order to assist the teacher to properly set up the classroom.** All other parents need to wait until the class start time to bring their children in. This allows for adequate supervision of children and proper set up of the classroom.
- **Children need to be escorted into the classroom,** and you will need to make sure the teacher or adult in charge is aware that your child has arrived, and that it is okay for you to leave.
- **When you arrive at preschool, the teacher or adult in charge and at least one working parent must be present before you can leave your child at preschool.**
- **When leaving with your child, you need to notify the teacher and escort your child out safely to your car.** Please address parking lot safety with your child.
- **At least two adults must remain at preschool until all the children have left.** One of these may be the teacher.
- **You must complete the child release form to authorize anyone else to take your child from preschool.** The name of the person picking up your child must appear on the release form and picture identification may be required to show proof of identification.

- **Under no circumstances will your child be released without prior authorization.**

First aid/CPR

- All preschool teachers, teacher substitutes and Bates instructors hold valid First Aid/CPR cards.
- If an accident/injury occurs during preschool:
 - Alert teacher (or substitute) who will administer first aid
 - Don't move anyone or anything
 - Be prepared to complete an accident/incident form that same day
- Be sure you know the location for the first aid kit and emergency supplies.
- If a medical emergency occurs:
 - Know the location of the phone
 - Call 9-1-1
 - The address and location of your preschool should be posted near the phone
 - Know where the emergency consent forms are kept
 - Know the evacuation (fire drill) and earthquake procedures
 - Should a child need to be transported to the doctor or hospital, an adult for the preschool will accompany the child and will stay until parent or designated adult arrives. The emergency consent must go with the child to the hospital in order to receive treatment. The parent or emergency person will be contacted as soon as possible.

Play and work safely at preschool

General guidelines:

- Teach children and enforce rules about areas that are off limits for children.
- Keep floors free of spills, toys, paper or other tripping or slipping hazards.
- Keep traffic areas and all exits clear.
- No hot beverages in the children's classroom.
- If you discover a safety hazard, please remove it from use and report it to the teacher.
- Walk indoors. Running is not allowed.
- Building blocks follow the "no higher than the shoulder of the shortest child who is playing in the area" rule.
- Teachers evaluate the safe limits of number of children in each play/work area. To enforce this, parents establish waiting lists or encourage children to play in another area.
- Remember that children need particularly close supervision when using tools or equipment for cooking, carpentry, gardening, etc.

In climbing areas:

- Parents will be posted at strategic places to ensure safe use of equipment. This takes particular vigilance on the part of parents. Your job will be to stay close enough (within arm's reach and with hands free) to react quickly, to teach children to negotiate equipment successfully, and to follow the climbing rules:
 - keep both hands free (i.e., no toys, blankets, etc.)
 - slide feet first
 - wear rubber soled shoes
 - climb in safe clothing (i.e. no long dress-up clothes, etc.)
 - be respectful of other climbers (i.e., no pushing, shaking, etc.)
- If a child does not follow the rules, give one warning, then remove the child from the climber and instruct him to play in another area.
- Do not leave your work area unattended. Get a parent/teacher to replace you.

Limit the number of children in this area to an amount which you feel is comfortable for you to supervise or the number which has been set by the teacher, whichever is **the smaller number**

If you see something that is unsafe or causing a problem, call the teacher.

Disease control

- If you suspect illness in you or your child, please stay home.
- **24-hour period of being free of symptoms** is a good guideline before a child returns to preschool.
- **All hazardous materials, such as dishwashing soap, bleach and bleach solutions, cleanser, etc. MUST BE KEPT LOCKED at all times, unless in active use, when children are present. The person who unlocks the cupboards is responsible for re-locking them after obtaining the necessary supplies.**
- A bleach solution is used for cleaning and disinfecting. The solution must be made fresh each day and dumped out at the end of the day. The solution is:
 - 1 teaspoon bleach per quart of water (for sanitizing i.e. toys, food areas counter tops and tables)
 - 1 tablespoon per quart water (for disinfecting)**This is not an instance where 'more is better.'**

- Toys and other objects that have been in a child’s mouth will be cleaned with bleach solution and air-dried.
- Tables are cleaned with bleach solution before and after snacks.
- Food preparation tables are cleaned with bleach solution before and after using them.
- When using cleaning supplies, keep them in your hands, don’t put the bleach bottle down! Do this away from children. This is one time children will not be allowed to help.
- To avoid contact with blood and body fluids, use latex gloves. For example, when administering first aid for nose bleeds and cuts, changing diapers, or cleaning up bodily fluids.
- Children and adults must wash hands using liquid soap, running water and paper towels before eating and after toileting. Encouraging children to sing a song (“Twinkle, Twinkle”) will keep them washing long enough to do a thorough job. Remember to wash your hands after diapering, nose blowing, etc.

Toileting and diaper changing

- Wash your hands
- Gather supplies
- Use paper table liner and/or bleach solution on the changing table before and after changing a diaper. Change diapers on the changing table only, not on the floor, etc.
- Wear gloves when changing a child other than your own.
- Dispose of diapers in plastic bag before placing in the trash.
- Place any soiled clothes in a plastic bag to be taken home.
- Parents and children must wash hands after diapering and using the toilet.

Snack guidelines

Snack time for children is much more than a chance to refuel! It provides active children with necessary nutrients and a chance to try out new foods. Snack time is also a time to be sociable with friends and practice using thoughtful manners. Children are influenced by what they see others eating at a meal, so it is also a good chance for peers and adults to model eating wisely.

Snack time provides hands-on ways to learn about new textures, tastes, colors, and smells, as well as what’s good for growing bodies. Children have an opportunity to practice fine motor skills such as pouring, cutting, spreading and folding. When children are involved in the preparation of snacks, they are introduced to new science concepts and vocabulary such as dissolve, liquefy, melt, boil, churn and grate.

The food habits our children acquire at an early age will influence them their entire lives, which is just one of the reasons high fats and sweet foods are limited.

Choosing from two food groups and providing a drink is a sufficient snack. Water can be served as the drink. Children learn that our bodies need plenty of water. Remember that this is a snack and children will have an opportunity to eat a meal at home.

Bread & Grains	Protein & Dairy	Vegetables (see last line)	Fruits
Toast	Yogurt, yogurt dip	Cauliflower	Orange sections
Pasta	Cheese	Potato cubes	Apples
Bread sticks	Cottage cheese dip	Carrot strips	Applesauce
Unsweetened cereal	Garbanzo beans	Zucchini	Grapefruit sections
Tortillas	Baked bean dip	Broccoli	Bananas (roll in raisins, cereal, coconut, etc.)
Muffins	Peanut Butter* (most schools are now nut-free zones)	Asparagus	Tomatoes
Soft pretzels	Tofu	Squash	Melons, sliced
Crackers	Milk, soy & regular*	Pumpkin	Grapes, cut in half
Rice	Cream cheese	Turnips	Apricots, cut up
Biscuits	Refried beans	Lettuce	Plums, cut up
Bagels	Black beans	Cooked green beans	Peaches
Bread varieties	Deviled egg	Peas	Strawberries*
Baked, low salt chips	Sour cream, low fat		Blueberries (can be frozen)
		(cook/blanche hard vegetables; cut in strips, not circles)	Pears

**Foods known to cause allergies in some children.*

Keep Me Home If...



Seattle-King County Department of Public Health

When Your Child is Sick:

1. Have plans for back up child care.
2. Tell your caregiver what is wrong with your child, even if your child stays home.





T M W S Y A

We care about kids and strive to create a safe and healthy environment!

Bates Technical College Child Studies Programs

More info: 253.680.7500, www.bates.ctc.edu/Family

Parenting classes

- **Parent Infant/Toddler program:** parenting resources and activities for children; available days or evenings, throughout Pierce County
- **Effective Parenting series** or single evening seminars: learn skills that enrich the lives of adults and children

Child Studies instructors: Train early childhood education professionals and support parents and children in the following areas:

Cooperative Preschools: enriching experiences for children ages two through five: support and information for parents; active participation in their child's preschool program

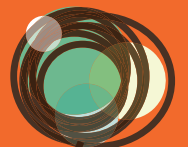
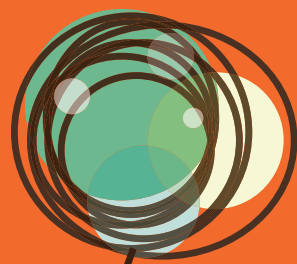
Child Care Advisory Program: early education training for all professionals including STARS, Early Childhood Education classes, and Resource Center, onsite administration consultation and staff training

Child Care/Early Education program: for those training for careers in early education, from entry-level to lead teachers and center directors

Bates laboratory child care center: provides students and staff quality, developmentally appropriate child care

ECEAP preschool program: for children of Bates students and community families with limited incomes; educational activities, balanced meals, health screenings and parent education

Bates Child Care Center and ECEAP Program provide students from the Child Development Programs optimal training opportunities



Parenting and Family Resources

Bates Technical College Child Studies

Classes for Parents and Children, 253.680.7500, www.bates.ctc.edu/Family

Childcare Aware: Referrals to licensed child care services, **253.591.2025**

Family Resource Coordination: Assisting families with children birth to three with concerns about their child's development. **253.798.3790, PCFRC@co.pierce.wa.us**

Childfind: Free screening through school districts for children from three to five years old.

Tacoma: 253.571.2610

Carbonado: 360.829.0121

Puyallup: 253.841.8700

Dieringer: 253.862.4937

Sumner: 253.891.6036

Eatonville: 360.879.1811

Peninsula: 253.857.8103

Orting: 360.893.6500

Steilacoom: 253.983.2563

Fife: 253.517.1200

Bethel: 253.683.5854

White River: 360.829.6078

Clover Park: 253.583.5170

Auburn: 253.931.4927

Franklin Pierce: 253.298.3037

Federal Way: 253.945.2093

University Place: 253.566.5680

Highline: 206.433.2421

Mary Bridge Children's Hospital

General Information: 253.403.1400

Pediatric Information Line: 1.800.552.1770

Center for Childhood Safety: 253.403.1234

Parenting Team Website: www.parenting.wsu.edu

Poison Control: Call 9-1-1

United Way Helpline: Call for community resources. **572.HELP or 1.800.572.HELP**

Ask us. We're full of family resources!



Who to call:

When you have questions, it is sometimes hard to know who in the co-op has the answers. The following list of situations and people to call should help you know where to turn:

SITUATION	WHO TO CALL
If you cannot volunteer as a working parent on your assigned day	Call another parent in your class to exchange dates.
If you have questions regarding classroom routine or discipline, or you need to make changes in your child's emergency information	Teacher
If you have a question about your committee job	VP/Committees or Job Chairperson
When your child is sick with a communicable disease or condition (i.e. chicken pox, head lice, etc.)	Health and Safety
Questions regarding tuition, scholarship, or reimbursement for a committee purchase	Treasurer
Questions regarding working parent schedules or general co-op questions	Class Representative
Change of address or phone	Membership
Any other questions	President



Guidelines for working with children in the classroom

- 1. Cultivate a calm attitude when talking or working with children.** A quiet manner helps prevent too much excitement and over-stimulation.
- 2. Rules are simple and basic.** A child is free to explore as long as she:
 - a. Does not hurt herself or others
 - b. Does not destroy equipment or materials
 - c. Does not disturb others Respects the feelings of others
 - d. Note that following the rules is an important concept children will learn at preschool. It will take time for children to learn how to cooperate.
- 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 kneeling 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 build your train, here or there?” This guides the child to the area the train may be built and gives the decision and the power to the child.
- 7. Offer the child a choice only when you can accept his negative reply.** Do say, “Hands need washing before snack,” rather than “Do you want to wash your hands?”
- 8. Let the child learn by experience.** Encourage her to help herself. Offer assistance only when it is necessary to avoid a feeling of failure or discouragement. Adults can often do it faster and better, but through doing it herself she asserts her independence and learns.
- 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 the effort, regardless of the product.
- 10. When possible let children experience materials in their own way as long as they are safe and respectful.** At the creative art table help children learn to use materials but please avoid making models or samples for the children to copy.
- 11. Comments on a final creative product aren’t necessary and judgments of a finished masterpiece are to be avoided.** The goal is to have the children tell us how they feel



about their work. "Would you like to tell me about your picture?" elicits discussion if the artist is interested in sharing. If you are asked if you like their work, feel free to admire the effort, the thought, the colors, the shapes, the size, the blending of colors.

- 12. Use DO instead of DON'T.** "Drink your water, Lilly" instead of "Don't jiggle your cup".
- 13. Give children a three to five minute warning before interrupting their activity.** This allows them to decide how to finish the project, or ask if it is something they can save and work on tomorrow.
- 14. Allow children to work through social conflict unless they need help with possible solutions or injury is a possibility.** If you need to step in with three or four year-olds, ask each child what they would like to say and then listen carefully. Then ask each child what they think they should do about it. "This is a problem. What should we do about it?" The solutions children propose are often very reasonable. If not, help them generate more options and if they cannot, suggest one. With two-year-olds, distraction, clear messages such as "No, that hurts!" and/or give directions on what to do. "You may choose a train to put on the tracks but you may not take Jackson's train."
- 15. Model how to share.** Remember that sharing is a concept foreign to most twos and just emerging in three and four-year-olds. "Malina, you can help me build a zoo with the blocks."
- 15. Disapprove of the act and not the child.** "Running away and hiding when it is time to come in is dangerous and makes me very upset." Rather than referring to her as a "bad girl" or "problem child."
- 16. Please refer all guidance issues to the teacher** rather than other parents and do so when children are not present.
- 17. Remember that we are all learning and you aren't expected to be the perfect parent or teacher's assistant.** It is also understood that at any time, any child is capable of embarrassing their parents, and will no doubt do it at the most inopportune time. So relax, and enjoy learning skills that will help you be more confident and effective parents.

If you have a question or concern, please let us know! We are here to help.

Bates Technical College is an equal opportunity employer. Bates is dedicated to the goal of building a culturally diverse community of faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.





253.680.7500 | www.bates.ctc.edu/Family

