



Where learning and play go hand in hand

**Family Handbook
2017 – 2018**

**19931 Forest Park Drive NE
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www.shorenorth.com**



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Welcome

Shorenorth Parent Education Center

Mission Statement: Our mission is to improve the day-to-day quality of life for the families we serve through education for children, parent education for the adults who care for them, and support for all families.

We are delighted you have chosen to join Shorenorth Cooperative Preschool. Our program is sponsored by Shoreline Community College and administered by both the college and the students. We think you will be involved in a unique and exciting experience. You will benefit from an excellent parent education curriculum and be involved with other supportive and caring parents. Your child will be exposed to a variety of materials and programs as well as other adults and children which will add a worthwhile dimension to his or her life. The skills and friendships you will develop will last a lifetime. We're glad you're here!

Shorenorth School Contact Information

Jan Burnham, Director/Parent Educator

Karen Kessinger, Assistant Director

Susie LaClergue, Parent Educator

Telephone: 206-440-1411

Physical address: 19931 Forest Park Drive NE, Shoreline, WA 98155

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Tuition & Registration Fees

1. Yearly Registration Fee

All classes – One-time fee: \$70.00, includes 1 t-shirt (\$85.00 for two or more children, includes 2 t-shirts)

2. Shoreline Community College (SCC) Tuition:

Due once per quarter – July 1, November 1, and February 1

- Groovers and Movers: \$45
- Baby n Me, Explorers, and Toddlers: \$30

Groovers and Movers are 3 credit classes. Baby n Me, Explorers, and Toddlers are all 2 credit classes. Tuition payments are considered late if not received by the 10th of the month. If you pay after the 10th please include a \$5.00 late fee. Shoreline Community College Tuition is subject to change as imposed by SCC. Sibling discounts do not apply to SCC tuition.

3. Shorenorth Monthly Tuition* (includes a materials fee)

- Baby n Me – \$40
- Explorer – \$60
- Toddler – \$95
- Movers – \$145
- Groovers – \$150

Tuition is due the 1st day of each month from September through May. Payments are considered late after the 10th of the month (except in September). If you pay after the 10th of the month, please include a \$5.00 late fee with your tuition check. You have until September 15th before September's tuition is considered late. (Please include a \$5.00 late fee after September 15th.)

Please contact our Treasurer for any special payment arrangements. Members must pay tuition regardless of the number of absences.

*Sibling rate is a 25% discount on the less expensive class' monthly tuition.

If a Member's check is returned "NSF", the first time the Member is charged \$12 to cover the bank fees Shorenorth is charged. A charge of \$25 is applied to the Member if a NSF check occurs a second or third time. At the third instance, Shorenorth will only accept cash or a cashier's check from the Member.

Shorenorth maintains a small, limited scholarship fund for members who are in need of financial aid to cover a portion of their monthly Shorenorth tuition. Applications can be found on our website or you may request one from the Treasurer. Requests for scholarships are reviewed by the Director and the Treasurer quarterly. Applications and decisions are kept confidential. Application for Fall Quarter financial aid is due Sept 15, for Winter Quarter financial aid Nov 17, for Spring Quarter financial aid February 16.

Philosophy

For Children: Research in the area of cognitive development in young children suggests children learn best in an age-appropriate, enriched, multi-sensory environment. Each child should be free to interact with this environment in a learning style and at a rate most appropriate for him/her as an individual. The lab environment of the preschool setting in which this type of learning can best occur is one in which the major portion of the time is spent in free play. Free play allows children to explore the environment when and how they choose.

For Adults: We believe parents best learn parenting and adult development through being able to obtain information from informal lectures, books, articles and audio-visual materials as well as the discussion and sharing of their own interpretations of these materials. The children's lab/preschool offers an opportunity to observe and apply ideas they have learned from the parenting seminars. Both theoretical and practical applications for parenting are offered. Current research is also presented. Parents are encouraged to present and share their own expertise during discussion.

Class Descriptions

Baby n Me: For parents and infants from birth to 12 months. The major goal of this weekly class is to foster optimal development of the infant and give parents an opportunity to explore child development and parenting issues. The class consists of sharing time for parents, singing and exercises for infants, directions on how to make appropriate toys and topical discussions led by the Instructor.

Explorers: For parents and children 1 – 2 years (by August 31). This weekly class is offered as a transitional experience from the Infant to Toddler class. The purpose is to give parents of this age child an environment where they can comfortably bring their explorer for a positive exploratory experience while remaining in close proximity to their parent. Parents explore developmental issues pertaining to children this age as well as to adult issues of growth. Parents alternate each week between supervising the children’s lab and attending a discussion led by the Instructor.

Toddlers: For parents and children 2 - 3 years (by August 31). Toddlers meet twice per week. The purpose of this class is to provide a positive exploratory experience for the child and enable the parent to investigate a variety of toddler developmental issues and parenting concerns. Each class consists of large and small motor time, free play, snack or lunch, and singing. Each week parents drop off their child one day and attend the other day, when both parent and child are ready. Parents alternate each week between supervising the children’s lab and attending a discussion led by the Instructor.

Movers: For parents and children 3 - 4 years (by August 31). Movers meet three times per week. The purpose of this class is to offer children this age a positive opportunity to explore a wide variety of materials, deal with limited separation from their parents and explore social relationships with one another. Parents examine issues concerning the development of three year olds. Curriculum also includes monthly field trips throughout the year. Each week, parents drop off their child for two days of class and attend one day. Parents alternate between supervising children and attending discussion led by the Instructor.

Groovers: For parents and children ages 4-5 years (by August 31). Groovers meet three times a week. Each week, parents drop off their child for two days of class and work the other. On workdays, parents support children’s activities and participate in discussions about family issues. The purpose of this class is to offer a more independent model of play for the children with a minimum of transitions. Our classroom/lab supports opportunities for intensive engagement in the art, large motor, building, and dramatic play areas. While children are busy working, the Instructor and parents collect anecdotal notes and children’s self-generated stories. At circle time, we build community and do movement, music, storytelling, and calendar. During small-group “team time,” children practice math, language/literacy, fine motor and social skills. Groovers enjoy packed lunches and outdoor time. Our 4-5 year olds are both gaining confidence in their own abilities and learning about themselves in relation to others. We encourage trying new things, problem-solving, persevering, self-regulation, taking turns, and considering others’ perspectives and feelings. Curriculum also includes several field trips throughout the year.

About Shorenorth

Jan Burnham teaches Baby n Me, Explorers, Toddlers, Movers, and an online class for parents of the Parent Child center at Shoreline Community College. She taught for 12 years as an elementary teacher in the Shoreline School District. She has been an Instructor and the Director at Shorenorth since 2000. With her teaching certificate and Bachelor of Science degree from Seattle Pacific University and a master's degree in Integrated Curriculum, Jan has been devoted to families and education since 1989. A core belief in the participation of parents as partners is truly practiced at Shorenorth as she works beside and with families. Jan emphasizes building relationships with each family as it is essential to our cooperative learning and teaching experience. Current and former families often comment on how these relationships set our school apart. She is also a member of the National Association for the Education of Young Children and attends the national conference yearly. In 2009, she was certified through Music Together, and in 2016 became a Certified Educator of Infant Massage through Infant Massage USA. Instructor Jan and her husband, Monte, raised their two daughters in Shoreline for 17 years and now live in Lake Forest Park.

Susie Gallin LaClergue teaches our Groovers/Pre-K class. She earned her BA in English from Carleton College, MA in Education from UC Berkeley, and teaching certificate from California State University, East Bay. She grew up in New York City, served in Teach for America, has taught internationally, and is multilingual. Susie values diversity.

As an alumna co-op parent herself, an educator for 12+ years, and current member of the National Association for the Education of Young Children (NAEYC), Susie strongly believes in giving children the time to be kids – to learn through developmentally appropriate play and exploration, to get comfortable in their own skin and in the world, to ask questions, and problem-solve with increasing independence. Susie blends the intellectual, analytical side of education with the down-to-earth, dress-for-mess, sing-a-long, make-way-for-ducklings side of teaching. She guides parents in acquiring lifelong skills to raise curious, resilient, compassionate people. Every day she learns from all her students, children and adults alike.

In her free time, Susie loves to read, hike, swim, cook, and spend time with her family.

Karen Kessinger is the Assistant Director and is a Shorenorth alum, having been a member of the co-op for nine years (spacing her children just right to do so). She is married to Tyler and they have two boys—Connor who is a student at Shorewood High School, and Riley who goes to Echo Lake Elementary. Karen works in a variety of capacities in the Shoreline community. She is a para-educator at Echo Lake elementary, leading small groups in reading and math support. For the past seven years, she's been the volunteer coordinator for the Power of One Volunteer program, which matches people from the community with teachers and students at schools across the district. She's also an intern at the Evergreen School for the 17-18 school year, learning more about Makerspaces and student learning. For fun, Karen enjoys reading, camping and being creative and crafty with friends.

History: Pearl Noreen founded what became Shorenorth Parent Education center in 1972. At that time, it was one toddler class known as Richmond Beach Toddlers, which met at the Richmond Beach Preschool (Pearl's basement at the time). Over the years, classes were added, the name was changed and the group became an independent non-profit organization. Pearl retired from Shorenorth in 2002 but remains involved in many family based organizations.

In 1997, Shorenorth was featured in a U.S. Department of Education Town meeting satellite program on outstanding Early Childhood Programs. Senator Patty Murray (D-Washington) also featured the segment on her program, "Viewpoint on Washington." In 1999, a KCTS documentary on the People to People Tour to China led by then Governor and Mrs. Locke featured a segment on Shorenorth, including a visit to the preschool and an interview with Pearl, who was a delegate on the trip to China.

The National Association for the Education of Young Children (NAEYC) first accredited Shorenorth in 1999. NAEYC programs undergo a comprehensive process of internal self-study and external professional review to verify compliance with the criteria for the High Quality Early Childhood Programs. Shorenorth continues to follow the NAEYC guidelines today.

In 2015, Shorenorth was informed the North City Elementary school, our home since 2008, was to be reclaimed by the school district. After months of research, a partnership was created between Shorenorth and Walk of Glory. Months of meetings, planning and work parties took place in 2016 to create a new space, providing new environments and experiences for our families.

Roles at Shorenorth

Your Role as a Member:

1. Participate in class/lab sessions. Complete observations and other assignments. Implement the curriculum as defined by the Director.
2. Attend required Parent Education sessions: September orientation and lectures scheduled by Shorenorth and SCC throughout the school year.
3. Help clean up at the end of each class, making sure equipment, supplies and toys are properly put away, both inside and outside.
4. Contribute to discussions with applicable books and/or articles. Submit articles to newflash as requested.
5. Pay annual registration fee and SCC fees for fall, winter and spring quarters. Tuition is due by the first of each month. A \$5.00 late fee per child will be charged if payment is received AFTER the tenth of each month unless other arrangements are made with Treasurer. Members must pay tuition regardless of the number of absences.
6. Actively participate in a co-op job.
7. Bring nutritious snacks as required by class or find a substitute.
8. Participate in fundraisers throughout the year. Please understand Shorenorth depends on fundraising to cover expenses not met by tuition and strives to keep tuition as affordable as possible. Parents may "**opt out**" of any fundraiser by paying a fee determined by the Board.
9. Maintain Shorenorth class/lab by participating in fall set up and spring cleaning sessions.
10. Contribute to school by donating any way you see fit.

Role of the Director/Instructors: Jan Burnham and Susie LaClergue

1. Develop and administer the parent education curriculum. Create, supervise and implement children's curriculum.
2. Act as Faculty Advisor at monthly Shorenorth Board meetings, national conferences, state and citywide meetings, advisor to business affairs, standing committees and parent meetings.
3. Maintain accurate enrollment and student records for SCC. Evaluate student performance and assign each student pass/fail grade.
4. Be available for individual conferences with parents.
5. Function as a resource for information and referral to community services.
6. Maintain current vocational education certificate.
7. Follow grievance procedure if necessary.
8. Working with the Shorenorth Board, establish and complete yearly professional goals.
9. Create and keep our lab school inventoried and stocked with developmentally age appropriate materials.

Role of the Board of Directors:

The Board consists of the following members: Director, Chair, Vice Chair, Secretary, Treasurer, Assistant Treasurer, Parent Advisory Council (PAC) Representative, Parent Coordinator from each class, Registrar, Communications Coordinator(s), Marketing Representative, and Fundraising Representatives.

Members shall:

1. Attend monthly Board meetings, held 7-9:00 pm on the second Thursday of each month (subject to school vacations and holidays), unless otherwise announced.
2. Facilitate the business operations of Shorenorth.
3. Support the Instructor in the operation of lab/classroom.
4. Represent and support student membership.
5. Negotiate a salary and contract with the Director, Assistant Director, and Instructors.
6. Attend in-service training as required by SCC.
7. Follow grievance procedure if necessary.
8. Lead and support school-wide community building.

Role of Shoreline Community College:

1. Pays Instructor's portion of salary.
2. Assists with professional development for Instructors.
3. Provides access to audio-visual materials, parent education resources and supply allotment.
4. Apportions course sections according to community need and enrollment.
5. Cooperates with the lab schools in hiring Directors or Instructors for various programs.
6. Allocates credit for parent education classes.
7. Assists in referrals, public relations and publicity.
8. Follows grievance procedure if necessary.

Each class at Shorenorth is recognized by Shoreline Community College (SCC) as a separate parent education class. The Shorenorth organization consists of all enrolled class members and operates economically independent from SCC.

Parent Education Program

Shoreline Community College sponsors and funds the Parent Education part of Shorenorth's program. In order to fulfill the two credit requirements, SCC requires 15-45 hours of parent participation per quarter, depending on which class you are enrolled for.

Groovers, Movers, Toddlers, and Explorers classes:

1. Ten hours of lecture—weekly class discussion and two parent meetings.
2. Twenty hours of lab experience supervising children in the classroom.

Other Parent Education Offerings:

1. Home visits available upon request. Contact Director at 206-440-1411.
2. Parent nights scheduled by class care person
3. Monthly newsflash published by Shorenorth
4. Parent Interaction: Developmentally appropriate fieldtrips for all classes throughout the year. Fundraising dollars are allocated to each class in order to pay for most fieldtrips.
5. Office hours are available for parents as needed.
6. CPR training is routinely offered every other year.

Shoreline CC 2017 - 2018 Quarter Calendar

Fall Quarter September 11 – November 29
Winter Quarter November 30 – March 8
Spring Quarter March 9 – May 31

*Shorenorth school calendar issued in September.

Sample Daily Class Schedule

***Please be aware, the daily class schedule is likely to change as we move into and explore our new home and all it offers.**

Baby n Me

Sample Class Time 1:45-3:15pm

1:45-2:00 Greeting and check in with any new milestones

2:00-2:15 Personal sharing

2:15-2:45 Parent discussion and infant play

2:45-3:00 Singing, and Yoga or Massage

3:00-3:15 Cleanup and goodbye

Explorers and Toddlers

Sample Class Time 9:10-10:55am

9:10-9:30 Circle Time, singing and goodbye

9:30-10:00 All Play: sensory and/or sand tables, creative activity, dramatic area, large motor, books, blocks & puzzles, play dough.

10:00-10:20 All Clean, hand washing and snack time

10:20-10:35 Snack and Parent Discussion

10:35-10:55 Outside Time, large motor play outside

Movers

Monday Movers Sample Class Time 9:10-11:30am

9:10-9:30 Circle Time

9:30-10:15 All Play: Sensory and sand tables, process art, dramatic area, fine and large motor, books, blocks & puzzles, play dough or clay.

10:15-10:30 All Clean

10:30-11:00 Shared Snack and Stories (T & Th children eat their own lunches.)/Parents in Discussion

11:00-11:30 Outside Time, large motor play

Groovers

Sample Class Time 11:30am–2:00pm

11:30-11:50 Circle Time

11:50-12:10 Team Time: Small-group focus on math, language/literacy, fine motor and social skills.

12:10-12:40 Lunch/Parent Discussion

12:40-1:30 All Play: Sensory and/or sand tables, art, dramatic play area, large motor, books, blocks & puzzles, play dough, and story dictation.

1:30-1:40 All Clean/Goodbye song

1:40-2:00 Outside Play

Preschool Activities and Objectives

Equipment	Objectives	Encouraged Use
Mats, Large Motor Area	Large muscle growth, Coordination, Dramatic play	Climbing, crawling, taking turns, pretending
Blocks	Concept development, dramatic play, construction skills	Hauling, building, jumping, stacking, dismantling
Sand or Sensory	Concept development, sensory experiences, dramatic play	Digging, sifting, pouring, smoothing, pretending
Play dough/Clay	Sensory awareness, release of tension, social experience	Rolling, pounding, squeezing, cutting; process not product
Easel paint	Creative expression, colors, mixing, manipulative skill	Individual technique need not be recognizable
Dramatic area	Dramatic and social play, pretend play of family, other roles	Cooking, serving, creating, caring for baby, phone talking, literacy
Creative	Sensory awareness—texture, color, shape. Creative expression, manipulation of materials, coordination	Pasting paper, other materials, making shapes, coloring, cutting across paper
Table toys (trains, cars)	Small muscle development, coordination, visual discrimination	Using on table, returning to bins, manipulating
Outdoor environment	Large motor development, physical endurance, appreciation of nature	Climbing, digging, sliding, working on balances, turn taking

Water table	Concept development, sensory experience, tension release	Pouring, filling, emptying, blowing bubbles
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Shorenorth Learning Centers

Enhancing Children’s Play

1. Get down to children’s level physically.
2. Slow down and observe children before talking to them.
3. Give children a five-minute warning before the end of each segment of play to remind and help them prepare for the change in activity.
4. Talk to children about their play. If at a loss for words, narrate what they are doing. “John is putting the train together.”
5. Extend children’s attention and play by adding information which may give them a new idea of how to use the materials. “Would you like to try a smaller brush?” “Let’s look for some more cars to use.” “Shall we put some water in the sand?”
6. Ask children questions that will get them to think about the materials in a new way. “What do you think that animal wants to eat?” “Where will it sleep?” “What do you think he is thinking about?”

Dramatic Area

1. This is a great place for language and imagination interaction between parents and children and child to child.
2. Children commonly see cooking in their homes. They want to replicate it and sometimes just a “Will you please make me a bowl of cereal and some fruit?” will be all they need to begin their imaginative journey. Other great interactive language can sound something like this: “Can you find any apples in this shopping cart?” “Is this a mushroom or an avocado?” “Should we bake cookies for our friends in class?”
3. Each month the theme will also have a new focus for the children. It’s very helpful for parents to sit down with them and help them get the doctor’s or post carrier’s uniforms on. We are there to help and follow their lead.
4. The baby dolls in the dramatic area are a wonderful way to work with feeling issues. Does this baby look happy? Do you think this baby wants to go to the store?

Sand Circle

1. Sand is very important for young children. It gives them experiences with form, matter and sensory exploration.
2. Encourage sifting, pouring, funneling and manipulating the sand. If there are too many toys, remove them.
3. Be clear about the sand rules. Use positive phrasing to help guide the children. "Let's keep the sand in the pit," or "Keep the sand low so it doesn't get in our friend's eyes."
4. To clean up area, replace toys and cover sand with cover. If you have time, sift out non-sand materials and put them away.

Sensory Table

1. Each month, children will be able to explore something new in the sensory table—new materials or different items. Water features will be open outside for more exploration as well.

2. The sensory table allows children to explore different materials and their properties. Appropriate questions include: “How does it feel?” “Does it make a sound when poured?” “What color is it?” “Can it fill a container?”
3. Be clear about the rules:
Material must be kept inside table
Hands only, feet are to remain on the floor
4. To clean up area, sweep area, replace materials and replace lid.

Creative

1. Each week there will be a new activity—collage work, gluing, finger-painting, mixing, stamping, drawing, etc.--which coordinates with the curriculum. Many times the children will be content to simply manipulate the materials. Use of art materials for young children are primarily for exploration rather than production of an end product. **THE PROCESS IS MORE IMPORTANT THAN THE PRODUCT.**
2. They may not do it the way you would. What matters is their experimentation and decision-making. We encourage exploration, rather than copying. Respect what the child has created. Positive interactions include: “How does that feel?”, “What beautiful colors,” rather than “What is it?” or “You can do better”
3. Aprons are in the paint area if children or parents need to protect their clothing. It is best if both come “dressed for mess!”
4. Save the child’s work if he/she wants to keep it. Spray and wipe table with cleaning solution provided, preparing for the next activity, often snack/lunch.
5. Extra materials can be reshelved. If your child didn’t make a project during class but wants to do it at home, parents are welcome to take home the materials. Please help us maintain an organized and clean workspace.

Play Dough (in kitchen area)

1. Please help keep dough in designated area.
2. Encourage imaginary play and conversation. Let children take the lead. You can add information to extend play or take it to a different or higher cognitive level.
3. When finished, make sure all play dough is returned to container and lid is on tight. Put away other dough tools as well.

Paint

1. Assist children with aprons. Show them how to put them on so they can do it themselves.
2. Paint containers should be in tray on easel. If not, find them near sink along with brushes.
3. Please help children get as many sheets of easel paper as they want.
4. Label painting with child’s name and class on the back. Include initial of last name if multiple children with same name.
5. Many children are simply manipulating materials so their art won’t likely be representational. Therefore, it usually isn’t meaningful to ask children what they are painting. Please avoid judgmental language: “I like your painting.” Instead, feel free to use descriptive language: “Look at all the blue you’re using.”
6. The last class of the day should clean up: cap paint pots, wash brushes and return them to container near sink.

Big Body Play

1. Teacher and/or parents must supervise play of this nature. If there are many children involved in Big Body Play, do not hesitate to ask another parent for help.

2. Talk to each child engaged. Describe what they are doing, ask a question (“Are you both having fun?”) or give them a positive statement. Stay close, be attentive and feel free to join in on play and encourage noncompetitive play.
3. Encourage children to listen to each other – “No” means no. “Stop” means stop. Big body play must be fun for all.

Puzzles (in kitchen)

1. Encourage children to work puzzles or other manipulative toys in this area.
2. Encourage child to put toy away before taking out another.
3. Children may need help getting started, but then let them do it themselves.
4. All puzzles/toys should be returned to proper shelves.

Blocks

1. Extend children’s play by offering additional materials or ideas.
2. Let children take the lead. Describe what they are doing. “You put the red block beside the green block.”
3. Encourage children to help put away blocks and correctly reshelv other items.

Playscape

1. Work in your assigned area outside.
2. Stay attentive to the children and remain fully focused on them.
3. Keep adult conversation to a minimum.
4. Try hard to observe and extend the children's play without interrupting it.

Adults as Assistant Teachers

Please remember parents are at Shorenorth to learn new skills too. Feel free to ask for help whenever you are unclear about your role. Your involvement is also meant to be fun and rewarding.

- Children should be allowed and encouraged to use their own initiative to work things out for themselves as much as possible. Avoid interfering with a child’s activity unless the child definitely needs help or encouragement.
- Some children will initially cling to his/her parent or make excessive demands for attention. This behavior is normal and may periodically recur throughout the year.
- Be alert to the number of adults in one area. Children should not be overwhelmed by the presence of adults. Neither should they lack supervision or an expression of interest in their activities.
- Avoid making models for children to copy. They should be allowed to do what they wish with the materials provided. This is especially important in the creative and paint areas but appropriate in the play dough and clay areas as well.
- It is not necessary for all children to participate, especially in group activities. Invite a child to participate, but be sure he/she knows it is okay to just watch.
- Interact with children at their level. This means sitting or bending to their level. It’s difficult to encourage good communication when adult and child are at different heights.
- Give children a time warning before an activity will end so they won’t have to abruptly stop. Children resist being rushed.
- Encourage instead of praise or flatter. Encouragement builds self-esteem. Example: “It looks like you are enjoying painting.” Praise or flattery diminishes self-esteem.

- Describe what children are doing. You act as a sportscaster calling the play by play on the child's activity. "John is painting a picture." This acknowledges and encourages participation.
- Use positive guidance. Suggest what the child can do instead of what he/she cannot. Example: "Sand stays in the sand area."
- Avoid discussing children in front of them. The exception to this is positive 'Gossiping' – an adult to adult comment, praising a child within earshot. "Hey, did you see that Benny offered his doll to Marie when she was upset? He really cares about his friends."
- Avoid references to the goodness or badness of children. Name the act, not judge the action.
- Expect children to be ego-central but encourage and model empathy.

Coaching Children in Conflict Resolution

Here at Shorenorth, we believe conflicts are another opportunity to learn. Baby n Me, Explorers, and Toddler Class parents are instructed to distract or substitute another toy if a conflict arises over a toy. When it comes to physical safety we as the adults must always protect and stand by to coach children to be kind to each other. When children are Movers or Groovers at Shorenorth, we would like them to be encouraged to handle conflicts on their own with guidance. Adults will model, provide language and stay close to coach all children through any conflict. Conflict mediation skills are an important part of our social skills curriculum that equate to life skills.

Guidelines for Participating in a Preschool Environment

Do:

Help your child only when necessary.

Help children on large motor equipment until they show confidence and ability on their own.

Toddlers will need closer supervision than preschool age children.

Balance adult talk and interaction with children.

Introduce your child and other children to various activities and move to something else if he/she doesn't show any interest.

Enter into participation activities (finger plays, singing, etc.) with your child.

Strive to play with all children in the class.

Do Not be Disturbed if:

Your child wants to be near you and will not participate in other activities.

Your child does not join in a story or musical activity.

Your child does not take part in art activities.

*Some children require more time than others to enter into group activities. Watching is a form of participation and learning.

Do Not be Embarrassed if:

Your child doesn't follow Instructor's direction.

Your child takes toys from another child.

Your child does not take turns or share.

Your child hits, bites, kicks or has tantrums.

*This is an opportunity for children to learn through a group experience. If his/her social learning were complete, he would be a mature adult.

Dealing With Behavior Problems:

The underlying principle in Shorenorth's program is to handle "control" problems with positive interactions. Parents should use positive statements such as "Let's find another toy to play with" or "Hitting hurts." "Tell him how you feel by using your words" instead of saying "no" and "don't." Many behavior problems can be avoided with careful adult supervision. Each parent is responsible for dealing with his/her child's discipline when with him/her. If a parent is elsewhere, the adults present are expected to handle problems that arise. The Instructor will step in when necessary and is always available as a resource. Parents should look to the Instructor for guidance if they are unsure of how to handle a problem. Shorenorth is here to offer children and parents a supportive environment to grow and learn.

Snack and Lunch Information

Shorenorth is a nut-free school.

Explorers, Toddlers, Movers and Groovers have a snack and/or lunch together. Each parent should bring lunch for their child as well as themselves. Movers will share a piece of fruit for snack each Monday.

Snacks are assigned to class members on a rotating basis. Parent Coordinators or other volunteers schedule and remind parents when it is their turn. Snacks should be nutritious. You may bring a snack the children can help prepare. Creativity is welcome. But please avoid raw carrots, popcorn, whole grapes and rubbery foods which could pose a choking hazard.

Class potlucks and cooking at school are also options. Cooking ideas include smoothies, yogurt sundaes, scrambled eggs, pancakes/waffles.

Snack Parent:

1. It is your responsibility to prepare the snack and clean up kitchen area afterward. Use spray bottles and towels for table.
2. Tables need to be wiped off before snack is served and when children are finished.
3. Load all food items on food cart to take from kitchen to eating room: Pitchers of water are kept in the refrigerator. Napkins, cups, utensils and serving trays are in the kitchen area. Bring sponge/towels to table to wipe up any spills during snack.
4. There is a microwave oven in the kitchen for your use.
5. Allow children to pour their own water and select their own food. Parents should remind children to eat what they have taken before taking more.
6. Table should be wiped off after snack with children sorting and throwing away their own trash.
7. Take all snack items back to kitchen on cart and put away and wash up. Refill pitchers and return to refrigerator.

Healthy Snack Ideas:

Grains	Fruits	Vegetables	Miscellaneous
Low fat crackers Bagels English muffins Tortillas Pita Bread Bread	Bananas Blueberries Melon Grapes (cut in half) Strawberries Peaches	Beans Peas Green peppers Cucumbers Cherry tomatoes (sliced)	Cheese Yogurt

	Pears Apples	Hummus Edamame	
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Safety Information

Although we feel Shorenorth is a very safe environment for young children, there is some equipment which needs extra supervision. Many young toddlers who are working on motor development naturally trip approaching raised floor surfaces and we know we cannot prevent such falls (call it developmentally appropriate clumsiness). But we want to prevent accidents when we can.

Very young children have limited spatial concepts and must be guided and helped with large motor equipment in the classroom and outdoor playground.

It is **required** that a parent:

- Accompany a child on all equipment
- Help children learn to wait his/her turn at a safe distance on all equipment
- Help children learn class routine, his/her limits and boundaries
- **Never help a child up to an area where they can't independently climb.**

No matter what area you are assigned, feel free to leave that area if there is another area which is overcrowded and your help is needed in those areas.

Help insure no small pieces are around that children could swallow. Parents have permission to throw away any such item you may find. Do not allow toddlers to walk with toys in their mouths.

Even though our paints, play dough, markers and glue are non-toxic, encourage children to use them safely and not as a snack.

All food and drink is to remain at the snack tables.

To prevent slips and falls, please wipe up any spills quickly and sweep and dispose of something that may be slippery such as sand on the floor.

Attend to all the children in your area, not just yours.

Be aware of the balance between talking with children and visiting with parents. Be sure the supervision of children is not neglected due to an abundance of parent talk.

Medical Guidelines

Please consider the following before bringing your child to school.

Colds

A child should be kept at home for the first two days of a new cold. This is the most contagious period. By the third day there is much less chance the cold will be passed on to others.

Temperatures & Vomit

A child should be kept home for 24 hours after vomiting and/or a temperature has broken to ensure recovery. A child is very susceptible after any sickness and this is a good preventative step in guarding against further infection.

Bacterial Infections

Any child taking antibiotics for a bacterial infection should be kept home for 48 hours after beginning the medication. Up until this time the child is still contagious. This guideline should be followed unless the child's doctor gives other instructions. In that case, the decision will be up to the Director.

Long-Standing Medical Problems

Parents should inform the Director of any long standing medical problems their child may have, such as allergies, asthma, epilepsy, etc. In cases of food allergies, the Director will alert other parents who prepare snacks to omit those foods for the allergic child. Parents should post a reminder of their child's food allergy/special diet in the snack area. All parents are entitled to and should be informed of the medical conditions of all children in the class in order to better understand the behavior and needs of each child. Any child on medication that might affect the child's behavior pattern shall be brought to the Director's attention.

Allergies

If a child requires a special diet for classroom snack, the parent is responsible for supplying that child's snack. Food allergies are posted on the Emergency board in the kitchen area. Typically, the class will be adaptive to any allergies / dietary restrictions.

Sickness at School

Any child who becomes sick at school should be separated from the other children. In case of any accident or sudden illness which requires immediate medical attention, if the parent cannot be reached, the child shall be taken to the doctor listed on the registration form. In cases where immediate medical attention is not needed but the parent cannot be reached, the child shall remain at school isolated from the other children but accompanied by an adult.

Smoking

Shorenorth is a smoke-free facility.

Emergency Exit Policies and Plan

Fire Exit Procedures:

Fire exit maps are posted at all three exit doors. A fire drill is scheduled each month to insure everyone knows the exit locations. It is the Instructor's (or teacher designee in Instructor's absence) responsibility to call 911 or the fire department.

During Class Time:

Whether inside or outside, parents should gather the children in their area and exit together as quickly and quietly from anywhere inside the school and gather together by the garbage cans down by the wooden fence. Instructors will call the Fire Drill, take attendance and make sure all are clear of the building, turn off lights, close doors, and inform parents when the all clear sign has been given.

Earthquake Procedures:

24 earthquake kits are located in the storage container on the playground.

If inside when earthquake occurs:

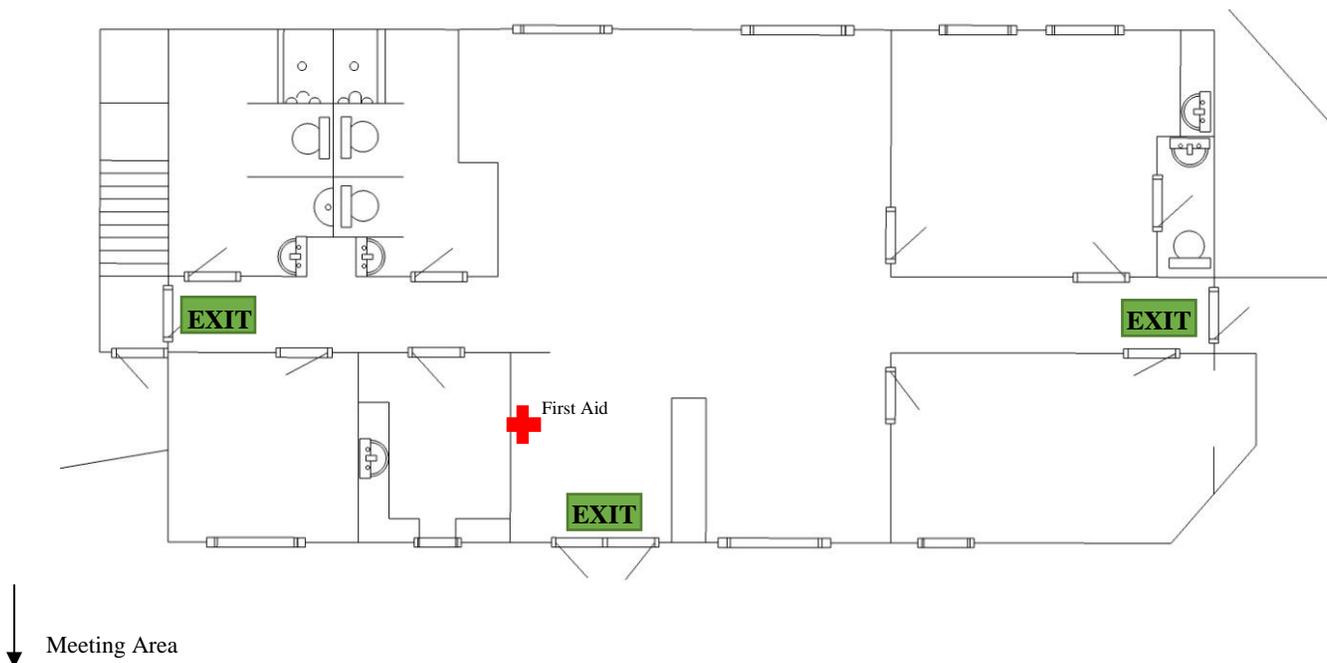
- Parents gather children and take cover under heavy tables, in doorways or against inside walls.
- Avoid heavy cabinets, cabinets that aren't bolted down, glass and windows.
- Wait two minutes after ground stops shaking. If structural damage is apparent, remain calm but immediately evacuate building and go to the meeting area in the parking lot.
- Stay away from exterior walls, downed power lines and trees.
- Listen to instructions from the Instructor.

If outside when earthquake occurs:

- Move into an open area away from building, power lines and trees.
- Turn away from windows, stop, drop and cover.
- Wait two minutes after the ground stops shaking.
- Do not enter the building.
- Wait for instructions from the Instructor

Emergency Exit Plan

In case of emergency, call **911**
Shorenorth Cooperative Preschool
19931 Forest Park Drive NE, Shoreline, WA 98155
Located in the Education Annex



Weather Policy

Shorenorth follows the Shoreline School District on adverse weather and emergency closures. If Shoreline schools are closed, Shorenorth is closed for the day. If the Shoreline School District announces “late-start” for classes, Shorenorth’s first classes (9:10 start) that day are cancelled while remaining (11:15 or later) classes will proceed as scheduled. In the event of extreme weather or other emergency during class, the Director or Instructor will decide appropriate action. It is up to the Director’s discretion to decide if and when to make up any extended school closures. Your family’s safety is of the utmost importance. If you do not feel safe traveling to school, please stay home. Shorenorth allows families to make up absences throughout the school year. Refer to our Family Handbook for additional details on absences.

You may find Public Schools Emergency Communications System reports on the Internet at <http://www.schoolreport.org>. Local TV and radio also relay school closures during newscasts. To sign up for FlashAlerts to be sent via email or a mobile phone app, please sign up at <http://flashalert.net/news.html?id=4271>.

The District’s Emergency Procedure page can be found at <http://learn.shorelineschools.org/dept/ssafety>.

Public Schools Emergency Communications System Radio/TV Participating Stations			
<u>Frequency of Announcement</u>			
AM Radio Stations	Every 15 minutes/ Continuous	Every 30 Minutes	Every Hour
KCIS 630		X	
KIXI 880		X	
KOMO 1000	X		
KYCW 1090	X		
KRKP 1380	X		
KITZ 1400	X		
FM Radio Stations	Every 15 minutes/ Continuous	Every 30 Minutes	Every Hour
KPLU 88.5		X	
KVTI 90.9		X	
KLSY 92.5		X	
KMPS 94.1	X		
KUOW 94.5	X		
KIRO 97.3		X	
KMTT 103.7	X		

KCMS 105.3		X	
KRWM 106.9		X	
Television Stations	Every 15 minutes/ Continuous	Every 30 Minutes	Every Hour
KOMO TV4	X lower	third of	display
KING TV5	X lower	third of	display
KIRO TV 7	X lower	third of	display
KCPQ TV 13	X		
PSETV Ch. 26	X		

Conflict Resolution

Because this program is a cooperative venture between the preschool and the college, it is important to have a process whereby all parties concerned may resolve possible conflicts. This procedure is helpful in resolving not only major but also minor conflicts such as misunderstandings among individuals. Using this method promotes honest and open communication through proper channels and avoids including individuals who are not directly involved.

The students, Board, preschool staff, parent educators, Director, SCC coordinator, and the Dean of the Social Sciences Division (or designated assistant) are all expected to follow these approved conflict resolution procedures regarding the operation of the established program. No procedure is provided for philosophical differences with the established program. In this case the griever is expected to transfer to a program of compatible orientation. The following is the step-by-step process should a conflict arise.

1. The griever shall contact the person with whom there is a conflict and arrange a private conference. Together, these two persons shall write one summary of the conference, sign it, and each retain a copy.
2. The griever will, if not satisfied with the results of the conference, follow the progression outlined on the next page as far as needed in attempting to resolve the issue. At each step, all parties to this point must be present and minutes shall be kept and signed by all participants. Copies shall be held by all parties in strict confidentiality.
3. Should the conflict require ultimate resolution at a cooperative preschool membership meeting, the details of the conflict will no longer be confidential. The membership will be fully informed in order to arrive at a decision.

Definition of Terms

Student--a parent who is simultaneously enrolled as a member of a parent cooperative preschool and a college parent education class; conflicts may arise in regard to the student's co-op membership requirements or activities as a college student.

Parent/Class Coordinator--the student who is elected as the class representative to the preschool board; known as the class coordinator or parent coordinator.

Director--a professional who is hired by the cooperative preschool as an administrator of a cooperative program. Normally this individual is also a parent education college faculty member; conflicts may arise in regard to either role.

Parent Educator--a professional hired by the college to teach parent education courses at the affiliated parent cooperative site. Conflicts may also be resolved through college grievance procedures applicable to any faculty position. As a college faculty member, the parent educator has faculty union representation.

Preschool Staff—a professional, such as an Outdoor Curriculum Specialist, hired by the preschool to support the preschool program at the affiliated parent cooperative site. This individual is responsible to the Director of the program and the Board.

SCC Coordinator—a professional hired by Shoreline Community College to administer and oversee the parent education program in the cooperative preschool sites. This person is responsible to the Dean of the Social Sciences Division, the Vice-President of Academic Affairs, and the SCC President.

Conflict Resolution

Griever	After initial grievance conference with	Seeks final resolution by arranging joint conference with	When needed, seeks final resolution by arranging group conference with	When needed, ultimate resolution is determined by all parties to this point meeting with
Student Student Student Student	Student Board Director Parent Educator	Parent/Class Coordinator Director Board Chair Director	Director or Parent Educator SCC Coordinator SCC Coordinator SCC Coordinator	Board Membership* Membership* Dean of Social Sciences
Board Board Board Board Board	Student (co-op) Student (college) Director SCC Coordinator Parent Educator	Director Parent Educator SCC Coordinator Director Director	SCC Coordinator Director N/A Dean of Social Sciences SCC Coordinator	Membership* SCC Coordinator Membership* VP for Academic Affairs Dean of Social Sciences
Preschool Staff Preschool Staff Preschool Staff Preschool Staff	Student Board Director Parent Educator	Director Director Board Chair Director	Board Chair Board Chair Board Board Chair	Board Board Membership* SCC Coordinator
Parent Educator Parent Educator Parent Educator Parent Educator	Director Student (co-op) Student (college) Board	Board Chair Director SCC Coordinator Director	Board Board Chair Dean of Social Sciences SCC Coordinator	Membership* Board VP for Academic Affairs Membership*

Director Director Director Director Director	Student (co-op) Student (college) Board Dean of Social Sciences Parent Educator	Board SCC Coordinator SCC Coordinator SCC Coordinator SCC Coordinator	SCC Coordinator Dean of Social Sciences Dean of Social Sciences VP of Academic Affairs Dean of Social Sciences	Membership* VP for Academic Affairs Membership* SCC President VP of Academic Affairs
SCC Coordinator SCC Coordinator SCC Coordinator	Board Director Parent Educator	Director Board Dean of Social Sciences	Dean of Social Sciences N/A VP of Academic Affairs	Membership* Membership* SCC President

*Resolved according to preschool by-laws

Absence Policy

In the event your class is cancelled because of weather or other emergency closure, you have until the end of the school year to make up that day. You may attend another class session either in your age group or another class as close to your child’s age as possible. The same policy applies to absences due to illness. We want to support your needs to attend school. All classes will welcome you. Before making up the class, please contact the Parent Coordinator of the class you are planning to attend. This is helpful in case that class is not meeting as scheduled or there is a special function away from school. **If you are in a multiday class and have to miss your workday due to illness, vacation, etc, it is your responsibility to find a sub ASAP to provide coverage for the children. If you miss your discussing day, any literature distributed will be placed in your mailbox.**

Withdrawal Policy

Members must give the Director or the Parent Coordinator 30-days written notice if withdrawal occurs before the end of the school year.

After 30 days of non-attendance, members are considered withdrawn from the program.

If a member is not current on their tuition and fundraising obligations, he or she cannot register for the following school year until these obligations are fulfilled.

Member who fails to attend two consecutive Parent Education Speakers/Meetings during a quarter without completing a make-up assignment will receive an Incomplete on their Shoreline Community College transcript for that quarter.

Sibling Policy

1. The purpose of the Shorenorth Sibling Policy is to accommodate parents who are unable or reluctant to leave their infant while attending class with an older child. Parents may also bring an older sibling to another class on an emergency basis. All children’s names will be added to that day’s sign in sheet for insurance purposes. The intent of this policy is

to keep Shorenorth “family friendly” and not exclude parents who have more than one child.

2. This policy should not affect the integrity of the class. It is important to maintain a balance between accommodating parents with an infant and maintaining the high quality program that is delivered. We advise there only be up to three infants on any one given work day. Multi-day classes will need to consider this.
3. Parents are asked to keep their infant in a front or backpack, car seat, or stroller during class. For safety reasons, infants are not allowed on the floor of an older child’s classroom. The parent must keep the infant with them during all of the class and also must maintain supervision of their assigned area.
4. Insurance ratios of one adult for every two children shall be maintained in Explorer and Toddler classes and one adult to every three children in Movers and Groovers classes. Infants are included in this ratio. Members with infants are expected to be flexible in maintaining this ratio.

Purchases and Reimbursements

All purchases made on behalf of Shorenorth require prior approval (verbal or written) from the Director or the Shorenorth Board. Once approval has been granted, please submit a copy of the receipt, your name and address, and a brief description of the items purchased (if not clear from the receipt) to the Treasurer for reimbursement within 30 days of purchase date. For purchases over \$100.00, prior approval from the Treasurer is required.

Cleaning Policy

Members have two options for cleaning at Shorenorth:

Sign up for a slot on the weekly cleaning schedule (2 members/week) OR “Opt out” by paying a non-refundable \$60 cleaning fee, payable to Shorenorth, due at Orientation or as members join.

The Cleaning Coordinator will contact members at least a week in advance to remind them of their scheduled week to clean. Shorenorth members who are willing to clean for money, will be paid as scheduled and as cleaning is completed. Anyone unable to clean during his or her assigned week must find another member to switch with. If they can’t find a substitute, they must contact the Cleaning Coordinator to arrange payment of the opt-out fee and schedule a paid cleaner.

Members enrolled with multiple children (siblings, twins) need only sign up for one cleaning shift or opt-out only once. Members of the Baby n Me class and members of the Executive Board of Directors (Chair, Vice Chair, Treasurer and Secretary) are exempt from cleaning. However, they are allowed to be on the list of paid cleaners.

Members willing to clean for money must contact the Cleaning Coordinator to be added to the schedule. Members must complete their own cleaning shift prior to becoming a paid cleaner. Scheduling will be up to the Cleaning Coordinator’s discretion and cleaners’ availability.

Cleaning Questions

Why do I have to clean the classrooms? Cleaning our own school helps keep tuition low and is one of the tenets on which cooperative preschools were founded. It also benefits members by becoming more invested in the classroom environment, learning where things go, and increasing personal responsibility for keeping the areas clean and tidy.

What does cleaning involve? It takes 2-4 hours for two people to complete the cleaning tasks. Members are asked to sign up in pairs, two slots per week. Working together usually makes the cleaning go faster and more efficiently. There is a checklist of what needs to be done. Cleaning supplies and instructions are located in the adult bathroom.

When can I clean? Cleaning may take place whenever a class is not in session (except Wednesday nights and Sundays). There is a key check out system that will allow access to the classrooms; please check the far left cubby for keys and other information.

Can I bring my child/children while I clean? Yes, you may bring your children/partner/spouse during your session. Some co-op members also swap babysitting, making it easier and cheaper to get the cleaning completed.

Designated Parent Substitutes

(Teacher Designees)

If the Instructor is attending a preplanned conference or meeting, arrangements will be made by the Instructor to designate a willing person (must have someone present with CPR/First Aid Certification also in the classroom) to lead the class that day. If an emergency should arise where it is impossible to contact a substitute prior to the Instructor's absence, the Parent Coordinator will perform the duties of the Instructor. The following steps will need to be taken:

1. Use key to unlock classroom. (You must get the key from the Instructor)
2. Rotate parent names on activity/discussion chart. One parent should lead the discussion section.
3. Follow class routine as scheduled. Suggested songs: Bells Are Ringing, Ring Your Bell, I Ring My Bell like This, Twinkle, Twinkle Little Star, Itsy Bitsy Spider. Theme songs should also be posted on board.
4. In case of an accident, the First Aid kit is located in labeled upper cabinet in the cubby area. Accident forms are on the Emergency board in the kitchen area.

Class Curricula and Suggested Topics

Baby n Me Class Curriculum

**Parent Education 114
For Parent and infants birth to one year**

Student Learning Objectives

To identify characteristics of birth to one year olds in terms of physical, social, emotional and cognitive development.
To describe the impact of techniques for promoting parent-child attachment and bonding.
To identify principles of designing environments for the birth to one year old to include appropriate activities and materials.
To identify and apply strategies and materials for supporting children's language and literacy development.
To select and apply appropriate guidance techniques for the birth to one year old.
To identify child behavior and parenting issues.

Sample Topical Outline:

Normal Development: Birth to One Year:

- Gessell Institute
- Brazelton Neonatal Assessment
- Zero to Three Organization
- Preschool Profile U of W
- Vision, Speech, Hearing, and Language
- Cognitive Development: Object Permanence
- Social and Emotional Development: Bonding, Attachment, Stranger Anxiety
- Physical Development: Massage and Exercise

Conceptual and Theoretical Frameworks of Discipline for the Infant:

- Consistency/ Inconsistency
- Long Term Goals: Self Discipline
- Positive Approach to Discipline

Selected Topics of Parental Concern:

- Family Relationships: Nuclear and Extended
- Child Proofing
- Temperament and Crying
- Infant First Aid
- Spacing of Children

Characteristics of Infant Play, Appropriate Materials, and Creative Environments:

- Developmental Play
- Examination of Commercial Materials
- Infant Stimulation and Healthy Environments
- Importance of Interactive Play
- Resources for Infant Play
- Infant Literature

Adult Development:

- Personal Development
- Stages of Parenting (Gallensky)

Developing Parental Roles:

- Career Decisions

Current Research Applicable to Infant Development:

- Infant Nutrition
- Gender Differences
- Sleep Patterns and Programs
- Cross Cultural Research on Infancy

Contemporary Topics:

- Selecting and Evaluating Child Care
- Water Safety and Swimming

Transitional Objects
Traveling with an Infant
Infant Shoes
Holiday Stress

Student Learning Activities:

Observe and record examples of infant development pertaining to language, fine and gross motor, social and emotional, and cognitive development.

Describe any examples of the above parental concerns and define appropriate solutions.

In the lab environment implement a variety of curriculum experiences and evaluate their effectiveness.

Use parent education learning resources to determine issues of personal concern and explore various solutions.

Read contemporary parenting literature and draw implication for practice.

Explorers Class Curriculum

Parent Education 124

For Parents and children 1 - 2 years old (by August 31):

Student Learning Objectives:

To identify characteristics of 1-2 year olds in terms of physical, social, emotional and cognitive development.

To describe the impact of techniques for promoting parent-child attachment and bonding.

To develop and describe a parenting philosophy based upon personal values, cultural mores, experiences, observation, theory and research.

To identify principles of designing environments for the 1–2 year old to include appropriate activities and materials.

To identify and apply strategies and materials for supporting children’s language and literacy development.

To select and apply appropriate guidance techniques for the 1–2 year old.

To identify child behavior and parenting issues.

Sample Topic Outline:

Explorer Development 1-2 Years:

- Gesell Institute
- Zero to Three Organization
- Preschool Profile U of W
- Vision, Speech, Hearing and Language
- Cognitive Development
- Social and Emotional Development

Theoretical Frameworks of Discipline for the 1-2 Year Old:

- Setting Appropriate Limits
- Prevention/Redirection Techniques
- Realistic Expectations
- Consistency versus Inconsistency
- Skills at Risk

Selected Topics of Parental Concern:

- Temper Tantrums
- Toilet Training
- Sleep Disruptions
- Aggression
- Tensional Outlets: thumb sucking, head banging, body rocking, security objects
- Eating Patterns for the Explorer
- Childcare Options and Evaluation
- Whining
- Characteristics of Explorer Play, Appropriate Materials, and Creative Environments:
 - Structuring the Home Environment
 - Supervising Explorer Play in a Preschool Environment
 - Examination of Commercial Materials for Explorers
 - Safety and Consumer Concerns
- Adult Development:
 - Defining Parental Roles
 - Adult Well Being
 - Parent Burnout
 - Decision Making Process
- Current Research Applicable to the Explorer Development:
 - Brain Development Research
 - Effect of Birth Order and Spacing on Personality Development
 - Research on Successful Families
- Contemporary Topics:
 - Nutrition and the Food Pyramid
 - Developing Self Esteem in the Explorer

Student Learning Objectives:

Observe and record examples of explorer development pertaining to language, fine and gross motor, social and emotional, and cognitive development.

Using a selected theoretical framework of discipline apply it to a particular incidence in the lab environment and evaluate the results.

Describe any examples of the above parental concerns and define appropriate solutions.

In the lab environment implement a variety of curriculum experiences and evaluate their effectiveness.

Using parent education learning resources determine issues of personal concern and explore various solutions.

Read contemporary parenting literature and draw implication for laboratory practice.

Toddlers Class Curriculum

Parent Education 137

For Parents and children 2 - 3 years old (by August 31)

Student Learning Objectives:

To identify characteristics of toddlers this age in terms of physical, social, emotional and cognitive development.

To develop and describe a parenting philosophy based upon personal values, cultural mores, experiences, observation, theory and research.

- To identify principles of designing environments for the 2-3 year old to include appropriate activities and materials.
- To identify and apply strategies and materials for supporting children's language and literacy development.
- To select and apply appropriate guidance techniques for the 2-3 year old.
- To identify child behavior and parenting issues.

Sample Topic Outline:

Toddler Development 2-3 Years:

- Gesell Institute
- Zero to Three Organization
- Preschool Profile U of W
- Vision, Speech, Hearing, and Language
- Cognitive Development
- Social and Emotional Development

Theoretical Frameworks of Discipline for 2-3 Year Olds:

- Setting Appropriate Limits
- Prevention/Redirection Techniques
- Parenting Styles and Their Effect: Permissive, Democratic, Autocratic

Selected Topics of Parental Concern:

- Temper Tantrums
- Toilet Training
- Sleep Disruptions
- Aggression and Anger
- Tensional Outlets-thumb sucking, head banging, body rocking, security objects
- Sibling Rivalry
- Eating Patterns for the 2-3 Year Old

Characteristics of Toddler Play, Appropriate Materials, and Creative Environments:

- Structuring the Home Environment
- Supervising Toddler Play in a Preschool Environment
- Examination of Materials for Toddlers
- Safety and Consumer Concerns

Adult Development:

- Defining Parental Roles
- Issues Facing Women
- Adult Well Being
- Time and Stress Management
- Parent Burnout
- Decision Making Process

Current Research Applicable to 2-3 Year Old Development:

- Brain Development Research
- Effect of Birth Order and Spacing on Personality Development
- Research on Successful Families

Contemporary Topics:

- Theories of Nutrition
- Developing of Self Esteem in the 2-3 Year Old

Student Learning Activities:

Observe and record examples of 2-3 year old development pertaining to language, fine and gross motor, social and emotional, and cognitive development.

Using a selected theoretical framework of discipline apply it to a particular incidence in the lab environment and evaluate the results.

Describe any examples of the above parental concerns and define appropriate solutions.

In the lab environment implement a variety of curriculum experiences and evaluate their effectiveness.

Using parent education and learning resources determine issues of personal concern and explore various solutions.

Read contemporary literature and draw implications for laboratory practice.

Movers Class Curriculum

Movers: Parent Education 144

For parents and children 3 - 4 years old (by August 31)

Student Learning Objectives:

To identify characteristics of 3-4 year olds in terms of physical, social, emotional and cognitive development.

To be able to describe characteristics of the 3-4 year old's social interaction during play and language and literacy development.

To be able to cite examples of developmental issues relevant to the 3-4 year old child, describe the impact of each issue on child behavior and identify and evaluate parenting strategies.

To be able to identify child behavior and parenting issues and select and apply appropriate guidance techniques.

To examine a variety of perspectives on topics related to 3-4 year olds.

Sample Topic Outline:

Normal Development: 3-4 Years

 Gesell Institute

 Zero to Three Organization

 Preschool Profile U of W

 High Scope Developmental Profiles

 Vision, Speech, Hearing, and Language

 Cognitive Development

 Social and Emotional Development

 Stages of Play Behavior

 Stages in the Development of Sharing

Theoretical Frameworks of Discipline for the 3-4 Year Old:

 Setting Appropriate Limits

 Parenting Styles and Their Effect (Autocratic, Democratic, Permissive)

Selected Topics of Parental Concern:

 Negativism

 Fear and Anxiety

 Eating Patterns for Movers

 Quarreling

 Whining

 Destructive Behavior

 Fantasy and Imagination

Stuttering
Sexuality Issues
Self Help Skills
Kindergarten Readiness

Characteristics of Mover Play, Appropriate Materials, and Creative Environments:

Organizing the Preschool Environment for Dramatic Play
Examination of Commercial Materials for Movers
Importance of Social Interactions for 3's and 4's
Children's Art and Literature
Emergence of Associative Play
Developmental Curriculum and Alternative Approaches to Education

Adult Development:

Getting Adult Breaks
Personal Development
Effective Communication Strategies
Meeting Personal Needs
Career Decisions

Current Research Applicable to 3-4 Year Old Development:

Moral Development
Research on Compliance and Discipline
Gender Differences

Contemporary Topics:

Teaching Responsibility
Holiday Observances and Traditions
Nature versus Nurture
Appropriate Expectations
Diversity Issues

Student Learning Activities:

Observe and record examples of 3-4 year old development pertaining to language, fine and gross motor, self-help, social and emotional, and cognitive development.

Using a selected theoretical framework of discipline apply it to a particular incidence in the lab environment and evaluate the results.

Describe any examples of the above parental concerns and define appropriate solutions.

Read contemporary parenting literature and draw implications for laboratory practice.

Groovers Class Curriculum

Groovers: Parent Education 154

For parents and children 4 - 5 years old (by August 31)

In this course, participants will learn to:

- Identify characteristics of 4-5 year olds in terms of physical, social, emotional, and cognitive development.
- Cite examples of developmental issues relevant to the 4-5 year old child, describe the impact of each issue on child behavior, and identify and evaluate parenting strategies.

- Use developmentally appropriate and supportive language when communicating with the 4-5 year old child in the laboratory. Describe examples of such use in the home.
- Describe principles of and apply appropriate child guidance.
- Summarize characteristics of the child's social interaction during play.
- Identify and apply strategies and materials for supporting children's language and literacy development in the laboratory. Explain examples of such use in the home.
- Recognize and describe the influence of the following on personal parenting practices and children's development: gender, birth order, culture, family of origin, and ethnicity.
- Participate in discussions where class members express a variety of viewpoints related to parenting and family issues.
- Identify and practice cooperative strategies for working with adult and children in the laboratory setting.

Sample of course topics:

1. Growth of 4-5 year olds, including physical, social, emotional, cognitive, and developmental issues, which may include:
 - Interpersonal relationships: parents, sibling, and especially peers
 - Increased independence: fluctuations, self-reliance, self-direction, self-control, decision-making
 - Sexuality development: sexual identity, appropriate sexual behavior and personal safety
 - Gesell Institute, Preschool Profile (U of W), High Scope Developmental Profiles, Vision, Speech, Hearing, and Language
2. 4-5 year old play:
 - Fostering cooperative play
 - Organizing environments to promote creativity and problem-solving
 - Skill-building opportunities
 - Developmentally appropriate activities and materials
 - Media and marketing influences on play
 - Multicultural activities and materials
3. Language and literacy development:
 - Parental role in language/literacy development
 - Social-cognitive aspects of language development
 - Emergent literacy continuum
 - Appropriate books
4. Development of scientific thinking and mathematical concepts.
5. Influence of the following on beliefs and expectations related to parenting strategies: temperament, gender, birth order, culture, family of origin, and ethnicity.
6. Theoretical frameworks of guidance and discipline, and their application in the laboratory and home environment.
7. Preparation for kindergarten: developmental readiness, school expectations, appropriate preparation at preschool and at home.
8. Health, safety, and nutrition considerations.
9. Development of gender, racial, family, ethnic, and community identity.
10. Adult development:
 - Defining, balancing, and prioritizing the parental role
 - Adult well-being; self-care
 - Reconciling individual needs and parental responsibility

11. Emerging issues and contemporary topics, e.g., new research, current events, or recently published literature related to parenting.
12. Selected/focused topics of parental concern, which might include:

- Negativism
- Fear and anxiety
- Quarreling
- Whining
- Destructive behavior
- Fantasy and imagination
- Stuttering
- Teaching responsibility
- Nature versus nurture
- Appropriate expectations
- Diversity issues

Shorenorth Preschool Lab Suggestions

Sensory Table	Dramatic Area	Puzzles	Blocks	Sand
Water, Boats, Sea Animals	Fire Station	Large Pegs	Large Blocks	Shells
Cotton	Costumes	Small Pegs	Cars/Trucks	Pumpkins
Oatmeal	Farmer's Market	Easy Puzzles	Wooden Blocks	Funnels
Rice	Office	Magnets	Farm Animals	Shovels & Scoops
Cornmeal	Grocery Store	Fitting Blocks	Zoo Animals	Ice Cubes
Bulgur Wheat	Post Office	Stringing Beads	Trains	Cars & Trucks
Bran Flour	Doctor's Office	Shape Sorters	Gutter & Cars	Cups & Spoons
Beans	Beauty/Barber Shop	Matching Games	Dinosaurs	Dinosaurs
Dinosaurs & Moss	Camping	Optical Illusions	Large Sponges	Little Animals

School and Community Programs

Healthy Start

This is a non-profit business we assist. In turn, it helps mothers up to 22 years old by providing education and various resources. Shorenorth families also help with diaper and children's pajama drives as well as other giving opportunities throughout the year.

Scholastic Books

One parent coordinates monthly book orders among all classes. This is a good way to stock your child's library with quality books while paying less than at the bookstore. Orders usually take two weeks to arrive and will be distributed by book order coordinator.

Shoreline Community College Library Card

By being a member of Shorenorth, you are a Shoreline Community College student for Fall, Winter, and Spring quarters and therefore entitled to use campus facilities. You may use both the library and gym facilities. You may obtain a library card by getting your Student ID # from your instructor and going to the SCC bookstore. This card will qualify you for student rates at movies, plays, etc., because you are a student at SCC.

Shorenorth Food Drive

We conduct an annual food drive to benefit the local food bank. This community service helps fulfill guidelines recommended by NAEYC and the Shorenorth Board.

Shorenorth Library

We have an excellent lending library of parent education books, located in the office. Parents may check out books for up to two weeks by signing a library check out slip from the clipboard. Please help us preserve our library by checking out and returning books promptly.

Shorenorth Bylaws

Shorenorth Name: The name of this group shall be the Shorenorth Parent Education Center. The classes will include: Baby n Me, Explorer, Toddler, Movers and Groovers. Shoreline Community College sponsors the program. It is a non-profit 5013c corporation and is located at 19931 Forest Park Drive NE, Shoreline, WA 98155.

Shorenorth Purpose

- A. To offer a parent education program that supports families of children birth to age 5.
- B. To give families an opportunity to learn more about their own child's emotional, social and physical development as well as that of other children.
- C. To introduce families to a variety of child rearing techniques and early childhood research and information.
- D. To give children an opportunity to use large motor equipment, explore a preschool environment indoors and out, participate in socialization through sharing snack or lunchtime and singing appropriate songs.

Shorenorth Executive Board, Board, and Co-op Job Descriptions

The Executive Board consists of the Chair, Vice Chair, Treasurer, Secretary, and Director. This core group is responsive to budget needs, policy and procedures. These members attend all Executive Board meetings and participate in the discussion and decision making process. The entirety of the Board supports, respects, and upholds the decisions of the Executive Board. There are generally 2-3 Executive Board meetings during a school year on an as needed basis.

Board members serve a one-year term: July 1 – June 30. Board members attend 10-12 Board meetings a year. The Board members determine meeting times.

Board Job Descriptions

Director/Instructor:

Serves as an advisor to all school committees. Works with Chair to set calendar for the academic year and Secretary to update Family Handbook. Submits newsletter articles and information for newsflashes. Supports fundraisers, community service events and functions as a resource person for information, materials and referral to community services. Monitors and oversees school budget. Coordinates maintenance, rental agreement and maintains relationship with our landlord, Seattle Walk of Glory Presbyterian Church. Complies with Shoreline Community College regarding contracts, insurance, calendar, budget and courses offered. Attends monthly SCC faculty meetings as a representative for Shorenorth.

The Assistant Director:

Responsible for assisting in the administration and direction of the cooperative. Facilitate communication with the Building Manager/Lessor about building-wide issues. Create and document processes and procedures as assigned by the Director.

Chair of Board:

Leads the Board of Directors and maintains the mission of our school. Serves on the Executive Board. Works closely with the Director in setting school calendar and creating Board meeting agendas. Distributes agendas before meetings and leads annual evaluation process. Helps lead parent education meetings and school events. Co-plans and leads annual Board retreat. Ensures, encourages and models good communication for all. Participates in the budget projections for following school year. Assists Director with planning and facilitating parent education and business meetings.

Vice Chair:

Attends monthly Board meetings and serves on the Executive Board. Acts as the liaison between Director and Parent Coordinators. As the liaison, the Vice Chair is the Parent Coordinators main point of contact. Takes the lead on Parent Coordinator Training during summer before the school year begins. The Vice Chair also assists the Chair by helping create agendas and run Board and parent education meetings if Chair is absent. Schedules parent education speakers in the spring for the following school year and communicates speaker event schedule to Communications Coordinator(s). Creates parent attendance sheets for the parent education meeting. 2-3 weeks before parent education event recruits 2-3 parent volunteers to set up event space.

Secretary:

Attends monthly Board meetings and serves on the Executive Board. Takes minutes of all Board meetings and distributes copies to all Board members via email. Maintains and shares Action Item list to responsible members. Adds a hard copy of the minutes to the Director binder in the office. Posts minutes on bulletin board for all members to read if desired. Helps edit and copy Family Handbook before start of new school year. Sends out thank you notes as needed to individuals or organizations and purchases gifts as needed. Manages and updates Board member notebooks as needed.

Treasurer:

Attends monthly Board meetings and serves on the Executive Board. Maintains financial records, checking and savings accounts for the co-op. Collects fundraising payments

(wreaths and carnival) and registration payments, making monthly deposits. Pays all bills and fulfills tax requirements. Provides a written monthly financial statement for the Board. Prepares an annual budget at the beginning of the school year and a final financial report at the close of the school year. Participates in scholarship evaluation process as needed.

Assistant Treasurer:

This is a training position, designed as one year as Assistant Treasurer and one year as Treasurer. The Assistant Treasurer is expected to become the Treasurer the following fiscal year. Duties: Collects all quarterly SCC fees and monthly tuition, and makes bank deposits for these payments. Sends out reminders to those who have not paid their monthly tuition or SCC fees by the 10th of the month. Participates in scholarship evaluation process. Attends Board meetings when the Treasurer is absent, and by the end of the year has learned all of the Treasurer duties. The Assistant Treasurer is a member of the Board but is not required to attend board meetings until Spring quarter, though attendance is encouraged.

Parent Coordinator:

One for each class. Attends monthly Board meetings. Completes Parent Coordinator training. Serves as liaison between class members, Instructors, and Shorenorth Board. Primarily communicates with the Vice Chair with questions or concerns for their class. Through various communication methods, makes announcements to the class as needed with reminders of upcoming events (fundraisers, evening speakers, and holidays). Leads class meetings on Parent Education nights. Welcomes new members throughout the year. Assists Instructors and other committee chairs with distribution and compilation of forms or lists filled out during class. Manages their class's mailboxes (new members, withdrawals).

PAC (Parent Advisory Council) Representative for Shoreline Community College:

Attends monthly Board meetings. Acts as liaison between PAC and Shorenorth Board. Attends monthly PAC meetings and holds an additional role on the PAC committee. Keeps Board informed of PAC activities and solicits input. Announces and promotes through emails and signage information about the PAC speaker to our school.

Registrar:

Attends monthly Board meetings. Responsible for enrolling and registering each child and parent at Shorenorth. Prepares and prints student folders with all forms for Orientation and Registration. Communicates all adds/drops through the year to Board, Instructors, committee coordinator and cleaning coordinator. Updates registration forms each year. Attends and coordinates the Open House in spring. This position is the main information point of contact for our school's new registrants. Creates monthly attendance sheets for each class. Handles wait lists, phone conversations with interested parents, and scheduling visitations. Remits registration fees to the Treasurer.

Fundraising Team:

Two to three people needed. Attends monthly Board meetings. Help coordinate long range planning for annual fundraising auction and carnival, especially for yearlong procurement and event logistics. Sets, follows, submits timeline and budget to Board for August Board Meeting. Designs and displays a flow chart to show how important each member's job will be in order for the carnival to be a success. Presents and distributes

current fundraising goals and action plans to members at large during business meetings. Creates fairly weighted job list for members to volunteer for the carnival.

Communications Coordinator:

Attends monthly Board meetings. This position focuses on communication with the currently enrolled members. Gathers content for monthly newsflash and distributes it to members via email, website, and Facebook. Maintains informational bulletin board. Solicits material and calendar items as desired from parents and Instructors. Helps publicize to current members upcoming school events including parent education speakers. Works closely with website manager to make sure webpage is current.

Marketing:

Attends monthly Board meetings. Works with Director on strategies to advertise the school within the surrounding area – Shoreline, Edmonds, MLT, Lake Forest Park, etc. Coordinates the participation of volunteers for festivals, fairs, open houses, etc. Creates, updates, maintains, and distributes school advertising materials (brochures, business cards, banners, sandwich boards, flyers, etc.) Provides members with marketing material when needed. Focuses primarily on building low enrollment classes.

Facilities Coordinator:

Works as a liaison between landlord and Shorenorth insuring that the rental contract is withheld, safety and maintenance is regulated and the calendar is synched between the two entities. Submits dates for facilities usage to the landlord. Acts as lead to Outdoor/Playscape positions. Calls for work parties to enhance the playscape every quarter.

Co-op Job Descriptions

Committee Jobs

Grandparents Week Committee: 2 PEOPLE. Get the Grandparent Event form from Jan prior to Grandparents week for initial planning. Organize invitations, makes a welcome banner and plans special project for grandparents to take home. Communicates plans and gets approval from the board two months before the scheduled event. Directs PCs in the required execution of event for each class's activities.

Wreath Committee: Team works with board of directors to establish timeline and deadlines for the fall fundraiser and communicates it to members.

1. Advertising and ordering. Responsible for creating and distributing order forms and brochures and advertising sale inside and outside of school.
2. Delivery Coordinator. Works with wreath vendor to establish deadlines for submitting orders and delivery. Recruits members to help receive delivery, sort orders, etc.
3. Financials/Money Tracker. Deals with financial aspects of fundraiser: tracks collection of money from Shorenorth members and other financial matters as needed.

Cleaning Jobs

Bathrooms Cleaner: once/week checks inventory(if soap, towels are needed writes down for Supply Shopper on whiteboard in kitchen fridge) and cleans toilets and sinks.

Detail Cleaner: once/week on your work day focuses on small details of our school - putting items in the correct baskets/bins, keeping window sills and shelves uncluttered.

Supplies Shopper: Purchases supplies for school as needed. Checks with Director, Cleaning Coordinator, Art Area Organizer and Kitchen Area Organizer regarding needs. Checks whiteboard on the kitchen fridge weekly for shopping items request. Submits receipts to Treasurer for reimbursement.

Towel Cleaners: Takes home towels and washes them weekly or as needed. Fold and Stock towels only at the kitchen sink and at the art sink. Extra folded towels go in baskets above toilet in lunchroom bathroom. 2 PEOPLE

Window Washer: Washes classroom windows, mirrors in hallway and bathroom every other week.

Coordinator Jobs

Care Person - Explorers: Organizes support if needed for members friendship basket for births, condolences, meals, babysitting, etc. Delegates members to ensure social interaction outside of class through playgroups, parents night out, etc.

Care Person - Toddlers: Organizes support if needed for members friendship basket for births, condolences, meals, babysitting, etc. Delegates members to ensure social interaction outside of class through playgroups, parents night out, etc.

Care Person - Movers: Organizes support if needed for members friendship basket for births, condolences, meals, babysitting, etc. Delegates members to ensure social interaction outside of class through playgroups, parents night out, etc.

Care Person - Groovers: Organizes support if needed for members friendship basket for births, condolences, meals, babysitting, etc. Delegates members to ensure social interaction outside of class through playgroups, parents night out, etc.

Coop Jobs Coordinator: Facilitates sign-up for coop jobs at the start of the school year and throughout the year as necessary (new members, members withdrawing). Oversees and informs each coop member of the expectations of each job.

Cleaning Coordinator: Organizes parent cleaners and posts schedule. Oversees school cleaners throughout the year. Coordinates purchase of cleaning supplies and equipment as needed with Supplies Shopper. ****Best suited to experienced co-op parent****

Field Trip Coordinator - Explorers: Works with teacher at beginning of the year to organize monthly field trip schedule. Responsible for arranging field trips and publicizing to classmates. Provides field trip information to Communications team at communications_shorenorth@googlegroups.com

Field Trip Coordinator - Toddlers: Works with teacher at beginning of the year to organize monthly field trip schedule. Responsible for arranging field trips and publicizing to classmates.

Provides field trip information to Communications team at communications_shorenorth@googlegroups.com

Field Trip Coordinator - Movers: Works with teacher at beginning of the year to organize monthly field trip schedule. Responsible for arranging field trips and publicizing to classmates. Provides field trip information to Communications team at communications_shorenorth@googlegroups.com

Field Trip Coordinator - Groovers: Works with teacher at beginning of the year to organize monthly field trip schedule. Responsible for arranging field trips and publicizing to classmates. Provides field trip information to Communications team at communications_shorenorth@googlegroups.com

Art Mailer Jobs

Art Mailer - Explorers: For first-year parent. Takes finished art work and distributes to childrens mailboxes weekly. Work together to straighten and organize art supplies and equipment as needed.

Art Mailer - Toddlers: For first-year parent. Takes finished art work and distributes to childrens mailboxes weekly. Work together to straighten and organize art supplies and equipment as needed.

Art Mailer - Movers: For first-year parent. Takes finished art work and distributes to childrens mailboxes weekly. Work together to straighten and organize art supplies and equipment as needed.

Art Mailer - Groovers: For first-year parent. Takes finished art work and distributes to childrens mailboxes weekly. Work together to straighten and organize art supplies and equipment as needed.

Outdoor/Playscape Jobs

Mud Kitchen Manager: Responsible for weekly organization of mud kitchen items - makes sure all mud kitchen items are placed back in the mud kitchen area, assesses for any items that need to be recycled and replaced.

Playscape Manager: Works with and maintains (cleaning materials, replenishing items) Refilling bird feeder, replenishes bubbles, Worm Bin, Bug Hotels and Nature Mail Boxes.

Playscape Sweeper: (Preference to be a Friday Groover) Weekly "sweeps" our Playscape, tidying hose, putting away miscellaneous articles into their places and securing the area for the weekend.

Plants and Garden: Waters and trims plants inside classroom and outside. Works within budget & shops for plants and supplies.

Indoor Organization Jobs

Indoor Environment Manager: Assists in creating an exciting, dynamic children's indoor environment that encourages optimum play for all ages at our school.

Art/Food Room Manager: Organizes countertops, helps return things to where they belong and room in good order.

Play Dough/Puzzle Organizer: Maintains play dough and equipments by keeping tools clean and rotating seasonal items. Makes monthly playdough.

Dramatic Area Team: 2 people meet quarterly with the director regarding themes and rotation schedule. Rotate and set up Store/House/Bedroom Area and Kitchen Area. Keep dress up clothes and area organized.

Entryway Organizer: Once a week on your work day check and organize the entryway (e.g. papers on counter, clean cubbies, and tidy or add to the lost and found). Keep the front counter by the main entrance organized and visually pleasing.

Kitchen Area Organizer: Responsible for keeping kitchen area tidy and organized beyond usual cleaning. Coordinate with Supplies Shopper on purchasing needed items (napkins, cups, etc.) Keep cupboards and drawers organized and labeled. Monthly check-ups

Web-based Jobs

List Serve Manager: Requires technical computer skills. Manage and update group email list serv as members join or withdraw.

Website Manager: Manages Shorenorth's website. Keeping all information current and accurate.

Service Jobs

Community Service Manager: Coordinate community service projects 2-3 times per year (i.e. holiday giving tree for Healthy Start, spring food drive, change drive for summer hunger program), focused on fitting with school calendar. Consult notebook in office for previous projects.

Librarian/Book Orders: Helps keep childrens books and theme books in order. Rotates seasonal books out of upper cupboards in entryway. Sends out book orders(hard copies and online) and announces when they arrive.

Repair Person: Repairs school items as needed. Checks for messages weekly in the repair cubby by front door.

Safety Representative: Attends one meeting on Shoreline Community College's campus. At the beginning of the school year, makes sure earthquake kits and first aid kits are updated and needed supplies (some expire yearly) are on hand (based on the largest class). If items are needed/expired, record on whiteboard on kitchen fridge. Fills out quarterly safety checklist and gives to director.

Shorenorth Cooperative Preschool Membership Agreement

(Parent Copy)

Shorenorth Parent Education Center will provide a caring, developmentally appropriate preschool experience for my child _____, who is enrolled in _____ (class name). I understand and accept Shorenorth Parent Education Center as a cooperative preschool and the following obligations and rules. Please check each box after reading.

1. Responsibilities:

- Attend and participate in my class one day per week. Multi Day Class Parents arrange for a sub if unable to attend on your workday. During preschool hours, all attention will be focused on the children. Personal business will be conducted outside of the classroom hours.
- Prepare a nutritious snack to share or bring lunch for your child and yourself as required by the class.
- Attend the required two parent meetings scheduled each quarter. If unable to attend, must contact Instructor about completing a substitute assignment.
- Actively serve in a co-op job or on the Shorenorth Board of Directors.
- Participate in the two annual fundraisers (Wreaths in the Fall and Carnival in the Spring) and special projects as decided by the Shorenorth Board of Directors.
- Cleaning. Participate in the routine cleaning of the classrooms on your scheduled class day. Clean the school once during the year, or pay the cleaning fee as determined by the Board of Directors. Participate in fall set-up and end-of-the-year cleaning and inventory.
- Submit your child's immunization records and emergency release form to the Director.
- Give the Director or your Parent Coordinator 30-days written notice if you leave the program before the end of the school year.
- Contact the Director if a sibling is to be brought into the classroom during regular school time. Refer to the Sibling Policy outlined in the Family Handbook for further information.

2. Tuition

- Pay monthly tuition as established by the Shorenorth Board of Directors, regardless of absence due to illness, bad weather, holidays or vacations. Refer to the Family Handbook for the make-up policy for missed classes.
- Pay a late fee of \$5 per child per month if tuition is paid after the tenth of the month.
- Tuition is non-refundable. However, the Board of Directors will consider written requests on a case-by-case basis.

3. Other Fees

- I agree to pay the non-refundable registration fee upon the completion of my registration form. Class materials fees are included in the monthly tuition.
- I agree to pay the Shoreline Community College tuition fee each quarter Shorenorth is in session.

I have read this membership agreement and accept all the obligations of membership. As a member, I am entitled to active participation in decisions regarding the center. My child is entitled to a preschool experience that is developmentally appropriate, where he/she is valued as a unique and worthy individual. I will work to support both parents and children at Shorenorth in order to create a caring community for families.

Signature _____ Date _____

Print Name _____

Shorenorth Cooperative Preschool Membership Agreement

(Shorenorth Copy: sign and return to Parent Coordinator)

Shorenorth Parent Education Center will provide a caring, developmentally appropriate preschool experience for my child _____, who is enrolled in _____ (class name). I understand and accept Shorenorth Parent Education Center as a cooperative preschool and the following obligations and rules. Please check each box after reading.

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Signature _____ Date _____

Print Name _____