



**Founded in 2004**

**Dear GGCP Parents:**

Welcome to Growing Gorillas Cooperative Preschool, a parent cooperative school designed to provide a supervised educational and play experience for preschool children and a program of adult education for their parents. Our school is proud to be a 501(c)(3), non-profit corporation.

This handbook serves as a useful guide as to the purpose and responsibilities associated with our preschool. It provides a variety of information including:

- School Information
- Student Roster
- Calendar
- School Policies
- Bylaws
- Job list and descriptions
- Parent help guidelines
- And more...

Please read the entire contents thoroughly before the school year begins. We hope it will be a helpful resource to you in assuring your family a happy, successful year.

Warmly,

Sami Guhlke  
GGCP President  
509.995.9240  
[growinggorillascoop@gmail.com](mailto:growinggorillascoop@gmail.com)



**GROWING GORILLAS COOPERATIVE  
PRESCHOOL**

**PARENT  
HANDBOOK**

Located at:  
Zion Lutheran Church  
1007 Washington St.  
Davenport, Wa 99122

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Mailing Address:  
PO Box 352  
Davenport, Wa 99122

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Contact Phone: 509.752.1501 & 509.995.5240  
Teacher Scott Hopkins & Sami Guhlke, GGCP President

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# **GROWING GORILLAS COOPERATIVE PRESCHOOL PARENT HANDBOOK**

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## **GGCP MISSION STATEMENT**

Growing Gorillas Cooperative Preschool is designed to nurture your child's social, emotional, physical and intellectual development. Children practice respecting themselves and others, making choices and problem solving. The program helps children develop independence and self-confidence in a safe, comfortable environment.

They learn about the community and world around them through the creative curriculum, field trips and guest speakers.

Through the cooperative partnership of parents and teacher, we provide a model of community that will sustain and enrich our children's lives.

*In the beauty of small town living, is the lifelong friendships that start right here at GGCP!*

## **GENERAL INFORMATION**

## SCHOOL HOURS

<b>Class</b>	<b>Days</b>	<b>Time</b>
4-Day	Monday, Tuesday, Wednesday, Thursday	8:30am-12:00pm

Two parent helpers per class, 15 students expected to be enrolled in the 4-day class.

## SCHOOL CALENDAR & HOLIDAYS

School commences on the Tuesday after Labor Day in September and ends the Thursday before Memorial Day weekend in May. Holidays coincide with those of Davenport School District, including Teacher Work days. In case of bad weather, school clouser will follow the policy of the Davenport School District. Tune to local radio and television stations for closure announcements. This information will also be provided in the GGCP Parents FB Group. If Davenport starts one hour late, GGCP classes will start on time. If Davenport starts more than one hour late, GGCP class will be canceled. GGCP is closed when the Davenport Schools are closed.

*See the detailed GGCP Calendar in Section 6 of the Parent Handbook.*

## QUICK REFERENCE LIST

<b>POSITION</b>	<b>NAME</b>	<b>PHONE</b>	<b>EMAIL</b>
Teacher	Scott Hopkins	509.721.1501	<a href="mailto:hopnic@centurytel.net">hopnic@centurytel.net</a>
President	Sami Guhlke	509.995.5240	<a href="mailto:samiguhlke@gmail.com">samiguhlke@gmail.com</a>
Treasurer	Jaymie Bennett	509.721.1297	<a href="mailto:jaymiebennett@outlook.com">jaymiebennett@outlook.com</a>
Secretary	Jacey Williams	253.353.0169	<a href="mailto:jaceywilliams@hotmail.com">jaceywilliams@hotmail.com</a>
VP, Membership	Torri Mielke	509.215.0917	<a href="mailto:torribmielke@gmail.com">torribmielke@gmail.com</a>
VP, Fundraising	Colleen Hurt	509.951.1424	

*See Section 6 of Parent Handbook for a complete list of GGCP Officers.*

## **AGE REQUIREMENTS**

Children eligible to enroll in GGCP must be three (3) years old by December 31<sup>st</sup> and potty-trained. If the class is not filled by September 30<sup>th</sup>, the school reserves the right to admit children whose birthdays fall after the December 31<sup>st</sup> cutoff. Any exceptions require Teacher and Executive Board approval.

## **TWINS & SIBLINGS**

Parent help responsibilities for families with more than one child enrolled in the same class will be 100% for the first child and 50% for each additional child.

## **CLOTHING**

Children should wear practical, comfortable and washable play clothes to school. Parents are welcome to keep an additional outfit for their child in the classroom or child's backpack. Please put the additional outfit in a bag with your child's name on it. Parent helpers should wear clothing suitable to an educational environment.

## **BYLAWS**

Please read the school Bylaws (see Section 8 of Parent Handbook). If a parent's obligations are not met (i.e. parent helping, attendance at General Meetings, prompt tuition payment,), the child may be dropped from the school without reimbursement of any paid tuition. Keep in mind this is a cooperative school and it means just that. You, the parents, run the school and in order to function efficiently, the cooperation of every single member is absolutely essential.

# INTRODUCTION

## WHAT IS A COOPERATIVE PRESCHOOL?

A cooperative preschool is a place where parents and children learn together. Parents learn more about their own children, and their children's friends, as the children learn more about the world.

The classroom experience can provide parents with a valuable understanding of how their child behaves like other children and how he or she is unique. By helping in the classroom, and participating in the parent education program, parents can acquire skills in guiding their children and meeting their physical, social, emotional, and intellectual needs. The cooperative preschool is organized and administered by the parents. Parents hold offices, work on committees and assist the teacher as "parent helpers" in the classroom. The classroom operates under the direction of a trained teacher. The teacher determines the curriculum, maintains standard procedures for the school program, and serves as a resource on child development and parent education.

In a cooperative, the parents enrich the program by contributing their commitment, talent and skills. Their participation helps ensure the smooth operation of a high quality program. Parents find that the more they give, the more they, and the children, receive.

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Through the cooperative partnership of parents and teacher, we provide a model of community that will sustain and enrich our children's lives.

*In the beauty of small town living, is the lifelong friendships that start right here at GGCP!*

## FROM OUR TEACHER

Hello, my name is Scott Hopkins and I am very excited to be teaching the four (4) day class again this year. I have been teaching at GGCP for 16 years now and look forward to the upcoming school year. Aside from teaching, I hold a bachelor's degree in history from Washington State University, parent helped in GGCP for two years, coached HS football for five years, MS football for two years, coached t-ball for three years, little league for two years, attended several continuing education classes, and was a stay at home father raising two fabulous children with my incredible wife, Stacie. I have gained valuable experience over the past several years with preschoolers and am once again looking forward to the co-op approach to educating our children. The true benefits of a co-op preschool are caring adults working, watching, teaching, and learning with our children. It is a tremendous opportunity to watch our children grow and be active in THEIR learning experience. This will be a phenomenal year; the children will have the opportunity to learn at their own pace through the creative curriculum and activity center style environment. Lastly, I want to welcome you and your family to the Growing Gorillas Co-Op Preschool. I look forward to working with you all! ☺

Scott Hopkins  
[hopnic@centurytel.net](mailto:hopnic@centurytel.net)  
725.2810 H  
721.1501 C

## DURING YOUR GGCP TIME

### YOUR CHILD CAN:

- Learn to work in a group.
- Learn to be self-directed.
- Make friends.
- Solve conflicts constructively.
- Develop skills needed to work towards academic success.

### PARENTS CONTRIBUTE TO SUCCESS BY:

- Being on time for class and parent helping.
- Talking to your child about school and showing interest.
- Sharing information about your child with the teacher.
- Talking with the teacher about any concerns you may have.

### THE TEACHER WILL:

- Teach your child with respect and encouragement.
- Be organized and have age appropriate activities planned.
- Keep you informed about classroom activities.
- Be a resource for you, and be available by phone, or in person.

## **PCPO (Parent Child Preschools of Oregon)**

Growing Gorillas Cooperative Preschool is a member of PCPO, a dual-statewide organization (Oregon & Washington) composed of preschool parent representatives and officers and preschool teachers who meet monthly during the year. GGCP's President & Treasurer serve as our PCPO representatives. The purpose of PCPO is to upgrade the standards of preschools, and to serve as a central body providing valuable information and services for preschool education and functions.

PCPO is broad in scope. It offers parents and member schools a chance for total improvement in all phases of preschool education, plus the knowledge and support of an organization fully informed on a state and national level.

Some services available to us as PCPO members are: Spring parenting conference, monthly parent education meetings, access to a central file of educational material, an insurance program, informative bulletins, school evaluations, teacher support, teacher placement information, personal help and visitations when requested, a directory of all preschool members of PCPO and reliable information on each, a new officers' workshop each spring, and many other helpful services. PCPO can be reached at 503.293.6161 or [pcpo@lefh.net](mailto:pcpo@lefh.net).

## **WHY MULTI-AGE?**

Compiled by Melody Bucholz, former Portland Tillamook Preschool teacher

The State of Oregon Department of Education has sanctioned multi-age as a good option and many elementary schools already have at least one multi-age track. The others will probably do so within the next three years. Why is multi-age such a "hot" idea?

Nearly all research and experience has shown this to be a better way to educate children, when done by experienced, thoughtful teachers. Obviously, multi-age would not be a good idea for a teacher who does not want to change from the traditional format of children sitting quietly at their desks and listening to what the teacher is "teaching." Nor is it a good idea for a teacher with little experience, who has been trained by a system preparing teachers for single-age, teacher-led classrooms. Research and experience show that children in well-managed multi-age classrooms:

1. Develop more empathy and caring behaviors. The presence of younger children seems to make obvious the need to be careful with each other and to comfort a sad or hurt peer.
2. Seem to be better self regulators. When older children are given the responsibility of reminding younger ones of the rules, their ability to follow the rules seems to improve.

3. Are not limited in their friendships or in the quality of those interactions.
4. Participate more fully in a wider range of activities. Younger children can participate in more complex and extended play, older children have more leadership opportunities, allowing them greater practice and mastery of social skills.
5. Are less competitive and more likely to value individual skills and have an understanding that skills are related to one's individuality rather than age, size, or gender.
6. Have the opportunity to learn from someone who is only "one rung up on them" rather than from an adult. This seems to be a highly effective strategy.

This research and the experiences have been carried out on many age levels—toddlers through middle school. In general, three years seems to be an optimal age range, and there do not seem to be any particular groups that do or don't work.

Our school's emphasis on conflict resolution and open-ended activities works well in a mixed-age classroom. It allows children to handle materials in different ways, depending on their level of mastery, and reinforces social skills for older children, while maintaining an atmosphere which allows younger children to learn to be in charge of themselves (not letting older children take over).

## **ANTI-BIAS PHILOSOPHY**

GGCP is committed to a program that acknowledges and supports the uniqueness of each individual and the value of the child's culture as defined by his/her family, both present and past. This approach is integrated into all facets of the school program, such as classroom curriculum, parent education, fund-raising, and budget planning.

All participants in the school are reminded to treat each person, child, as well as adult, with respect of their individual differences. We work to remove biased or stereotypical assumptions from our interactions, giving each person the opportunity to grow and learn, without limitations. We welcome racial, cultural, economic, and religious diversity and families of every composition.

# CLASSROOM PROCEDURES

## DAILY SCHEDULE

The following schedule serves as a guide when you help in the classroom. There will be two parent helpers each day. Parent helpers share responsibilities with the teacher. The program varies – no two days will ever be exactly alike. The schedule is flexible, and times are approximate. However, the same order of events is usually maintained so that the children have the security of knowing what to expect next. The teacher reserves the right to change the schedule as needed to meet the needs of the children. Always consult the teacher when in doubt about how to help in the classroom and what other things he/she would like you to do.

	<b>4-day Class Daily Schedule</b>
8:15-8:30	Children arrive. Settle In (Hang up coats, music, attendance, etc) Social time.
9:00	Circle Time (calendar, weather, letter of the week, helpers, theme focus)
10:00	Snack Time
10:30	Exploration Stations – 2 projects: art – fine motor – dramatic play – sensory – blocks – etc.
11:15	Clean Up Time
11:30	Large Motor (outside or inside)
12:00	Children leave with parents.

**Parent helpers must arrive by 8:15 am.** This ensures that class will start on time, and the classroom will be ready. Parent helpers leave when cleaning is finished, usually around 12:00 noon.

## YOUR DAY AS A PARENT HELPER

Before the start of the day, check with the teacher for any special instructions regarding the day's plan. Prepare any needed materials for special projects. Assist the teacher with other classroom preparation as directed. Parent helpers and the teacher float among the areas of the classroom.

At the end of the day, the parent helps the teacher make sure children are connected with parent or carpool driver before leaving the classroom. Children may look at books while waiting. They **MUST** stay in the preschool room. Likewise, siblings of GGCP students **MUST** remain outside the classroom (they are not covered by our insurance).

When all children have left the preschool (except Parent Helper's child(ren)), parent helper is asked to meet with the teacher. Cleaning will be done after the children have exited the classroom. Parent helper and teacher share cleaning responsibilities while children are involved in Large Motor play or after school has ended.

### **CHILDREN ARRIVE**

The teacher will greet the children near the door. About 10 minutes after the start of class the teacher will leave the door. The parent helper is now the greeter. While you don't have to sit next to the door, keep an eye on the door and be sure to greet any late-arriving children. Have them hang their coat, and then direct child to the teacher's location so they may greet the teacher if they wish.

If you see a child having difficulty saying goodbye to their parent, assist the child in getting involved in an activity or get the teacher.

### **SETTLE IN TIME**

When parent helpers arrive, the teacher will explain to you what the day's planned activities are. As far as these activities are concerned, the finished product is not particularly important. What is important is that the children do as much by themselves as possible. They will be delighted with what they produce and this will instill pride and confidence. Please comment on what a good job they are doing, how hard they are trying, etc., rather than the product ("What a pretty picture"). Include all the children, a few at a time, in the project so that everyone is offered a chance. Some children will finish with the projects sooner than others will. Also, some will not want to start right away. This is OK. Once the late starters see what the others are doing they will probably join in. There may also be times when a child does not want to participate. Children should not be forced, but are strongly encouraged, to participate when they do not wish to.

The planned activities and the free play will blend together. You will need to blend your helping with projects and the help needed by children in free play. The children in free play usually need minimal supervision, but if you see a child having a hard time getting involved or having trouble sharing, etc., try to help him or her by suggesting alternate activities. The most important thing is making sure to children are safe and happy.

### **SNACK**

Eating and drinking takes place only at the table and sitting down. When finished, children should put their garbage in the garbage can. Parent Helper will wipe down tables with antibacterial wipe.

## **BATHROOM**

Bathrooms are located in the hallway. Assist any child who needs toileting help. Some parents will choose to leave extra clothing for their child in case of accidents. Teacher will know where this is stored.

## **CHILDREN'S CLEAN UP**

Encourage the children to put away the toy they are playing with before selecting a new one. Please don't put the toys away for them. Instead, take this opportunity to help the children learn to put their things away. If necessary, hand the child a toy and tell him/her where it belongs, or ask the child to put something specific away: "Kate, would you find a place on the shelf for the red blocks?" You will need to follow up and see that the children do get all the toys on the shelf.

After the children finish in one area, you may help them find another group or area that needs help.

## **STORY & CLOSING STORY TIME**

Open the preschool door for arriving parents. Parent helper joins teacher for a story. Parents may also join for final story or song if they desire. The teacher will read stories and engage the children in conversations. Please sit near talkative or wiggly children. Your presence is often enough to help them concentrate. This is a time to be with your child, but not a time for only your child. Your lap will probably be needed by more than one child.

## **AFTER CLASS DEBRIEFING**

This is a time for you to share with the teacher what was both positive and negative about the morning for you.

- Did the projects work?
- Was the room set up well?
- Did anyone, or group, has particular difficulty or success today?
- Did you observe anything you think might be helpful to the teacher in making future plans?

If you witnessed a minor accident or mishap, be sure the teacher is informed now (if not earlier) so parents can be notified as appropriate. If you noticed anything unsafe about the equipment or activities, be sure to mention this to the teacher ASAP. Any observations you relate about your classroom experience or that of the children are extremely helpful; the teacher appreciates your time and commitment. The teacher is looking for information about the children that is "newsworthy"-who, what, when, and

where. Judgments about individual children’s “goodness” or “badness” are not what we will be talking about and looking for. The teacher will be taking notes from these sessions and this information will be added to what he/she can tell parents at conferences, etc. This is also a time to ask advice about handling specific situations that may have left you wondering during class. These conferences should last no more than 10 minutes.

## **SPECIFIC GUIDELINES FOR WORKING IN THE CLASSROOM**

### **CLASSROOM RULES**

Children learn to follow these rules:

1. Take turns and share.
2. Listen to others.
3. Keep your hands to yourself.
4. Walk at all times.
5. Children need to clean up one activity before going on to the next one.
6. No weapon play (this is strongly enforced while at school).

Please see page 14 for the specifics regarding our **GGCP CLASSROOM MANAGEMENT PLAN.**

# **Growing Gorillas Cooperative Preschool**

## **Classroom Management Plan**

### **ACTIONS REQUIRING MANAGEMENT PLAN**

- Deliberate physical harm of another student
- Deliberate physical harm of a parent in the classroom
- Deliberate physical harm of GGCP property
- Abusive name calling of student or staff
- Behavior too disruptive for class to continue as planned

### **CLASSROOM ACTION**

- Verbal warning from adult in charge.  
And/or
- Removal from area by adult.  
And/or
- Removal from the classroom.
- Set up Parent/Child/Teacher Meeting.

### **PARENT RESPONSIBILITY**

- Parent/Child/Teacher Meetings will be held at a time suitable to all parties, preferably before the child returns to the school.
- The President or other Executive Board Member will attend the meeting as a witness.
- Mediation may be used if Teacher and family can't come to an agreement.
- Executive Board Members will not be mediators.
- The two parties will use an agreed upon mediator.

# PARENT INVOLVEMENT

## OVERVIEW

### RECORDING

- Teacher addresses incident. If Teacher is not in the classroom, the incident will be addressed by the Substitute.
- Teacher will record all incidents in the incident log.
- All witnesses to the incident will write an account of the incident for the log.
- The Log will be available only to the Teacher, Executive Board Members and the families of the children involved in the incident.
- No family may read the recorded events of a child from another family.
- The President will report all incidents to the parent within 12 hours.
- Unless another incident has occurred in the meantime, the report will be sealed in an envelope after 30 days; the reports will be combined at the end of the year.
- If all the steps have been followed and an agreement cannot be reached, the parents are not willing to cooperate or the behavior does not improve, the child may be removed from the program.

Parents are encouraged to attend various social events. We try to arrange adults-only functions during the year, as well as family picnics and parties. That way we can get to know each other as people, not just parents! If you are interested in hosting or helping with any social event, please contact any member of the Board.

A parent's active participation in the preschool benefits not just the child, but the parent and indeed the whole family. As a GGCP parent you can expect to gain:

- Support in your parenting challenges and successes.
- Increased understanding of child development. In particular, the teacher will offer her expertise and insights in discussions of your child's progress.
- Ideas to improve your parenting skills—from the classroom, from parent education speakers and discussions at general meetings, and from informal sharing with other parents.
- Network of families for play dates, outings, baby-sitting exchanges, etc. In short, new friends for you as well as for your child!
- Satisfaction in working with others and doing your part to help run a great co-op preschool.

### COMMUNICATION WITH TEACHER

You will have an opportunity to schedule conferences with the teacher in the fall and spring (if desired). These will be times to set goals for children, discuss their preschool experience and anything else you would like to talk to the teacher about. However, conferences alone will not establish the kind of teamwork between parent and teacher

that is so important to the child's development. Please talk to the teacher frequently. Ask him/her any questions you have about your child in the class, about your parent helping, or let him/her know when things are happening at home that might affect your child at school. Let him/her know what he/she can do to make you feel comfortable in the class and what activities you would like to do with the children or dislike to do.

## **PARENT SHARING**

You will enrich our class greatly if you share your talents, skills and interests with us. Bring a favorite book to read to a small group of children, a plant or animal to show and discuss. Share your job with us, your hobby, and your musical ability. Talk with the teacher about when and how you would feel comfortable sharing and when it would fit into both your plans.

## **PARENT HELPING**

### **BASICS**

Parent helping is the cornerstone of a co-op preschool. Families in the GGCP preschool class are encouraged to help about once a month.

The purposes of parent helping include:

- Add a new dimension to your relationship with your child.
- Assist teacher in carrying out curriculum.
- Expand parenting skills under guidance of teacher.
- Help keep children safe.
- Perform housekeeping chores.

### **WHO PARENT HELPS?**

Growing Gorillas Cooperative Preschool welcomes all families who would like a cooperative preschool experience. Our Parent Helper Scheduler will work with you to fit your parent helping volunteer time into the days of the week on which you can help. Mother and father may take turns helping, or another person who cares about the child and is involved in the child's life may do the parent helping. *It is **mandatory** that anyone who will be helping in the classroom go through orientation of the daily program prior to helping.*

If a potential classroom helper is unable to attend the orientation, or joins the school later in the year, he or she must spend a day in the classroom with a Class Representative prior to the first parent help day. The Class Representative will also go through the topics covered in the orientation sessions. On the first day a new parent is scheduled to help, another parent helper that day may also assist in orienting the new family. Class Representatives will follow up to answer questions, assist with committee assignments, and so on.

## WHAT IF I NEED A PARENT HELPER SUBSTITUTE?

If you are unable to make one of your scheduled Parent Helper days, please **contact the Parent Helper Scheduler** who will assist you in finding a substitute volunteer.

## SUMMARY OF FINANCIAL AND OTHER OBLIGATIONS

### TUITION

The following rates will apply for the 2022-2023 school year:

4-day class: \$125.00 a month (\$1,125 total per school year)

### SUPPLY FEE

The following rates will apply for the 2022-2023 school year:

4-day class: \$75.00 (this is a once per year fee)

### PAYMENT INFORMATION

School runs from September 6<sup>th</sup>, 2022 through May 25<sup>th</sup>, 2023. We follow Davenport Public Schools calendar for holidays and teacher work days. The first payment is the annual Start-up Fee (last month tuition & supply fee), due by August 15<sup>th</sup>, 2022. Tuition payments are due the fifth (5<sup>th</sup>) of each month, starting in September. If the fifth day is a weekend or a holiday, tuition is due the first class day following such. Checks should be made payable to GGCP and left in the tuition box in the classroom.

Tuition payments made after the due date are considered late, and a **\$5.00 late fee per day** will be charged. A **fee of \$35.00** will be charged for checks returned for insufficient funds. If you are having trouble paying your tuition, please contact Jaymie Bennett, Executive Board Treasurer. Please pay by check and note your child's name on the check. If you must pay by cash, it must be handed directly to the Treasurer or President who will give you a written receipt.

### FUNDRAISING

While the operating costs of the school are covered by tuition, fundraising by cooperative members allow us to expand our program, purchase new equipment and offers special services. Fundraising is coordinated by our V.P. of Fundraising, and any necessary committees at the direction of the Board. The committees will develop a variety of fundraising ideas throughout the year that can be supported by all members. Members are not required to participate in all fundraising activities but are encouraged to participate significantly in at least one fundraising activity per year.

The Board sets the total fundraising budget in the spring proceeding each school year.

There will be several opportunities to work together to fulfill our fundraising goal for the year including: Fall and Spring Raffles, 50/50 Auction Event, and our Online Auction.

## **LAST BUT NOT LEAST**

That takes care of your monetary obligations. Now, just a few reminders regarding your other contributions to the school:

### **GENERAL MEETINGS**

General Meetings are mandatory. At least one parent/guardian from each family must attend. These meetings are essential for the well-being of our preschool. We discuss and decide on school issues, hear speakers, and hold discussions on parenting and other topics of interest, and enjoy some adult social time. These are adults-only events. Please plan ahead and arrange for childcare at home.

These events are **open to the public**. Please feel free to pass the word along to friends, family, colleagues, etc.

A copy of the **Parent Agreement** follows, for your reference.

# GROWING GORILLAS COOPERATIVE PRESCHOOL PARENT AGREEMENT

2022-2023

I agree to enroll my child, \_\_\_\_\_, in Growing Gorillas Cooperative Preschool.

**PARENTS: PLEASE READ CAREFULLY BEFORE COMMITTING TO THESE OBLIGATIONS! IF YOU HAVE ANY QUESTIONS OR CONCERNS, PLEASE CALL A BOARD MEMBER.**

**I understand and agree to the following rules and obligations:**

*(please initial each statement)*

- \_\_\_\_\_ 1. To **pay the Start-up Fee** of \$200 (Supply fee + last month Tuition). This fee is due at the time of enrollment but no later than prior to the first day of school and is non-refundable.
- \_\_\_\_\_ 2. To **pay tuition** due by the 5th day of each month from September through April. Payments made following the due date will be considered late, and a \$5.00 per day late fee will be charged each day that it remains unpaid. Tuition *can* increase every school year to account for cost-of-living increases (a minimum of 5% per year).
- \_\_\_\_\_ 3. To provide a completed **immunization record** prior to the beginning of school.
- \_\_\_\_\_ 4. To attend the **Orientation Session** at the beginning of the school year. Any person who will parent help during the school year must attend the orientation session. Prior notice will be provided.
- \_\_\_\_\_ 5. To attend our **three General Meetings** (adults only) over the school year. Prior notice of the meetings will be posted at the preschool. If I cannot attend a meeting, I will contact the Secretary in advance, get a copy of the minutes after the meeting, and complete a job for the preschool as requested by the board or the teacher.

\_\_\_\_\_ 6. To volunteer to the best of my ability for classroom **parent helping**. If I'm scheduled as a Parent Helper, I will arrive at the classroom by 8:15 AM. I understand that if I cannot help on one of our family's scheduled days, the Parent Helper Scheduler will provide me a list of alternative volunteer Parent Helpers.

\_\_\_\_\_ 7. To **participate actively** as a member of one of the preschool's **job** committees or in a leadership (board) position.

\_\_\_\_\_ 8. To contribute significantly to the planning of the Auction and to participate in at least one other fundraiser.

\_\_\_\_\_ 9. To help with **school maintenance** and participate in other school support activities as reasonably requested by the Board of Directors.

\_\_\_\_\_ 10. To give **30 days' written notice**, or pay an additional month's tuition, if withdrawal of my child becomes necessary. Exceptions may be made by the Board of Directors.

In addition, by signing this agreement I hereby represent that I have never been convicted of nor am I under indictment for any crime involving violence or force or sex-related crimes involving a minor.

This agreement is for one school year, September 6, 2022 to May 25, 2023.

Signature of Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_

## **PARENT JOBS**

Every job, board position, and committee is essential to a well-run preschool. The following job descriptions have been redefined and reworked to make them as equitable and clear as possible, but there's always room for improvement! If you find your job too difficult, ambiguous, whatever, talk to the President or any other board member. Keep in mind also that every year the job descriptions and committee groupings are a little different in order to fit the needs of the families and of the school. Therefore, the descriptions below are somewhat generic, and may not all apply to each specific school year.

## **BOARD OF DIRECTORS**

The Board of Directors is made up of parents from each class. The Board of Directors sets and enacts policy for the preschool. They are the legal officers of the preschool, which is a non-profit corporation under Washington law. (See the Bylaws in Section 8 of the Parent Handbook, including a brief overview of key sections.) The duties of the officers are as follows:

### **PRESIDENT**

1. Coordinates and oversees all operations of the preschool.
2. Prepares meeting agendas and chairs Board meetings and general meetings.
3. Plans orientation with teacher and Board.
4. Attends PCPO president's meetings (when feasible), and fulfills PCPO presidents' obligations.
5. Chairs teacher contract committee.
6. Ensures all families are participating evenly in their assigned job.
7. Answers questions related to preschool jobs.
8. Primary liaison between GGCP & the public

The President shall also serve as GGCP's PCPO Representative, and as such will:

1. Report on general PCPO meetings and the PCPO conference.
2. Prepare a report for GGCP's monthly newsletter.
3. Maintain active involvement with PCPO and facilitate communication between GGCP and PCPO.

## **TREASURER**

1. Receives and dispenses funds, sometimes with help of Assistant Treasurer.
2. Keeps complete financial records.
3. Deposits Monies in the bank.
4. Develops financial reports and budgets.
5. Pays taxes, salaries, insurance premiums and all other bills in a timely manner.
6. Has option to attend PCPO treasurer training in spring.
7. Monitors financial health of school, and provides financial advice to the Board.
8. Serves on teacher contract committee.
9. Prepares a financial update report for monthly newsletter.
10. Attends monthly Executive Board Meetings.
11. Tracks all fundraising profits.

## **ASSISTANT TREASURER**

### **Collects tuition and late fees**

1. Gets monies to Treasurer by 15<sup>th</sup> of the month.
2. Presents financial reports at monthly Board Meetings and scheduled General Meetings.
3. Has option to attend PCPO treasurer training in spring.
4. Helps monitor financial health of school & provides financial advice to the Board.
5. Serves on Teacher Contract Committee.
6. Attends monthly executive Board Meetings.
7. Collects fundraising monies and gets to Treasurer with written report of funds.

## **SECRETARY**

1. Keeps minutes at general meetings and Board meetings.
2. Types as necessary for the Board.
3. Covers for School Closure Patrol in event Patrol person is out of town.

## **VICE PRESIDENT, MEMBERSHIP**

1. Acts as registrar, ensuring all required forms are on file prior to child's starting school.
2. Responsible for membership drive, including a) maintaining file of alumni, siblings, and other potential members, b) soliciting membership, and c) marketing school through the Open Houses.
3. Submits immunization forms to county health department.
4. Enrolls and orients families entering after the start of the school year.

## **VICE PRESIDENT, FUNDRAISING**

1. Supervises fund-raising activities of the preschool.
2. Chairs fund-raising committee meetings.
3. Enlists support & involvement of all preschool members in fund-raising activities.
4. Reports monthly to the President on committee's activities.
5. Prepares a fundraising report for monthly newsletter.

## **TEACHER**

Duties of the teacher are outlined each year in the teacher contract.

## **JOBS/COMMITTEES**

### **CLASS REPRESENTATIVES**

One person from each class will:

1. Act as liaison between teacher and class.
2. Telephone class members for class and co-op business as delegated by the President or teacher.
3. Lead any class meetings as needed.
4. Follow-up on attendance at general meetings.
5. Work with Membership Coordinator to orient new families throughout the year.
6. Organize any class activities (i.e. class get togethers, secret pals, pot lucks, etc.)

### **NEWSLETTER EDITOR**

1. Solicits articles, recipes, photographs and drawings from membership for the newsletter.
2. Ensures we have articles from the teacher and President each month, as well reports from the Treasurer and VP, Fundraising.
3. Publicizes newsletter at orientation and first general meeting. Encourages submissions throughout the year.
4. Works with Board to determine ad policy.
5. Prints and distributes the newsletter by the first week of each month.
6. Checks in monthly with President with any questions, suggestions, etc.

### **PARENT HELPER SCHEDULER**

1. Prepares, circulates, and posts monthly schedule of classroom parent helpers.
2. Audits schedules quarterly to ensure all families are helping in the classroom the same amount of time.

### **LIASON/PARENT PROGRAMS**

1. Fields suggestions, complaints & problems that may arise between any members and bring these to the attention of the Board.
2. Contacts & arranges for guest speakers at designated General Meetings.

### **OTHER PRESCHOOL SUPPORT POSITIONS**

Each GGCP family is required to support the preschool in one of the above positions or by volunteering for one of the following positions.

**AUCTION COMMITTEE** (*ALL GGCP families are required to assist with the auction on some level*).

1. Attend committee meetings as needed.
2. Work together to organize & execute all aspects of the auction.
3. Organize & execute all aspects of fundraisers under direction of the Chair & Fundraiser.
4. Work with Treasurer on all monetary transactions.

5. Attend all fundraising events in their entirety.

#### **CHILD-CARE COORDINATOR**

1. Recruit babysitters for General Meetings, & other events as needed
2. Oversee babysitters (check-in, clean-up of classroom, and payment of sitters) during General Meetings & other meetings

#### **CHRISTMAS BREAK CLASSROOM CLEAN-UP**

1. Work with parent from other class to clean-up the classroom during the Christmas break.
2. Work with Board to purchase cleaning supplies as needed.

#### **CHRISTMAS PROGRAM ASSISTANT**

1. Assist teacher as requested for preparation of Christmas program.

#### **GRADUATION CAKE COORDINATOR**

2. Coordinate with Board to make sure graduation cake has been purchased.
3. Make sure adequate number of plates, napkins and forks are available and notify Board if more need to be purchased.
4. Cut cake at graduation (after pictures).

#### **GRADUATION PROGRAM ASSISTANT**

1. Assist teacher as requested for preparation of Graduation program.

#### **GRANT COORDINATOR**

1. Initiate grant proposals or other donations to school as necessary

#### **HANDBOOK COMMITTEE**

1. Work together to update the Parent Handbook for the next year. This work should be done over the summer and handbooks should be delivered to GGCP families by Parent Orientation for 2023-2024 school year.

#### **TOY SANITIZER**

(Toys should be sanitized every month)

1. Coordinate with Toy Sanitizer from other class to determine what months you will be responsible for.
2. Sanitize toys at the end of the week (after class on Friday) to ensure toys are dry by the start of the next class.
3. Work with Board to purchase cleaning supplies as needed.

# SCHOOL POLICIES

## SAFETY AND HEALTH

### BASIC POLICY

All adults are responsible for the safety of the children. Please be alert to any possible dangers or hazards and remedy them immediately or report them to the teacher. If you see any broken toys or equipment, remove them and tell the teacher. If you see unsafe behavior, stop it immediately and then discuss it with the child. A first aid kit, including plastic gloves, is available in the classroom. Emergency contact names and phone numbers for each child are also kept in the classroom on index cards hanging next to the first aid kit. Parents need to remember to update this information immediately if changes occur.

The following sections cover safety-related issues in more detail.

### ACCIDENT PROCEDURE

#### *Prevention*

The main thing we can do to prevent accidents at school is to keep a watchful eye on the children. Be sure to intervene to stop unsafe behavior (e.g., hitting, weapon play, trying to leave parking lot boundaries, unsafe use of tools or toys). If you are unsure whether an activity is unsafe, err on the side of caution and then discuss with the teacher and other parent helpers. As a diverse group of adults, we may all differ in our comfort level with children's risk taking, and our definition of what is "unsafe." However; we need to respect each others' viewpoints, and do our best to work together to keep the children safe.

#### *Report Any Accidents to Teacher*

Parents who witness an accident are to report all details immediately to the teacher. This holds true even if you and the teacher both witnessed the accident –vantage points and perceptions often differ. Parents are responsible for informing the teacher fully, and he/she is responsible for soliciting all necessary information so as to make the best possible decision regarding the child's care. It is the teacher's responsibility to determine the course of action, using his/her judgment on a case-by-case basis.

#### *Call Parents*

Immediately upon learning of a child's serious injury or medical condition, the teacher will turn over the direction of the class to a parent helper. The teacher will then stay with the child until the arrival of a parent, emergency contact, or medical personnel. The teacher will ask a parent helper to call the child's parents, using the school roster in Section 6 of the Parent Handbook. The parent helper will also pull the child's

emergency information sheet from the file so it is ready if needed. If the child's parents are not available, the designated emergency contact will be called. If the parents or emergency contacts cannot be located, we will call the child's physician and follow their instructions. This may include transporting the child to an emergency room or a doctor's office.

#### *When to Call 9-1-1*

The teacher will call 9-1-1 under the following circumstances (or others that the teacher deems life-threatening): seizure; respiratory distress (blue around lips, unresolved choking); cardiovascular event (no breathing, no heartbeat); or head injury with altered consciousness; or other major traumas. Other accidents for which parents will be called (but not 9-1-1) include: apparent broken bones, head injury without loss of consciousness; severe cuts, bleeding, or bruising; fainting; rapid or labored breathing; severe wheezing; and other situations deemed serious by the teacher.

#### *Accident Report*

In the case of a serious accident (requiring immediate and/or subsequent medical attention), an accident report is to be filled out as soon as possible by the teacher, with input from parent helper witnesses where appropriate. A copy will be given to the child's parents, will be placed in the child's file in the classroom, and also will be sent to PCPO for insurance purposes.

For minor accidents (scrapes, slivers, bumps, etc.), the teacher will give the parent an informal verbal report at pick-up time, with further discussion later if needed. Parent helpers are encouraged to assist the teacher in this informal reporting, especially if they were the main witness or chief comforter after the incident. At the after-class debriefing, the teacher will review the day's events, including any accidents that occurred. Parent helpers may assist in calling parents to explain any minor incidents that were not reported at pick-up time.

In the event of any concerns over the teacher's handling of an incident, the parent(s) and teacher should communicate directly with each other. If necessary, the Class Representative and/or President may mediate the discussion.

#### *Insurance Coverage for Members*

Our group insurance policy through PCPO covers "students and parent assistants for medical treatment for injuries sustained while taking part in or traveling straight to or from any activity sponsored and supervised by the school." The school pays a deductible, and parents may submit a claim form to PCPO to be reimbursed for any medical expenses incurred as a result of the accident. This coverage neither implies nor depends on any liability on the part of the school, and does not increase our insurance costs.

## **END OF SCHOOL DAY**

When school is over, please come inside the church to the designated classroom door to get your child and wait in the hallway until children are released. As a safety precaution, the teacher will stand by the door and release children one at a time from the classroom, only after matching him or her with a parent or authorized pick-up person. (Of course, you are more than welcome to come into the classroom with your child—the system is designed to keep children safe, not to exclude you from visiting the class!) Please remember, siblings are not covered under GGCP's insurance.

If someone else is to pick up your child, the teacher should be notified, in writing, in advance. If the teacher does not know this person, they should expect to show the teacher their driver's license. In case of emergency (e.g., you have a flat tire) you should call another parent to pick up your child. Some children occasionally try to sloop out and make a run for it, so everyone needs to be vigilant. Children are not to go out to the parking area by themselves, nor are they to run around the halls or any inside area of the church.

## **FIELD TRIPS**

### *Where Do We Go?*

We typically go on a few field trips each year. Parents are encouraged to share ideas for trips with the teacher. Past field trips initiated by parents have included a visit to workplaces such as the Post Office. We have also visited Ziegler Farm's Pumpkin Patch and the Davenport Fire Department. Often the trip is linked with the current focus in the classroom. So if you have ideas for a trip, it's helpful to talk to the teacher well ahead of time so he/she can integrate it with the current curriculum plans.

### *Information/Sin-ups*

A sheet with information about the trip will be sent home with the children at least two weeks before any trip, when possible. Please read it carefully and check with the teacher if you have any questions. In addition to the parent helpers scheduled for that day, we need several parents to sign up as volunteers to accompany the children during the field trip. (Note: If you are the snack parent helper that day, please check with the teacher about what you should plan to bring on the trip.)

In preparing for the trip, the teacher matches children with parents and makes sure all emergency information is taken along. The teacher also calculates how many volunteers are needed to ensure the children's safety once we arrive at the site. If you sign up to go on a field trip, but can't make it, it is very important to let the teacher and President know so there is enough time to find substitutes. If there are not enough parent volunteers, the trip will be canceled.

### *Release Form*

Each family will receive a release form before each field trip. The bottom part of the form you will need to sign and return by the day of the trip in order for your child to participate.

### *Procedure on Day of Trip*

Upon arrival at school, parents pick up a folder with the emergency info sheets of the children for which they are responsible. When it is time to go, the teacher assembles the class and has a brief “group time” discussion of what they will see. The parents assemble their group and head out. *During the trip, you are responsible for the safety of your group.*

Upon return to the school, be sure to give your packet back to the teacher so the teacher can re-file the emergency info forms.

### *Car Policies*

For the children’s safety, when we travel in cars on field trips:

1. Each child must be separately buckled into a seat belt or car seat.
2. The child’s parent should install the car seat in the driver’s car correctly and show the driver how to fasten the child in. All children less than 40 pounds must be properly seated in their car seat. The latest NTSB and Academy of Pediatrics recommendations are for children between 40 and 80 pounds to be in a booster seat.
3. The first aid kit shall be taken on all field trips.
4. Parents shall not smoke when carrying children on field trips.
5. All drivers must have adequate liability insurance coverage. PCPO suggests Bodily Injury and Uninsured and Underinsured Motorists – Bodily Injury are \$100,000 each person/\$300,000 each occurrence.

### *Siblings*

Siblings are often not allowed on field trips. This is for insurance reasons, basically so that the parents on the trip have their hands free to keep the students safe. Also, our insurance only covers students and parents in case of an accident. We often visit places that have limited space, heavy equipment, and other features (such as the fire station’s pole) making it unsafe to have toddlers along. (The field trip info sheet will specify on those occasions when siblings are allowed—for example, if we are simply driving to Imagination Station to play, it’s not a problem.) Parents with younger children who wish to volunteer to come on field trips may want to trade sitting with other members on field trip days.

## **FIRE/EARTHQUAKE DRILLS**

Every parent should check the fire escape routes, posted on classroom doors, prior to parent helping the first time and walk around to locate them. We will have practice fire drills once each month in class. We will walk out of the room via one of the escape routes and gather in a designated area outside the church. The teacher will take attendance and then lead the children back into the classroom.

We will conduct basic earthquake drills on the same day as the fire drill. The children will be taught to get under a table and away from windows in the event of an earthquake. (Note: Any parents interested in coordinating a disaster preparedness effort—organizing an area at school with drinking water and other supplies—should contact a Board member. This is the type of “extra” project that would be a good thing, but that enthusiastic volunteer(s) need to make it happen.)

## **ILLNESS**

Before a child can be admitted to the preschool, all of his/her immunizations must be up to date. The day-to-day health of the children depends on the awareness of the parents and the teacher. If your child is not feeling well, please keep the child home so that other children will not be exposed to the illness.

Parents are encouraged to notify the teacher of absences by calling the child’s teacher at home and leaving a message before school starts that morning. This helps relieve the curiosity and concern of your child’s classmates. It also helps the teacher to encourage positive social skills (caring) by allowing him/her to mention a child’s illness and facilitate discussions on how it feels to be ill, etc.

If signs of illness are present when your child arrives, the teacher will ask you to take the child home. If the child becomes ill during the day, someone from the preschool will call your home or emergency numbers to have your child picked up. If you will be at a friend’s house or somewhere else, you may wish to leave an alternate emergency number with the teacher.

## **SIBLINGS**

For safety and liability reasons, as well as for the quality of the program, parents need to arrange childcare for siblings on parent helper days. The classroom is set up for preschoolers and is not appropriate for crawling babies and toddlers. Apart from safety concerns, if you have to keep a toddler out of trouble it is hard to relax and enjoy the morning with your preschooler. Finally, having siblings in class limits your parent helping ability for the rest of the preschoolers as well—again, both a safety and quality concern.

On the other hand, many younger siblings enjoy being part of the school drop-off and pick-up ritual. After class, for example, it is fine for them to come into the classroom and play for a few minutes under your supervision. Please note that siblings are not covered under our insurance.

## **SMOKING**

No smoking is allowed within preschool premises, or when you are directly responsible for the safety of the children (for example, on field trips).

## **SNACKS**

Any food allergies that members of the class may have are listed on the bulletin board in the hallway and individually on the each student's emergency index card. Please take these into account in planning your snack choices. Please attempt to bring some healthy foods for snack time.

## **WALKS**

Periodically we will go for walks in the neighborhood. For safety, when we take these mini-field trips:

1. One adult parent helper will walk in front, one in the middle and one at the end. The adult last in line needs to be continually on the alert to see that children stay with the group. Accept and allow for some wandering as long as the children are not in danger, or trespassing on other's property.
2. Children and adults must stay together.
3. Children should stay in designated walkways.
4. Children should hold hands in a group, with an adult when crossing streets. Have them STOP, LOOK and LISTEN for cars.

## **COMMUNICATION**

One of the most important components of a successful co-op preschool is open and effective communication. There is a tremendous amount of information to absorb when one first becomes involved in the school (i.e. this handbook), and then all the business and events that occur during the year. The system of communications described below is designed to give everyone the information they need as efficiently and helpfully as possible. As with every other aspect of the school, there is always room for improvement, and your suggestions are welcome.

## **BULLETIN BOARD**

Parents need to check the bulletin board in the hallway by the classroom doors every time they come to school. To help organize the mass of information that typically gets posted on the bulletin board, and (hopefully) make it easier for parents to see the really important stuff, the follow system of designated areas has been devised by the Board. As always, your feedback is welcomed.

1. "Urgent—Read this!": field trip information and sign-ups, school event sign-ups, and any urgent notices or materials. Some of these notices will have a place for a parent from each family "sign off", so that the Board knows everyone has read it.
2. Teacher's Board: information, requests for materials, etc.

3. General GGCP Board: information, social event sign-ups, school-related announcements, etc.
4. PCPO/Parent Education: articles and information—this is a “read-only” board (no sign-ups).
5. Our Community: another read-only board, for any non-school related stuff (want ads, comics, news articles, parents’ business cards, flyers, etc.).
6. Parent Helping Schedules.

The Teacher and President are responsible for maintaining the bulletin board. Parents posting items on the community board should date items so the teacher can pull excess material at regular intervals.

### **GENERAL MEETINGS**

Each meeting includes announcements and discussion of current school events and business. Board policy decisions are introduced. Issues that the membership needs to decide are discussed and voted on. At least one parent from each family must attend each general meeting. The business/informational aspects are supplemented with parent education (speakers) and social time.

### **NEWSLETTER**

The school newsletter, *The Whole Banana*, comes out every other month from September through May, plus two summer issues. An abbreviated informational paper, *The Banana Peel*, comes out every other month from October through April. Parents are warmly encouraged to submit articles, book reviews, recipes, photos, artwork, or whatever strikes their fancy. The newsletter is also a good way to get recaps of key information from the bulletin board and general meetings.

### **FACEBOOK GROUP/PHONE MESSAGES**

When the teacher or the Board needs to communicate a brief, urgent message to members, the Class Representatives will post to the GGCP Parent’s FB Group Page. The class may enlist two volunteer families to help with FB Posts and/or phone calls—typically for last-minute changes or reminders about school events. The Parent FB Group is a great place to post if you are not going to be able to make your parent helper date, to see if any other parents can cover or trade a date. If you have any questions about the messages, please message or call your Class Representative or the President.

### **GRIEVANCE PROCEDURE/RESOLUTION FORM**

Although it is rarely used, the grievance procedure is an important part of our communications system. In general, any concerns should always be raised directly with the individual. If you have a problem with or a suggestion regarding school administration or policy, you should contact the President or your Class Representative.

If you have a problem with or a suggestion regarding the curriculum or management of the classroom, you should contact the teacher.

If direct contact proves unsatisfactory, you should bring your concern, suggestions or ideas, in writing, to the Board by filling out the GGCP Resolution Form (copy included end of this Section of Parent Handbook). Notice of Board meetings is posted on the bulletin board prior to each meeting; members are always welcome to attend. Please let the President know in advance if you wish to be placed on the agenda.

If it appears that resolution of any issue may require it, an outside facilitator can be called on for assistance. PCPO is one resource available for such support.

## **OTHER SCHOOL POLICES**

### **CARPOOLS**

Many parents like to carpool. These are strictly private agreements between parents. If you are picking up several children you should arrive early enough to pick up handouts, etc for all children and be prepared to leave when they are dismissed.

We do ask that you do not drive the carpool on your parent helping day. It is just too difficult to meet with the teacher, set up and clean up if there are all those extra children before or after class.

### **CHURCH**

We pay rent to the Davenport Zion Lutheran Church for use of the school facilities, including limited use of the church's kitchen and fellowship hall (for class time and meetings). Please treat the church and its property with care. It is especially important not to use the church's dishes, utensils, etc., or to undertake any renovation or repair without asking permission. When in doubt, ask the President, who is our chief liaison with the church.

### **SCHOOL CLOSURE**

School commences on the Tuesday after Labor Day in September and ends the Thursday before Memorial Day weekend in May. Holidays coincide with those of Davenport School District, including Teacher Work days. In case of bad weather, school closures will follow the policy of the Davenport School District. Tune to local radio and television stations for closure announcements. This information will also be provided in the GGCP Parents FB Group. If Davenport starts one hour late, GGCP classes will start on time. If Davenport starts more than one hour late, GGCP class will be canceled. GGCP is closed when the Davenport Schools are closed.

*See the detailed GGCP Calendar in Section 6 of the Parent Handbook*

## **SUPPLIES AND EQUIPMENT**

School supplies and equipment are not available for borrowing by co-op members.

## **TUITION**

Tuition payments are due the fifth (5<sup>th</sup>) of each month, starting in September. If the fifth day is a weekend or a holiday, tuition is due the first class day following such. Checks should be made payable to GGCP and left in the tuition box in the classroom.

Tuition payments made after the due date are considered late, and a **\$5.00 late fee per day** will be charged. A **fee of \$35.00** will be charged for checks returned for insufficient funds. If you are having trouble paying your tuition, please contact Jaymie Bennett, Executive Board Treasurer. Please pay by check and note your child's name on the check. If you must pay by cash, it must be handed directly to the Treasurer or President who will give you a written receipt.

## **VISITORS**

Special arrangements may be made for prospective members, teachers from other preschools, or other interested persons (including grandparents) to observe the program during regular school hours. Please obtain permission of the teacher in advance of the visit.

# GROWING GORILLAS COOPERATIVE PRESCHOOL

## Resolution Form

Date: \_\_\_\_\_

Submitted by (please print): \_\_\_\_\_

Phone Number: \_\_\_\_\_

Issue:

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Possible Solutions:

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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Signature of Submitted by: \_\_\_\_\_



2022-2023

- ❖ CALENDAR OF EVENTS
- ❖ GGCP OFFICERS
- ❖ STUDENT ROSTER

# **Growing Gorillas Cooperative Preschool Calendar of Events 2022-2023**

## **AUGUST**

9<sup>th</sup>-Board Meeting, 6:30pm, Zion Lutheran Church  
10<sup>th</sup>- Open House at Preschool from 8am-11:30am **AND** Pops in the Park Meet & Greet 6pm  
17<sup>th</sup>- Open House at Preschool from 8am-11:30am **AND** Parent Orientation 7pm, Zion Lutheran Church  
24<sup>th</sup>- Open House at Preschool from 8am-11:30am

## **SEPTEMBER**

6<sup>th</sup>-First Day of school/Tuition Due **AND** Raffle Tickets go out.  
13<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church  
TBD- Mom's Night Out

## **OCTOBER**

5<sup>th</sup>-Tuition Due **AND** General Meeting, 6:30pm, Zion Lutheran Church –**Mandatory**  
11<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church  
12<sup>th</sup>-Raffle Tickets Due  
26<sup>th</sup>- Dad and Me Pumpkin Carving Night, 6:30pm, Memorial Hall

## **NOVEMBER**

5<sup>th</sup>-Tuition Due  
8<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church  
23<sup>rd</sup>-25<sup>th</sup>- No School, Thanksgiving Break  
TBD-November Raffle, if needed  
TBD-Seahawks game gathering for parents at Teacher Scott's

## **DECEMBER**

5<sup>th</sup>-Tuition Due  
8<sup>th</sup>- GGCP Christmas Program, 6:30pm, Zion Lutheran Church  
13<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church  
19<sup>th</sup>-30<sup>th</sup>- No School, Christmas Break

## **JANUARY**

2<sup>nd</sup>-Northern Quest Casino Spring Fling Raffle tickets go out  
5<sup>th</sup>-Tuition Due  
10<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church  
16<sup>th</sup>- No School, MLK Day  
18<sup>th</sup>- General Meeting, 6:30pm, Zion Lutheran Church –**Mandatory**

## **FEBRUARY**

4<sup>th</sup>- Itty Bitty Prom Fundraiser for GGCP, 6:00pm, Davenport School Gym  
5<sup>th</sup>- Tuition Due  
14<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church  
15<sup>th</sup>- Northern Quest Casino Spring Fling Raffle tickets due  
16<sup>th</sup>- Northern Quest Casino Spring Fling Raffle Drawing  
20<sup>th</sup>- No School, Presidents Day

# **Growing Gorillas Cooperative Preschool Calendar of Events 2022-2023**

## **MARCH**

5<sup>TH</sup>- Tuition Due

14<sup>th</sup>-Board Meeting, 6:30pm, Zion Lutheran Church

20<sup>th</sup>-23<sup>rd</sup>- Dads Week

22<sup>nd</sup>- General Meeting, 6:30pm, Zion Lutheran Church **-Mandatory**

## **APRIL**

3<sup>rd</sup>-7<sup>th</sup>- No School, Spring Break

10<sup>th</sup>- Tuition Due

11<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church

22<sup>nd</sup>- GGCP 16<sup>th</sup> Annual Online Auction Starts

29<sup>th</sup>- Auction Viewing Party & 50/50 Raffle, 6:00pm, Memorial Hall

## **MAY**

5<sup>th</sup>- NO TUITION DUE

9<sup>th</sup>- Board Meeting, 6:30pm, Zion Lutheran Church

10<sup>th</sup>- Mom and Me Arts and Crafts Fun Night, 6:30pm, Memorial Hall

25<sup>th</sup>- GGCP Graduation Night, 6:00pm, Zion Lutheran Church

25<sup>th</sup>- Last Day of School

**Growing Gorillas Cooperative Preschool**

Officers  
2022-2023 School Year

**Executive Board**

	<b>Name</b>	<b>Phone</b>
President	Sami Guhlke	509.995.5240
Secretary	Jacey Williams	253.353.0169
Treasurer	Jaymie Bennett	509.721.1297
VP, Membership	Torri Mielke	509.215.0917
VP, Fundraising	Colleen Hurt	509.951.1424
At Large	Diane Wade	503.615.8785
At Large	Stacie Nichols, OD	509.725.2810
At Large	Leslie Schweiger	509.725.5466

**Non-Executive Board**

Class Representative	Sami Guhlke	509.995.5240
Scheduler	Jacey Williams	253.353.0169
Newsletter Editor		

<b>Teacher</b>	Scott Hopkins <a href="mailto:hopnic@centurytel.net">hopnic@centurytel.net</a>	509.725.2810
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All Executive Board Members can be contacted at [growinggorillascoop@gmail.com](mailto:growinggorillascoop@gmail.com)

**Growing Gorillas Cooperative Preschool**

Class Roster  
2022-2023  
As of 8/5/2022

Teacher	Scott Hopkins PO Box 372 Davenport, Wa 99122 <a href="mailto:hopnic@centurytel.net">hopnic@centurytel.net</a>	509.725.2810
Bennett, Brooks 10/30/2018	Jaymie & Andrew Bennett	509.721.1297 360.513.2395
Chappell, Easton 02/08/2019	Jamie & Brad Chappell	509.280.3266
Cool, Bryndle 11/27/2017	Haley & Tucker Cool	509.429.0110
Goetz, Michaela 03/27/2018	Natasha & Nicholas Goetz	509.953.7629 509.953.7232
Guhlke, Wade 02/20/2018	Sami & Tom Guhlke	509.995.5240 509.721.0984
Hein, Oliver 05/26/2017	Janelle & Erich Hein	509.499.9067 509.721.0701
Hoard, Aubrey 08/18/2018	Jessica & Jon Hoard	509.385.2470 509.570.3678
Hurt, Jessie 11/11/2018	Colleen Hurt & FP Hurt	509.951.1424
Ingram, Harlow 11/02/2018	Kari Ingram	425.737.6237
McCann, Raelynn 12/11/2017	Lindsey & Scott McCann	509.570.8517
Mielke, Liberty 01/20/2018	Torri & Nathan Mielke	509.215.0917 509.821.0921
Overmyer, Sage 10/30/2018	Maddi & Chad Overmyer	509.724.8884 509.723.5823
Strite, Amelia 04/21/2019	Jessica & Lance Strite	509.720.9723 509.721.0417

**Growing Gorillas Cooperative Preschool**

Class Roster  
2022-2023  
As of 8/5/2022

Teacher	Scott Hopkins PO Box 372 Davenport, Wa 99122 <a href="mailto:hopnic@centurytel.net">hopnic@centurytel.net</a>	509.725.2810
Williams, Brinley 08/21/2018	Jacey Williams	253.353.0169
Woolsey, Oaklee 12/29/2017	Marcell & Leonard Woolsey	509.869.8605

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**ADDITIONAL SUGGESTIONS**

# FOR WORKING WITH CHILDREN

## “YOU CAN’T HELP ME UNTIL YOU KNOW WHAT I CAN’T DO”

To the young child, all the world seems to focus on “ME”. He/she does not doubt that even the wild forces of nature are somehow centered on him or her. To enhance a child’s total growth, we must begin to look “inside” to see things as he/she sees them and know what they are ready for.

### WHAT I CAN’T DO

**I CAN’T SHARE** – Possession is one device the young child uses to hammer out autonomy. Just as babbling comes before talking, so owning comes before sharing. To fully share, a person must first fully possess.

**I CAN’T EMPATHIZE WITH ANOTHER’S FEELINGS** - Because most young children are at, what Piaget calls Egocentric stage, they are unable to put themselves in the place of the actor, to empathize with another’s feelings. Saying “sorry”, and meaning it, is truly impossible.

**I CAN’T COLLECT INFORMATION** – Most children only remember what is important to them. The statement, “I just told you to walk in this room”, in most cases the child does not remember that you did just tell him/her. “I have told you a hundred times to pick up your dirty clothes and put them in the clothes basket.” This statement is another example of an adult’s wish for children to be like adults forgetting they are children.

**I CAN’T CENTER ON MORE THAN ONE ASPECT AT A TIME** – “Pick up your toys, put on your shoes, and wash your face, we are going out to play.” This statement has four aspects. 1. Pick up your toys up; 2. Put on your shoes; 3. Wash your face; 4. We are going out to play. Most young children, if they can remember it at all, will remember the last or the most important to them, but with so many other aspects, will forget because of the confusion.

**I CAN’T REVERSE WHAT HAS BEEN DONE** – If a child reaches to put his/her finger in an electric wall outlet and you say, “don’t”, the child is confused because he/she doesn’t know how to reverse this action. “Pull your hand back that is dangerous”, reverses the situation by putting in words that you want the child to reverse.

**I CAN’T CONSERVE** – When you want a child to pour a glass of milk or juice and you hand a full pitcher, expect the child to pour all the milk into the glass even if it pours all over the floor or table. Because they can’t see the difference, they have no idea that all the milk or juice won’t fit in that small glass.

**I CAN’T TELL YOU THE TRUTH WHEN YOU SET ME UP** – If you have seen a child do something that you dislike, and you ask them if they have done it, they will probably say “no”.

Wouldn't you if you knew what the consequences might be? Don't ask the child if you know what has happened. That only sets them up.

**I CAN'T SIT DOWN FOR VERY LONG** – The young child is often in a quandary because a parent or teacher is telling them to sit still while their body is telling them to move. When the large muscles in a preschooler's arms and legs are growing rapidly, they cry out for exercise. As a result, the preschool child moves all the time.

**I CAN'T PLAY WITH ANOTHER CHILD UNTIL I AM READY** – Children go through different stages of social interaction. If allowed to grow and change at their own pace, they will begin to interact with other children.

**I CAN'T TELL THE DIFFERENCE BETWEEN REAL AND FANTASY** – When a child has a dream, it is very real to them. Telling them not to be a "baby" or to go to sleep is very difficult. Playing fantasy is real for the child and very important for control and development.

**I CAN'T EXPRESS MY FEELINGS IN WORDS VERY WELL** – Children resort to physical means of communication because they don't have words to express their frustration. You can help by giving children words to use.

**I CAN'T TAKE TURNS** – Try not to put young children in situations where they have to take turns.

**I CAN'T HAVE PERSPECTIVE** – The only real difference between children and adults in emotional development is experience. Adults have been around a lot longer, most children have to face their own problems and deal with the world as they see it. When you are only four, you feel more things.

**I CAN'T THINK IN TERMS OF RIGHT AND WRONG** – Many young children can't even think in terms of cause and effect. Even when applied directly to them. The little boy runs up to the curb and stops. He might not go in the street because he remembers what Mom and Dad said about danger, but he also might go in the street not knowing what the effect will be. We must protect the child – they cannot be responsible until they are developmentally ready.

**I CAN'T BE READY BEFORE I'M READY** – Children all grow and develop at their own rate, not ours. Stop comparing and forcing children to move before they are ready.

*The following material serves not only as a supplement to the information on parent helping in earlier chapters, but as a source of ideas for all aspects of our work as parents.*

## **GENERAL GUIDELINES**

1. When talking with children, squat down to their level.
2. Sit down whenever possible while supervising.
3. Answer questions, and talk to the children when the occasion calls for it, but avoid interrupting their conversations, or talking all the time.
4. Be relaxed.
5. Be consistent.
6. When children are playing well, don't interrupt or interfere.
7. Avoid talking about a child in his/her presence.
8. Look for what children are doing right or well.
9. Let children do what they can themselves, give them time to try before offering assistance.
10. Listen to them.
11. Encourage children to give and receive help from each other.
12. If a child appears to be struggling, ask if help is desired before stepping in.
13. Tell children what you want them to do, rather than what to stop doing ("please walk" rather than "don't run").

## **PARENT HELPER'S ROLES IN CLASSROOM**

The most common set of questions about parent helping surround "What do I do?," "When should I intervene?," and "How can I facilitate play in our setting?"

You will spend the major part of the day interacting informally with individuals and small groups of children, facilitating learning rather than in adult-directed activities. You will spend little time correcting, stopping, hurrying, reminding, referring, reprimanding, or timing-out the children. You have time to respect and respond to individual needs and to relate to each child with warmth.

In the creative play program, it is assumed that a caring and understanding adult is involved at all times in whatever activity the children are participating. The role of the adult is not that of an instructor or entertainer, but rather of a friend whose presence will insure the quality and appropriateness of the experiences in which the children engage.

There are three primary types of involvement:

1. **Participant:** The adult actually participates with the children in the activity.
2. **Facilitator:** The adult gives necessary guidance and assistance as needed, but does not participate.
3. **Observer:** The adult can see the children and be seen by them, giving them the security of knowing that they will have help if they lose control of the materials they are using or of their emotions.

—Clare Cherry

You will spend most of your classroom time in the last two of these roles, allowing the children to have each other for players. Let me expand on these roles.

## **PARTICIPANT**

*Player* (you will usually be accepted because the teacher/parent is desirable and has good ideas), but this should be kept to a minimum. Wait to enter—then be careful that you maintain and extend the children’s general theme and direction. Be careful that your intervention doesn’t identify or change their play. Enter by making statements that reflect what the children are doing. Observational statements communicate approval without judgment. They let children know you recognize what they are doing is important.

## **FACILITATOR**

*Stage manager* (usually done before class). It’s easier and more appropriate to move around and manipulate things rather than children.

*Mediator*: imposed solutions interrupt play—mediated solutions enhance and continue play.

*To extend play scripts*—by materials, ideas and problem solving/negotiating. Ask open-ended questions. These kinds of questions require no specific or correct response, but inspire a variety of answers. Wait three seconds—classroom teachers have been timed to allow just 9/10 of a second before asking another question. Count slowly and silently to three before responding, another three after the child has made a response to allow the child to elaborate if he/she thinks of more. Step away so children can resume their play, or when they gain control over the play themselves.

## **OBSERVER**

When the teacher/parent is not needed to sustain play he/she can be a scribe, assessor, communicator, and planner. Writing while children play gives something important for adults to do without interrupting their play.

## **TECHNIQUES FOR BEHAVIOR MANAGEMENT**

1. When talking with a child maintain eye contact. Have your face at their face level. If you lose eye contact, ask for it: “I need you to look at me.” “Look at my eyes.”
1. Don’t ask a question unless there is a choice. Say, “It’s clean-up time,” not “It’s time to clean up, okay?”
1. Give one or two warnings, then take action. Follow through. Be consistent. This will probably require you to stop doing what you’re doing and stay near the child until the entire requested activity is completed. If you leave the area or divert your attention, you will likely lose their cooperation.
1. Use “I” statements. “When you do that, or say that to me, I feel...,” or “When you do that to (person) they feel ...”; “Look at (person’s) face, s/he looks ....”

1. Give choices. "You may stay in this area and (state the rule that is to be followed), or you may go do something else."
1. Use natural or logical consequences. Following the above example, say "I see you chose to do something else." Then follow through at getting the child involved in an alternate activity. If you just send them away, they will likely wander into trouble somewhere else. Frequently a redirected activity that is quiet will help the child collect herself before going onto something else. Being read to, having snack, playing a game or working with play dough are likely candidates for redirected activity.
1. Acknowledge feelings. "I know you are angry (frustrated, excited, etc.), but I can't let you (fill in the inappropriate behavior). You could (fill in an appropriate release)." Some possibilities might include drawing a picture of how you feel, telling me how you feel, hammering some play dough, telling me and I'll write it down.

### **CONFLICT RESOLUTION**

1. Remove the danger if there is one—intervene only enough to prevent injury.
2. State the problem as you see it, "I see two children and one truck."
3. Ask for possible solutions, "What could we do so you would both be happy?"
4. Get agreement on a solution.
5. Look for more ideas if not agreed, "Would you like to know some things other people with the same problem have tried?"

Remember: The solution does not have to seem fair to you; it only needs to be acceptable to all involved parties.

If a child has already been hurt:

- Get teacher, if possible, or another parent if you need help.
- Attend to the child's injuries, involve the perpetrator if possible (getting a cold towel, Band-Aid etc.).
- Talk with the child about how the other was hurt, how s/he could have gotten her/his needs met without violence, etc.
- Reinforce that adults are here to help everyone get what they need—even the perpetrator.

### **DEVELOPING SELF-ESTEEM**

If our goal is to increase self-esteem, what can we do to further that goal, at home and at school?

1. Use language of acceptance, and support (I-messages, non-judgments, encouragement, honesty).
2. Do not use or allow children to use put downs, (toward themselves or others).
3. Give children focused attention.
4. Discipline with respect—"How to Talk."
5. Allow children to grow at their own pace—many choices, no comparisons of different children.
6. Encourage each child's independence—own snack, own clothing. Don't do something for a child that he can do for himself.
7. Cherish each child's uniqueness. Help children find their own "specialness." Focus on the doing, not the product.
8. Reduce the emphasis on external measures of success such as grades, awards, etc. Encourage internal self-evaluation; "You must feel really proud."
9. Be available to your children—for listening, problem-solving, sharing.

## **ADDITIONAL RESOURCES**

If there is a parenting/child development topic you would like to see addressed at a General Meeting or other forum, please speak to the GGCP President, or the teacher.

If you read a good parenting book or article, you might consider writing a brief "review," including where you found the item—this would be a great addition to the newsletter.

## **RECOMMENDED PARENTING BOOKS**

The books are listed in their category in descending order of importance as ranked by Melody Bucholz, former Portland Tillamook Preschool teacher.

### **GENERAL**

\*Faber, Adele, and Elaine Mazlish. How to Talk So Your Kids Will Listen and Listen So Your Kids Will Talk. Avon Books, 1980.

\*Ames, Louise Bates, and Francis L. Ilg. Your ... Year Old. Dell Publishing, 1985.

Carlsson-Paige, Nancy, and Diane E. Levin. Who's Calling the Shots? New Society Publishers, 1990.

Healy, Jane M. Endangered Minds: Why Children Don't Think and What We Can Do About It. Simon & Schuster, 1990.

Cecil, Nancy Lee. Raising Peaceful Children in a Violent World. Lura Media, Inc., 1995.

Kohn, Alfie. The Case Against Competition. Houghton Mifflin, 1986.

\*Kelly, Marguerite, and Elia Parsons. The Mother's Almanac. Doubleday and Co., 1975.

### **MULTI-AGE**

Katz, Lillian G., et al. The Case for Mixed-Age Grouping in Early Education. NAEYC, 1990.

Driscoll, Amy. Cases in Early Childhood Education: Stories of Programs and Practices. Allen & Bacon, 1995. Chapters 5 and 8.

Chase, Penelle, and Jane Doan. Full Circle: A New Look at Multiage Education. Heinemann, 1994.

## **OUR PRESCHOOL BYLAWS: TOP THINGS YOU SHOULD KNOW**

The copy of our Bylaws included in the following pages is for your information as a member of Growing Gorillas Cooperative Preschool, and you are encouraged to read it carefully. Because these legal documents can be overwhelming, however, here is a list of the nitty-gritty, key things everyone should know:

- ⇒ **We are a non-profit corporation under Federal law.** See Article II.
- ⇒ **All parents are members of the corporation; each family has one vote per child enrolled.** See Article IV, Section 1.
- ⇒ **Members can be expelled or suspended, with written notice and opportunity for a hearing.** See Article IV, Section 3.
- ⇒ **Those members present at any meeting constitute a quorum. Action is taken by an affirmative vote of a majority of the quorum.** See Article IV, Section 8.
- ⇒ **The Board of Directors is elected by members to run the corporation.** See Article V, Section 2.
- ⇒ **The Board members are elected at the Annual Membership Meeting, and serve for one year starting June 1.** See Article V, Section 2.
- ⇒ **Any (or all) Board members may be removed from office by a majority vote of members.** See Article V, Section 4.
- ⇒ **The Board is responsible for the hiring, salary, supervision, and firing of the teacher.** See Article V, Section 3.
- ⇒ **The Bylaws can be revised by the Board.** See Article IX.

BYLAWS  
OF  
**GROWING GORILLAS PRESCHOOL**

BYLAWS  
OF  
**GROWING GORILLAS PRESCHOOL**  
**DBA GROWING GORILLAS COOPERATIVE PRESCHOOL**

**ARTICLE I: NAME**

The name of this Corporation shall be: GROWING GORILLAS PRESCHOOL (*Doing Business As* GROWING GORILLAS COOPERATIVE PRESCHOOL, GGCP) and it is sometimes referred to in these Bylaws as the Corporation.

**ARTICLE II: PURPOSES**

This corporation shall be organized and operated exclusively for charitable, scientific, literary, and educational purposes. Subject to the limitations stated in the Articles of Incorporation (amended from time to time), the purposes of this corporation shall be to engage in any lawful activities, none of which are for profit, for which corporations may be organized under Section 501(c)(3) of the Internal Revenue Code.

This corporation's primary purposes will be to establish and operate a preschool to provide supervised learning and play for preschool children and community activities for the children and their families.

### ARTICLE III: BASIC POLICIES

The following are the basic policies of the Corporation:

1. The Corporation shall be noncommercial, nonsectarian, and nonpartisan.
2. The name of the Corporation or the names of any members in their official capacity shall not be used in connection with a commercial concern or with any partisan interest or for any purpose not appropriately related to promotion of the objects of the Corporation.
3. The Corporation shall cooperate with other organizations and agencies concerned with the same general purposes which this Corporation is formed in order to further the primary expressed purposes of this Corporation provided that the Corporation shall not seek to control the policies of any such other organizations and agencies.

### ARTICLE IV: MEMBERSHIP

#### **Section 1. Classes and Voting**

There shall be three classes of members of this corporation: family, founder, and community supporter.

Each family membership shall be entitled to one vote per enrolled child on all matters for which a membership vote is required by the law, the Articles of Incorporation or the bylaws of this corporation. If a family cannot agree on its vote, the vote will not be counted.

The voting rights of founder members shall be determined in the policies of the preschool. A founder membership shall be entitled to at most one vote on all matters for which a membership vote is required by law. If a family holding a founder membership cannot agree on its vote, the vote will not be counted.

Community supporter members shall have no vote, but can serve as Board members or in other roles in the preschool.

#### **Section 2. Qualifications**

Membership in this corporation shall be available without regard to gender, race, color, creed, national or ethnic origin, religion, or sexual orientation.

No person may be a member of Growing Gorillas Preschool if they have been convicted of or are under indictment for crimes involving violence or force or sex-related crimes involving minors. The board may set additional requirements for membership in the school's policies.

Family membership in this corporation is open to the parent(s) or duly appointed guardians of children enrolled or accepted for enrollment in this preschool for the current membership year, who accept the duties and responsibilities of membership.

Founder members must be nominated by a member of the Board of Directors and approved by a majority of the Board members. Families without any children enrolled or accepted for enrollment in the preschool during the current membership year, but who have contributed to the development of the school, shall be entitled to one founder membership per family if

approved by the Board. In admissions to the school in years following the current membership year, founder member families shall have higher priority than non-members or community supporter members.

Community supporter memberships shall be available on request for any families or individuals approved by a majority of the Board of Directors. Community supporter members can serve as Board members or in other roles in the preschool. Community supporter members may be charged a small due, if approved as part of the preschool policies.

The membership year is from September 6<sup>th</sup> to May 25th.

### **Section 3. Expulsion, Termination or Suspension**

A member may be expelled, with or without cause, by the Board of Directors after giving the member at least 15 days written notice of the expulsion and the reasons for the act. The member shall be given an opportunity to be heard by the Board or its designated agent, orally or in writing, at least 5 days before the effective date of expulsion. The written notice of the expulsion shall be given by first class or certified mail, sent to the last address of the member shown in the corporation's records. The decision of the Board or its designated agent shall be final, and shall not be subject to any review or appeal by any court or other persons.

### **Section 4. Annual Meeting**

The annual meeting of the members of this corporation shall be held in the spring as determined by the Board of Directors.

### **Section 5. Regular Meetings**

Regular meetings of the members of this corporation will be scheduled by the Board of Directors. There will be at least two meetings annually in addition to the Annual Meeting.

### **Section 6. Special Meetings**

Special meetings of the members of this corporation may be called by the President, by the Board of Directors, or by petition of no less than 33% of the members by a demand signed, dated, and delivered to the corporation's secretary. Such demand shall describe the purpose of the meeting.

## **Section 7. Notice**

Notice of the meetings of the members shall be given to each member via electronic mail, telephone, the school newsletter or other notice sent to all members, or the member handbook. Notice by first class mail must be at least seven days before the meeting. The notice shall include the date, time, and place of the meeting.

Notice of the following must be given personally or by first class mail seven days prior to the meeting and must include a description of the proposed action: dissolution, merging, and indemnification, amending articles, conflict of interest situations, and selling assets.

## **Section 8. Quorum and Voting**

Those members present at an annual, regular, or special meeting constitute a quorum. Action is taken by an affirmative vote of a majority of the members allowed to vote as determined by the bylaws and policies of the preschool, unless the laws provide differently.

## **Section 9. Proxy Voting**

There shall be no voting by proxy.

## **Section 10. Items Requiring Vote of the Membership**

In accordance with the Articles of Incorporation, members will vote on number of **school days, school days of the week, vacation schedule, and school hours.**

# **ARTICLE V: OFFICERS AND THEIR ELECTION**

## **Section 1. Titles**

The elected officers of the corporation shall be the President, Secretary and Treasurer.

## **Section 2. Election**

Officers will be elected at the annual membership meeting by the membership. Each officer will hold office for one year, beginning June 1, or until his/her successor has taken office, whichever occurs first.

A nominating committee will be appointed by the Board of Directors to present a slate of officers 14 days prior to the Annual Membership meeting. Nominations will also be taken from the floor.

### **Section 3. Duties of Officers**

**PRESIDENT.** The President shall be the executive officer of the corporation; shall preside at all meetings of the Board and membership; shall appoint all committees with the aid of the Board of Directors; shall negotiate the teacher contract with the Human Resource Committee Chair; shall handle member dispute resolution with the preschool teacher's assistance; shall oversee the financial affairs of the corporation; shall have responsibility for the general management of the corporation under the direction of the Board of Directors; and shall see that all orders and resolutions of the Board of Directors are carried into effect. The President shall have any of the powers and duties as may be prescribed by the Board of Directors.

**SECRETARY.** The Secretary shall have overall responsibility for all recordkeeping. The Secretary shall perform, or cause to be performed, the following duties:

- a. Official recording of the minutes of all proceedings of the Board of Directors and members meetings and actions.
- b. Provision for notice of all meetings of the Board of Directors and members.
- c. Any other duties as may be prescribed by the Board of Directors.

**TREASURER.** The Treasurer shall have overall responsibility for all corporate funds and shall perform or cause to be performed the following duties:

- a. Keeping of full and accurate accounts of all financial records of the corporation.
- b. The deposit of all monies and other valuable effects in the name and to the credit of the corporation in such depositories as may be designated by the Board of Directors.
- c. The disbursement of all funds when proper to do so.
- d. Making financial reports as to the financial condition of the corporation to the Board of Directors.
- e. Any other duties as may be prescribed by the Board of Directors.
- f. The Treasurer shall also act as aide to the President and shall perform the duties of the President in the absence or disability of that officer to act.

**ALL OFFICERS.** All officers shall:

- a. Perform the duties prescribed in the parliamentary authority in addition to those outlined in these Bylaws and those assigned from time to time.
- b. Deliver to their successors all official material not later than ten (10) days following the election of their successors.

### **Section 4. Removal**

Any and all officers may be removed, with or without cause, by a vote of the majority of the members entitled to vote at an election of officers. The meeting notice must state that one of the reasons for the meeting is the removal of the elected director.

The board can, by a 2/3 vote, suspend any officer from his/her office. If the President is suspended from his/her office, the Treasurer will serve as President for the remainder of the term of office and the board will appoint a new person to serve as Treasurer until a membership meeting is held. If any other officer is suspended, the board will appoint a new person to serve in that office until a membership meeting is held.

### **Section 5. Vacancies**

A Vacancy for President will be filled by the Treasurer for the remainder of the term of office. All other vacancies will be filled temporarily by a majority vote of the number of board members then on the board, until the next General Membership meeting. The vacancy will then be filled for the remainder of the term by a majority vote at the General Membership meeting.

## **ARTICLE VI: BOARD OF DIRECTORS**

### **Section 1. Duties**

The affairs of the corporation shall be managed by its Board of Directors.

### **Section 2. Members**

There shall be three (3) directors serving as the initial Board of Directors. Their names and addresses are as follows:

<u>Name</u>	<u>Address</u>
Heather Panke	PO Box 1284 Davenport, WA 99122
Dr. Stacie Nichols	PO Box 372 Davenport, WA 99122

Becky Wendling

PO Box 539

Davenport, WA 99122

Following the initial Board of Directors, the Board shall have seven members, which includes the three elected officers plus the four community members that will serve in Board at Large positions.

The office of President may be held by a single person or by two people in a Co-President position. The President position, whether held by one or two people, controls one vote, unless a vote of the Board results in a tie vote, in which case the President may choose to cast a second, tie-breaking vote.

All other jobs may be shared, but retain only one vote, which may be split if there is no agreement between the persons sharing the position. If a person serves in more than one Director position, that person may cast only one vote in votes of the Board.

The Board positions not elected by the membership are appointed by the President.

### **Section 3. Term**

The term of office for board members shall be one year. The board shall take office on June 1.

### **Section 4. Removal**

Board members, other than elected officers, may be removed from the Board with or without cause by a 2/3 vote of the directors then in office.

### **Section 5. Vacancies.**

Vacancies on the Board of Directors will be filled by a majority vote of the number of Board members then on the Board of Directors.

### **Section 6. Quorum and Voting**

A quorum shall be a majority of the number of all Board members in office immediately before the meeting begins, but at least two. If a quorum is present, action is taken by the affirmative vote of a majority of members present. Where the law requires the affirmation vote of a majority of the directors in office to amend the Articles of Incorporation, to sell assets not in the regular

course of business, to merge, or to dissolve, such action is to be taken by that majority as required by law.

### **Section 7. Regular Meetings**

Regular meetings of the Board of Directors shall be held at the time and place to be determined by the Board of Directors. No notice of the date, time, place, or purpose of these meetings is required.

### **Section 8. Special Meetings**

Special meetings of the Board shall be held at the time and place to be determined by the Board.

Notice of special meetings of the Board describing the date, time, place, and purpose of the meeting, shall be delivered to each Board member personally, by telephone, or by mail not less than two days prior to the special meeting.

A special meeting of the Board may be called by the president or by 20% of the Directors then in office.

### **Section 9. Meetings by Telecommunication**

Any regular or special meeting of the Board of Directors may be held by telephone or telecommunications, as long as all Board members can hear each other.

### **Section 10. No Salary**

Board members shall not receive any salaries for their Board services, but may be reimbursed for expenses related to Board services.

### **Section 11. Action by Consent**

Any action required by law to be taken at a meeting of the Board, or any action which may be taken at a Board meeting, may be taken without a meeting if a consent in writing, setting forth the action to be taken or so taken, shall be signed by all the Board members.

## **Section 12. Conflict of Interest**

A transaction in which a board member has a conflict of interest may be approved in advance by a vote of the governing board or a committee of the governing board if the material facts of the transaction and the board member's interest are disclosed or known to the governing board or a committee of the governing board. Only those board members not having a conflict of interest may vote on the transaction.

## **ARTICLE VII: STANDING AND SPECIAL COMMITTEES**

1. The Board Directors may create such standing committees as they may deem necessary to promote the purposes and carry out the work of the Corporation. The term of each chairman shall be one year and until the election and qualification of his successors.
2. The chairman of each standing committee shall present a plan of work to the Directors for approval. No committee work shall be undertaken without the consent of the Directors.
3. The power to form special committees and appoint their members rests with the Corporation.
4. The President shall be a member ex officio of all committees except the nominating committee.

## **ARTICLE VIII. CORPORATE INDEMNITY OF OFFICERS AND BOARD MEMBERS**

This corporation will indemnify its officers and directors to the fullest extent of the law.

## **ARTICLE IX: AMENDMENTS TO THE BY-LAWS**

These bylaws may be amended or repealed, and new bylaws adopted, by the membership by an affirmative vote of all members present, if a quorum is present. Prior to the adoption of the amendment, each member shall be given at least 7 days notice of the date, time and place of the meeting at which the proposed amendment is to be considered, and the notice shall state that one of the purposes of the meeting is to consider a proposed amendment to the bylaws and shall contain a copy of the proposed amendment.

**ARTICLE X: EXEMPT ACTIVITIES**

Notwithstanding any other provision of these Bylaws, no member, director, officer, employee, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may be amended.

KNOW ALL MEN BY THESE PRESENTS: The undersigned, Secretary of Growing Gorillas Cooperative Preschool, does hereby certify that the above and foregoing Bylaws were duly adopted as the Bylaws of said Corporation on the 9<sup>th</sup> day of May, 2007, and the same do now constitute the Bylaws of this Corporation.

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Secretary – Jacey Williams