



Parent Handbook

2018-19

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THE HISTORY OF BEEHIVE

In the early 1970's, West University resident and early childhood educator, Ann Wallin, acted on her vision of creating a preschool in which her children and neighborhood friends could enhance their development, and parents could enrich their parenting skills. She and her friend, Marcia Wall, obtained permission from her church, St. Andrew's Presbyterian Church, to use one of the church's classrooms to pilot their idea. The concept was successful. However, when St. Andrew's chose to adopt a more traditional preschool model for their comprehensive early childhood program, Beehive was without a home.

The Beehive Parent-Child Center, Inc. opened its doors in its present location in October, 1973. Ann worked with the City of West University Place and the Houston Independent School District officials for over a year in order to obtain the necessary permission and funding to move Beehive to the campus of West University Elementary. The City of West University Place, through the Parks and Recreation Board, and the Houston Independent School District jointly sponsored the project. The City agreed to provide seed money for materials and supplies. The school district agreed to allow Beehive to use space in "temporary buildings" already set up on the West University Elementary campus. A review committee made up of parents, city officials, and HISD personnel was formed to oversee and evaluate the project after one year.

The school's mission, as stated in the original proposal submitted to HISD, has three components. First, the school is to serve preschool age children in an environment designed to engage them in ways that are appropriate to develop physical, intellectual, emotional and social growth and form a healthy self-concept. The second goal of the school is to provide parents support and guidance in childrearing skills. The school's final aim is to build community between families through the shared effort and interaction of children and parents at the school and develop positive feelings for the City of West University Place and West University Elementary School.

As envisioned by Mrs. Wallin, Beehive continues its mission of providing an environment that benefits young children and their parents as they grow and develop. The school remains housed in the same building where it opened in 1973. Although the classrooms and playground have undergone several transformations with paint and new equipment, the operation is generally the same. The original model, which proposed that children be allowed to move between open classrooms with numerous interest centers and an outdoor playground, remains a viable concept. The most distinctive aspect of the school continues to be the daily, active involvement of parents. The curriculum is enriched by parents' contributions. The Beehive Parent Child Center community is proud of its legacy of providing preschool children, their parents, and the community many long-lasting benefits.

BEEHIVE PHILOSOPHY AND GOALS

Beehive Philosophy

As a child's first teacher, parents play an important role in a child's experience at Beehive.

Parents and teachers at Beehive are guided by the following beliefs about children and learning:

- Each child develops and matures in a unique way.
- Each child's uniqueness should be accepted and respected by him/her and others.
- Every child needs to experience success and find support in failure.
- A child's self-discipline grows when given freedom within limits.

Educational Mission

Beehive's education mission is three-fold.

We seek to nurture the whole child. Beehive provides a variety of experiences to meet the intellectual, social, emotional and physical needs of children.

The program is designed to foster positive feelings towards school so that children will leave the program eager to continue learning in both formal and informal settings. Parents demonstrate to their children the value they place on education and encourage a lifelong habit of learning by their active participation at Beehive.

Beehive provides parents with opportunities to increase their knowledge about child development and improve their parenting skills. This is accomplished through having parenting books in our Parent Library available for all parents to check out, scheduling parent meetings and guest speakers, and frequent interactions with other parents and Beehive staff.

Goals for Children

Through interaction with the physical and social environment at Beehive, children will:

- form a healthy self-concept
- develop problem solving skills
- cultivate critical thinking skills
- become astute observers of their own surroundings
- use their innate inquisitiveness to develop an understanding of the world through their senses, their feelings, and their intellect.

LICENSING

Licensing

Beehive Parent Child Center, Inc. is licensed as a Child Care Program through the Texas Department of Family and Protective Services. A copy of the Minimum Standard Rules established for licensed childcare centers by the Texas Department of Family and Protective Services is kept in the school office and is available to all parents at any time. One unannounced visit is made by a licensing representative each year to inspect the school to determine that the specified minimum standards are met. A copy of the most recent inspection report is posted on the bulletin board in the Red Room above the cubbies.

Contact information:

Texas Department of Family and Protective Services
2221 West Loop South 610 S
Houston, TX 77027
www.dfps.state.tx.us
713.940.3009

REQUIREMENTS FOR ADMISSION

Age Requirements

Preschool Class

Children must be 3 years old on or before September 1 of the current year to attend the Preschool class.

Pre-K Class

Children must be 4 years old on or before September 1 of the current school year to attend the Pre-K class.

Health Requirements

- All children must be toilet trained.
- All children must have received all immunizations required for their age by the Texas Department of Health.
- Documentation of the immunizations received and a physician's statement declaring a child's good general health must be submitted by the first day of class.
- *For four-year olds only:* Hearing and vision screening results must be included on Medical Statement.

All diagnosed special needs and therapies received must be disclosed.

Parent Involvement Requirements

The working parent(s) of each child must undergo a background check.

- A parent of each child must work at the school as scheduled – no more than once every two weeks.
- A parent of each child must serve on a committee and participate in the planning and collaborating, serve on the Board of Directors as President, Treasurer, Secretary, or Fundraising VP, or serve in other capacities as designated by the Director.
- The working parent(s) of each child must complete 15 hours of parent education.

Forms to be completed before admission

- Enrollment form with personal information, signed and dated by parent and Director
- Personal History form including any important information which would be useful to the teachers
- Emergency Information
- Consent form relating to field trips, etc.
- Medical Statement
- Background Check form, including copy of driver's license

All enrollment and assessment documents are kept in individual children's folders in a secured location in the office. A child's records may be accessed by the child's parents, teachers, Board Secretary, and Director only. No child's information is shared without a parent's or legal guardian's prior written permission.

Beehive Parent Child Center, Inc. does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational and enrollment policy.

TUITION AND FEES

| | | |
|------------------------|------------|-----------------------------------|
| Application Fee | | \$ 75 |
| Registration Fee | | \$ 250 (\$150 returning students) |
| Supply Fee | | \$ 250 |
| Tuition (Paid monthly) | | |
| Preschool | 9:00-12:00 | \$ 350 |
| Pre-K | | |
| & | | |
| Preschool | | |
| Extended Day | 9:00-2:00 | \$ 500 |

Application fee, Registration fee, Supply fee and first month's tuition are due at registration.

FINES

A parent of every child enrolled is required to work at Beehive a minimum of every other assigned workday. A parent must arrange for a substitute if he/she is not able to work. Any parent who does not work on his/her assigned work day and does not arrange for a substitute will be fined \$75.

Missed workday: \$75

A parent must arrive at 8:45 am on his/her assigned workday. A parent who arrives after 8:50 shall be considered late for the workday and fined \$25.

Late for workday: \$25

Monthly tuition plus other assessed fees are due by the 5th of each month. If payment is not made by the due date and no prior notice or arrangement is made with the Assistant Treasurer, a \$25 fine will be charged.

Late tuition payment: \$25

The Preschool class is dismissed at 12:00 pm; the Pre-K class and Preschool extended day are dismissed at 2:00 pm. Children must be picked up at dismissal time. Parents will be considered late for pick-up if they arrive after 12:05/2:05 pm

Late pick-up: \$5 / every 5 minutes

**Repeated violations constitute grounds for dismissing a child from Beehive.
The authority to dismiss a child rests with the Board of Directors.**

ENRICHMENT PROGRAMS

Tuesdays

Yoga with Tara Maguire, all interested children, 11-11:30 am

Sparkle School with Julie Miller, Pre-K class, 1:00-2:00 pm

Wednesdays

Arts Alive! with Ms. Cassie, Pre-K class and Preschool extended day, 12:55-1:55 pm

Fridays

Friday morning classes are offered on an as-needed basis and subject to minimum enrollment requirements to sustain.

“PLAY IS A CHILD’S WORK”

Beehive provides opportunities and materials for children to explore, experiment, build, manipulate, and create. Learning centers are set up in the two classrooms and outdoors so that these materials are accessible, attractive, and organized. The daily schedule is planned so that there is sufficient time for each child to engage in the activities that he/she chooses.

Art

A parent is stationed in the art area and floats between indoor art and blue rug games. A maximum of four (4) children are allowed to work at the Art Center at one time. The parent/teacher supervising the Art Center writes the children’s names on all their work, (unless a child wishes to write it himself/herself), and assists the children with the materials for the project. The parent’s role is to encourage children to complete the projects on their own and to extend their appreciation of the process, color, etc. by asking questions or commenting about specific aspects of their projects. Projects with wet paint or glue are placed on the drying racks behind the easel. All (dry) art work is placed in the children’s cubbies at the end of the day or the next morning so that they may take their projects home.

There are spaces for two (2) children to paint at the easel. The parent assigned to the Art Center keeps the easel stocked with paper, filled paint containers, and paintbrushes. The Art Center parent puts the child’s name on each painting and places it on the drying racks.

During Outdoor Art days, the parent will set up and supervise children's project.

Aprons are available for the children to use as smocks. Although children are encouraged to wear smocks, they should wear “play clothes” that can be washed if paint or dirt gets on them.

Playdough & Sensory Play

Playdough or other sensory materials, cookie cutters, rolling pins, etc. are available to the children every day. This is a self-directed area. The art committee may offer other sensory integration activities at this table as appropriate.

Cooking

Either a cooking project or Tea Party takes place in the kitchen area each day.

Children must wash their hands before starting any cooking project or Tea Party.

The number of children at the cooking table is limited to four (4) for a cooking project and two (2) for a Tea Party. The parent assigned to the Cooking Center assists the children when necessary. If more children come to the Cooking Center than space allows, the Cooking Center parent may start a “waiting list” so that the children are assured of getting a turn and can spend their waiting time playing in another center.

Blocks

The Block area is a self-directed play center where children can learn and appreciate basic mathematical and scientific concepts, balance, and form through the construction of block structures. Parents working in the Red Room can kindle enthusiasm and understanding by showing interest in what the children are building and offering encouragement and suggestions.

It may be necessary to remind children to handle blocks carefully because they are heavy. When cleaning up, children should be guided to place the blocks of the same size and shape to the place where the block's stencil has been taped on the shelves.

Games and Puzzles

Games and manipulatives are located on shelves in the Blue Room. Puzzles are in the Red Room. These learning materials are rotated throughout the year to give the children the opportunity to develop a variety of skills through playing with these materials.

Before a child takes a new game/puzzle off the shelf or moves to another area, he/she is instructed to put the game, etc. he/she was playing with previously on the shelf where he/she found it.

Science

Various materials and experiments are displayed and are available for children to handle and investigate.

Writing

Paper, markers, glue, scissors, as well as other miscellaneous supplies are available to the children at the Fine Motor Table so that they can draw, "write," cut and glue their own creations.

Pretend Play

The Pretend Center is equipped with child-sized kitchen furniture, play food, dress up clothes, and dolls to stimulate children's imaginations and creative dramatization. The area is often transformed with props for the various themes to add to the children's depth of experience.

Literacy

Each room is equipped with a bookshelf. Books are rotated so that they correlate with the Big Idea.

Outdoor Play

The playground has permanent structures as well as toys that are put out daily for the children. Careful supervision is necessary to ensure the children's safety.

DAILY SCHEDULES

Arrival

Parents walk their children to the table outside the door. Parents write the time of arrival and put their initials beside their child's name on the attendance list. Children and parents have 15 minutes to socialize on the playground. Bells ring and children come inside at 9:15 to wash hands. Preschool children go to the blue room to wash hands and meet their teacher on the blue rug for Morning Circle. Pre-K children wash hands in the bathroom and join their teacher on the rug in the red room for their Morning Circle.

Center/Outdoor Play Time

Children play and work in the various centers set up in Beehive's two classrooms and outdoors. During this time, children are allowed to move from center to center and room to room. Both classes may play on the playground during these periods, also. This unstructured time allows for children to explore and experiment, to become engaged in something that interests them, and to interact with other children.

Morning Circle

The children sit on the rug in their assigned room for an instructional period led by the teacher. The teacher will teach songs and fingerplays, read stories, and guide children in learning age-appropriate concepts. This instructional period exposes children to working within a group, taking turns, and listening and responding appropriately.

Snack Time

A snack is offered to the children each day and is provided by one of the parents working that day. In addition to providing a nutritious snack and a break in the day, this time also provides an opportunity for children to practice table manners and develop social skills.

Good-bye Time

Preschool children join their class on the blue rug and are dismissed by their teacher to go outside to picnic tables. Pre-K children are dismissed from the playground or enrichment class to sit at the picnic tables.

Dismissal

Children will be seated at the picnic tables where they will wait until it is their turn to be escorted by a teacher to the parents waiting on the sidewalk behind the fence. *Rainy day dismissal is different! The gate will be unlocked 15 minutes prior to dismissal, and parents will come inside for pick-up.*

Preschool Class Schedule

| | |
|---------------|-------------------------------------------|
| 9:00-9:15 | **Arrive & Socialize |
| 9:15 - 9:30 | *Morning Circle |
| 9:30 - 10:30 | **All Learning Centers |
| 10:30 - 10:40 | **Indoor Classroom Clean-up & **Body Care |
| 10:40 - 11:00 | **Snack & **Quiet Reading on the Rug |
| 11:00 - 11:40 | **Outdoor & Red Room Learning Centers |
| 11:40 - 11:50 | *Clean-up |
| 11:50 - 11:55 | *Goodbye Time |
| 11:55-12:00 | *Dismissal |
| 12:00-12:30 | **Body Care & Lunch |
| 12:30-1:30 | **Rest & Nap Time |
| 1:30-1:55 | *Teacher Activity |
| 1:55-2:00 | *Dismissal |

**Teacher-Directed Learning*
***Child-Directed Learning*

PreK Class Schedule

| | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:00-9:15 | **Arrive & Socialize |
| 9:15 - 9:30 | *Morning Circle |
| 9:30 - 10:30 | *Teacher Activity/**All Learning Centers |
| 10:30 - 10:40 | *Indoor Classroom Clean-up & **Body Care |
| 10:40 - 11:00 | *Snack & **Quiet Reading on the Rug |
| 11:00 - 11:40 | **Outdoor & Red Room Learning Centers |
| 11:40 - 11:50 | *Clean-up |
| 11:50 - 12:10 | *Storytime & *Body Care |
| 12:10-12:30 | **Rest & **Read |
| 12:30-1:00 | **Lunch & **Outdoor Recess |
| 1:00-1:50 | *Enrichment Class Mondays—Library w/Mrs. Julie Tuesdays—Sparkle School w/Mrs. Julie Wednesdays—Arts Alive! w/Ms. Cassie Thursdays—Garden & Playmaking with Mrs. Julie |
| 1:50-1:55 | *Clean-up |
| 1:55-2:00 | *Dismissal |

**Teacher-Directed Learning*
***Child-Directed Learning*

PARENT INVOLVEMENT

Parent Workdays

A parent of each child who is registered at Beehive is required to work at the school one day every two weeks. Work assignments are made at the beginning of the year and a monthly calendar is posted in the office. A picture of the calendar will be emailed every month.

If a parent is unable to be at Beehive on a scheduled workday, that parent must switch workdays with another parent **or** pay another parent to work as a substitute. A parent who agrees to work in the place of another parent is paid \$35 (Preschool) or \$50 (PreK) directly by the assigned parent. Even in the event of a sudden illness or emergency, assigned parents are expected to find someone to work in their place. **Beehive policy requires that each parent work at least every other assigned work day.** If a parent has exhausted all means to find a substitute, that parent must notify the Director or a Beehive teacher.

Any parent who misses her/his workday without arranging for someone to take his/her place and notifying the school will be fined \$75. (Exception: Families are not required to work at Beehive six weeks following the birth of their baby.)

The first parent listed each day on the monthly calendar is designated to bring healthful snacks for both classes. A list of healthful snack suggestions is included in the Handbook. Each child brings their own water bottle daily.

State law requires all people who interact with children on a regular basis to undergo a complete background check. If a parent has been an out-of-state resident within the past five years, they will also need to receive an FBI fingerprinting session.

Fundraising

The Beehive annual auction is an opportunity to gather as a community with current and alumni families. It is a time to share gratitude and celebration while we raise money for capital improvements, enrichment activities, and instructional materials. Parents are asked to support the annual fundraising efforts by purchasing tickets and attending the event. The Fundraising Committee may ask parents to make additional commitments, such as soliciting items for the Silent Auction or decorating, to ensure a successful fundraising event.

Parent Education

A parent of each child who is registered at Beehive is required to complete 15 hours of parent education. Hours may be obtained by reading books or articles, attending meetings or workshops, or watching presentations dealing with parenting or child development.

Parents are required to read NAEYC's "A Parent's Guide to Discipline" and Gessel Institute's "Pretend Play and Brain Growth". Copies of each can be checked out of the Beehive Lending Library overnight.

Committee Participation

A parent of each child who is registered at Beehive is required to serve on the Cooking, Art, Pretend, Outdoor, Welcome, or Board committee. Responsibilities for each are:

Beehive Board— As the governing body, the Board works with the staff to establish policies, lead and support fellow parents in creating a healthy, safe, inspiring learning environment for Beehive children and their families.

Art Committee – works with staff and committee members to plan process art activities, sensory art activities, and "open art" station. They will prepare materials for the art center and have them available in a designated place for the working parent. They will also ensure that current instructions are posted on the art bulletin board.

Cooking Committee – works with staff and committee members to plan healthy life skill, fine motor and creative food activities for the cooking center. They are responsible for ensuring materials are in a designated area in the cooking center and ready for working parents. They will also post current instructions on the cooking bulletin board.

Pretend Center Committee – works with staff and committee members to maintain a meaningful, engaging play environment in the pretend center. They will periodically wash dress up clothing and play props.

Outdoor Committee – works with staff and committee members to augment and maximize outdoor learning opportunities. They may also collaborate with the art and pretend committees periodically to bring the outdoors inside and the indoor activities outside as appropriate and feasible.

Welcome Committee – works with staff, board and committee members to create a welcoming, inclusive environment for new families during the school year. They may also plan engaging social activities for all families prior to and during the school year.

SUGGESTIONS FOR HEALTHFUL SNACKS

Beehive encourages healthy, “real food” snacks to energize and nourish our children. We ask families to avoid snacks containing food coloring, high amounts of sugar, or packaged foods with hard to pronounce ingredients. Below are a few suggestions for building healthy snacks. **Choose one fruit/vegetable and one dip/seed/grain.**

Fruits

Apples
Bananas
Blueberries
Oranges
Strawberries
Melon chunks
Grapes (cut in half)

Vegetables

Mini-carrots
Cucumber slices
Bell pepper slices
Celery
Grape or cherry tomatoes (cut in half)

Dips

Prepackaged hummus
Prepackaged guacamole
Prepackaged salad dressing

Seeds

Pumpkin
Sunflower
Pomegranate
Hemp or Flax (served in a cup with spoon)

Grains

Whole grain crackers or crisps
Whole grain breads
O cereal or other low sugar, whole grain cereal

Please do not serve meats, whole grapes, popcorn, peanuts or pretzels. These can be choking hazards. Beehive is not permitted to serve homemade items. For packaged snacks, original packaging, including an ingredient list must be brought in along with snack items.

***Prepare to feed 40 children/working adults in snack portions.**

WHO THRIVES AT BEEHIVE

Someone with a healthy sense of self. Parents with emotional maturity, who know their strengths and weaknesses add immeasurable value to Beehive. Parents imprint their own sense of well-being onto their children and impart to the rest of us a healthy, shared way of being together.

Someone looking to make a contribution. Parents who are willing to give and share their valuable resources of love, time, support, gifts and talents. Beehive is a dynamic learning environment because of the unique offerings each parent makes, and it's exciting to witness these unfolding each year as our community grows.

Someone who is reliable. Parents have many demands on their time. At Beehive, we count on each other to show up on time, present and ready to engage with our learning community.

Someone who is adaptable. Every day brings new adventures, and we count on each other to navigate through them with as much openness, fun and joy as we can bring to the monumental experience of early childhood.

Someone who is loving & open to connection. We simply love being together at Beehive. The real magic that happens in our community comes through the love shared by parents, teachers, and children alike.

Someone who welcomes growth. Parents who are seeking personal growth in both their parenting skills and as community members bring inspiration to everyone's experience. Knowing the balance between listening and speaking up takes practice, and this is important to encourage a thriving community of learners.

MEDICAL POLICY

Medical Statement

A statement about the health of each new and returning child enrolling in the preschool and his/her ability to engage in the physical demands of the program must be signed by the child's doctor. The form is considered current if it has been signed within a year of the current date.

Parents must agree to grant the doctor who examines the child to share the health information about the child with the school.

Parents must provide health insurance information that might be required if school personnel seek emergency medical or dental treatment.

Immunizations

All new and returning children enrolling in the preschool must provide proof of the immunizations required by the Texas Minimum State Vaccine Requirements for Child-Care Facilities prior to beginning classes. For exemptions, appropriate form(s) must be included in child's file.

Speech and Hearing Screening

All four-year-olds must be screened for possible speech and hearing problems by a healthcare professional. The screening results must be recorded on the Medical Statement provided by the school or on a form provided by the healthcare professional.

Allergies

Parents should notify the director and teachers and note on the Medical Statement provided by the school of any allergies their child suffers from and of any modifications or restrictions that must be observed. These special dietary needs will be posted in the Blue Room, and children will wear special nametags (at parents' request) to ensure all working parents are aware of these needs. Parents are responsible for providing daily snacks for their child if allergies/restrictions are indicated. Parents are also responsible for checking cooking activities daily and providing substitutions when necessary.

Illness

Any child who is sick is expected to remain at home for the sake of the sick child as well as the wellbeing of the other students in the class. Children with an above normal temperature*, excessive coughing, excessive discharge from the nose, diarrhea, or vomiting should be kept home. Children must be fever and symptom free for a full 24 hours before returning to school.

The teachers or director may make decisions during the school day regarding the fitness of a child to remain in class. If necessary, a parent will be asked to pick his/her child up. Parents should inform the Director if a child contracts a contagious disease so that she may alert other parents as appropriate.

**Many pediatricians do not consider a temperature between 98.6 and 100.4 degrees above normal. However, if a child's temperature is within that range, and he/she is listless or uncomfortable, it is recommended that the child stay home.*

Administration of Medication

As a rule, no medication will be administered at school. Parents of children with potentially life-threatening conditions for which a physician has prescribed medication to be kept on hand should meet with the Director before applying for enrollment. The staff must be informed and educated about necessary precautions and procedures to be followed. Mutually agreed upon accommodations that do not materially change the character of the curriculum may be made.

Application of Sunscreen and Insect Repellent

Teaching staff cannot apply sunscreen or insect repellent. Parents should apply sunscreen or insect repellent to their own children before arriving at school.

Authorization for Medical Treatment

When parents cannot be reached, the Director or teacher in charge will make decisions concerning medical treatment in a medical emergency.

Universal Precautions

Universal precautions are the steps that should be taken to reduce the chance of passing on infection from one person to another. It is very important that these steps be carried out within the school to protect students, parents, staff members and others entering the school.

Steps to prevent spread of infectious diseases

1. Wash your hands with soap and running water when you enter, after toileting, before preparing or serving food, and before and after treating injuries.
2. Avoid being punctured with objects that may contain blood from others.
3. Handle discharges from another person's body with gloves and wash hands thoroughly with soap and water before and after using gloves. Carefully dispose of trash that contains body wastes immediately.

Steps in handling medical or toileting accidents

1. Wash your hands before and after all procedures. If your skin is touched by a body fluid, wash immediately with soap and water.
2. Always wear latex gloves when you think you might touch any body fluid.
3. Body wastes should be discarded directly into the toilet.
4. Spills of blood or body fluids that are visibly stained with blood should be treated with chlorine bleach. Dispose of trash that contains body wastes immediately in special trash can.

Beehive is a smoke-free environment. Firearms and drugs are not allowed on school premises.

BEHAVIOR POLICY

An important part of the Beehive philosophy is the belief that teachers and parents are most effective in helping children develop self-control and positive social skills by guiding and redirecting. This is accomplished by, but not limited to, the following measures:

- Providing a variety of activities for the children
- Using group management techniques, i.e. “1, 2, 3, Eyes on me,” singing a song during a transition
- Limiting the number of children in each area to avoid crowding/too few materials
- Maintaining a low adult-to-child ratio
- Discussing alternative methods with children if their behavior is challenging
- Recognizing/praising healthy behavior
- Supporting children’s emotional awareness, validating needs and offering strategy creation
- Redirecting children to other activities

Teachers and working parents will model healthy behavior toward each other and toward the children.

Children will be encouraged to articulate their problems and be helped to understand the natural consequences of their actions.

Teachers and working parents will step in immediately if they feel a child is in danger of hurting themselves and/ or others by their behavior.

Parents will be consulted if a child’s behavior poses a danger to other children or detracts from the overall learning environment. We utilize the following procedure to set expectations:

Step 1—redirection and staff support is given to the child

Step 2—parent is engaged (by phone) to help support the child

Step 3—child goes home for the remainder of the day

Should a child need to end their Beehive day earlier due to overwhelming challenges, the staff and parents will work together to create a success plan for the child’s next day. We wish to create a loving and supportive environment, not a punitive one. This is accomplished through tone, language, respect, and collaboration that includes the child. Should a child require three early pick-ups, the Board will decide whether it is in the child’s and/or Beehive’s best interest for the child to remain in attendance and the conditions required for the child’s return.

Any form of hitting, corporal punishment, abusive language, ridicule, and harsh, humiliating or frightening treatment is contrary to our philosophy and not allowed by children or adults. Teachers are required by law to report all suspected incidents of child abuse or neglect by staff or families to the Texas Department of Family and Protective Services and the local law enforcement agency.

COMMUNICATION

Communication is vital to the success of every school. Because Beehive parents play an integral role in the operation of the school, communication between parents and teachers and among parents is crucial to ensure smooth operation, to promote professional growth and to impart information about student progress.

School operations and professional growth

The **Beehive Parent Handbook** includes information about policies and procedures.

Parent meetings are scheduled throughout the year to educate and inform parents about school operations and developmentally appropriate early childhood practices.

Parents may communicate with teachers through email.

The monthly Parent Workday schedule is posted in the office. Any changes to the schedule should be marked on the posted calendar by parents.

Reminders about upcoming events will be posted on FB, as well as through email.

Information will be disseminated through the following vehicles:

- Beehive Handbook
- Parent Orientation, Parent Workshops, and Committee Meetings
- Notes sent home with children
- Email & website
- Message board or notes on the staff/parent sign-in clipboard

Student Progress

Beehive parents have the unique opportunity to observe their children in the school environment on their scheduled parent workdays. Beehive parents are encouraged to initiate informal discussions with teachers. However, sensitive matters that require the focused attention of teachers and parents and out of hearing range of the child should be discussed at a parent-teacher conference scheduled during staff office hours, *not during class or at drop-off/pick-up time.*

Staff Office Hours

Ms. Gale

Tuesdays, 9:15-9:45 am

Ms. Gale, Ms. Jammer, Mrs. Julie

Thursdays, 8:15-8:45 am

In addition to informal conversations and periodic meetings, the following communication tools are used to further increase each parent's awareness of his/her child's development and progress:

- Periodic notes home & emails
- Parent/Teacher conferences in late winter

Parent-Teacher Conferences – face-to-face meetings scheduled in late winter:

Teachers conduct assessments of children's progress continually in order to support children's learning. All areas of children's development and learning, including cognitive skills, language, social-emotional, and physical development, are considered. A variety of methods, such as observations, checklists, rating scales, and individual assessments, are used to monitor children's progress. All enrollment and assessment documents are kept in individual children's folders in a secured location in the office. A child's records may be accessed by the child's parents, teachers, and Director only. No child's information is shared without parent's or legal guardian's prior written permission.

PARENT NOTIFICATION

Illness

If a child becomes ill at school, parents or caregivers will be called.

If there is a possibility that children in the program could have been exposed to a contagious illness, parents will be notified via email.

Injury

If a child becomes injured at school, the teachers and director will use their discretion to determine the best course of action. For a minor injury, parents will be notified by a telephone call, a face-to-face conversation with a teacher at pick up, or written note placed in the parent's cubby. For more serious injuries, parents will be called immediately. If a parent cannot be reached, the other listed contacts will be called. EMS (911) will be called in the event of a serious emergency.

Incident

If there is an incident involving any child(ren), the parent(s) of the child(ren) will be called, notified by a teacher at pick up, or informed by a note placed in the parent cubbies.

Policy Changes

Parents will be notified of any policy changes made during the school year.

FIELD TRIPS

Field trips to another site can provide memorable experiences through actual visual, auditory and tactile contact with theme-related sights, sounds, and objects.

- All field trip destinations are within walking distance of Beehive so that alternate transportation is not necessary.
- Parents will be notified in advance of any field trip to be taken.
- Children are required to wear Beehive T-shirts on field trips.

Teachers and the working parents for that day constitute an adequate child/caregiver ratio. We will notify parents if additional adults are required, however, non-working parents and siblings are welcome to participate.

RESOLUTION POLICY FOR PARENTS

Every parent of a child at Beehive is encouraged to offer suggestions and input to assist the school in carrying out its educational mission.

From time to time parents may have questions or concerns about activities, procedures, interactions between children, or other normal occurrences during the school day. Any question or concern can be discussed with the Teachers and/or the Director of Beehive. If it is deemed necessary or helpful, either a parent or teacher may arrange a conference to discuss behavior issues, conflicts, etc.

Parents should direct questions or comments relating to student progress, interactions between children, and occurrences during the school day to Teachers first. The Director may be included in the discussion at the invitation of the parent involved and/or the teachers. Questions relating to the operation or procedures of the school shall be addressed by the Director.

If a matter cannot be resolved through the steps described above, the parent may file a formal resolution request by:

Stating the concern in writing to the Director of the school. A record of the request will be retained by the Director. The Director will respond to the parent in writing within ten school days after receipt of the request and concern.

If the concern is not resolved to the satisfaction of the parent, the parent may appeal in writing to the Board of Directors of the Beehive Parent Child Center (the "Board"). Appeals should be addressed to the President of the Board.

At the next regularly scheduled Board meeting after the appeal is received, the Board will hear the grievance in executive session with the parent. If requested by the parent, the Board will issue a written decision regarding the appeal. The decision on appeal generally will be issued within 30 school days after the Board meeting at which the appeal is discussed and considered. Any decision of the Board is final.

Many conflicts or behavioral issues are brought on by an upset in a child's routine. This is normal and the situation usually corrects itself. Longer lasting difficulties require the close cooperation of the parent and teacher to support the child.

Please remember that Beehive's distinctive nature is due in great part to the fact that it is a parents' cooperative preschool. Patience, open-mindedness, and understanding is required of everyone to provide a positive experience for all. We win together!

RESPONSIBILITIES OF THE BOARD OF DIRECTORS

The Board of Directors is the governing body of Beehive Parent Child Center, Inc. and has the authority to make decisions and establish policy for the school. The Board consists of up to seven members, four or five of which are current Beehive parents. These five parent representatives serve one-year terms. Two members are elected from the community and serve a two-year term. Community members may be former Beehive parents whose children have graduated from Beehive or a community member who is a member of a profession which deals directly with young children. Community board members may not serve more than two consecutive terms (four years). The Board President from the prior year serves on the board in an advisory capacity only. The Director of Beehive shall be an ex-officio member of the Board and shall attend all meetings.

The officers of the Board of Directors are President, President-Elect, Vice-President/Fund-Raising, Treasurer, and Secretary. The Board meets monthly or as needed. Notice of Board meetings, as well as the minutes and Treasurer's Reports, are posted at Beehive. Board meetings are open to all Beehive parents. A parent wishing to speak to the Board may contact the President to be placed on the agenda. This presentation will be limited to five minutes.

New Board members are elected by Beehive parents in May of each year. The President of the Board appoints a nominating committee in April. Potential board members are approached by the Nominating Committee during the process of forming a slate. The slate of officers is posted at Beehive one week prior to the May Board meeting. Other nominations may be made as write-in nominations at that time. Ballots for the election of the next year's officers will be distributed in May. The ballots will be tallied at the May Board meeting.

In the event a vacancy on the Board occurs during the year, a person to fill the vacancy must be approved by a majority vote of the remaining Board members. The term of the successor shall be for the unexpired term for which the former Board member was elected.

Guidelines for the Board

- Define policies of admission, attendance, tuition, and educational goals
- Approve an annual budget and monitor school's financial status
- Prepare job descriptions of the staff
- Keep informed of the school's legal responsibilities and liabilities
- Approve new staff members; hire a new director
- Meet on a regular basis at published meeting times

RESPONSIBILITIES OF THE BEEHIVE STAFF

The Beehive staff includes a director and two teachers. All must hold a Bachelor's degree or higher, and/or an early childhood teaching certificate, and have experience in early childhood education.

The staff is responsible for planning, directing, and supervising the educational program at Beehive. They develop the curriculum, plan the daily activities, and revise the long-term plans as necessary. They are responsible for the appropriateness of the equipment and instructional materials provided for the children.

General guidelines for Teachers

- Prepare materials and equipment for the daily program.
- Arrive on time.
- Plan and present daily lessons.

Children

- Supervise children primarily by sight.
- Strive to make learning meaningful for all children.
- Foster children's emotional well-being by demonstrating respect and consideration for children and creating a positive emotional climate, as reflected in loving behaviors such as frequent social conversations, joint laughter and affection, eye contact, tone of voice and smiles.
- Give positive reinforcement.
- Create a climate of mutual respect for children by being interested in their ideas, experiences, and products, empowering them to self-actualize, and accepting and protecting their innate uniqueness.
- Assist children in resolving conflicts by helping them identify feelings and needs, describe problems and try alternative solutions. Guide children who bully, isolate, or hurt other children towards opportunities to learn and follow the rules of the classroom.
- Help every child "experience success and find support in failure."*
- Stimulate children's self-disciplinary skills by giving "freedom within limits."*

Families

- Build positive relationships among teachers and families.
- Ensure a smooth transition between home and program.
- Share information with families about classroom rules, expectations and routines throughout the year.
- Work in partnership with families, establishing and maintaining regular, ongoing, two-way communication to foster children's growth.
- Exercise discretion and be non-judgmental when communicating a student's behavior or issues to his/her parents.
- Demonstrate listening skills, seeking to understand parents' concerns, asking questions or

following up with parents to make sure issues are resolved in a timely manner.

Working Parents

- Encourage a true cooperative environment, where parents and teachers operate as a team, and parents are comfortable asking questions.
- Treat parents openly, fairly, patiently and respectfully.
- Recognize the special skills, talents, and validity of new ideas that each parent contributes to the classroom and to the program.
- Inform working parents of the developmental goals of each center and/or daily activity.
- Guide parents in ways to redirect children's undesired behavior.

Continuous Improvement

- Complete professional development requirements of licensing and accreditation agencies.
- Utilize ongoing reflection and feedback from supervisors, peers, and families to evaluate and improve their own performance.

General Comportment

- Model acceptable behavior
 - To children: how to treat other people
 - To parents: how adults treat children
 - To the community: how personal behavior reflects the ideology of our school
- Promote pro-social behavior by interacting in a respectful manner with all staff, parents and children.
- Demonstrate understanding and tolerance of individual differences in temperament, personality, learning styles and development.
- Keep personal conversations brief.
- Reflect a positive professional image by being cognizant of the image portrayed to students, parents, and the community through speech, attitude, attire, and actions.
- Conduct themselves—both inside and outside the school—in a positive manner that students might emulate.

Additional Requirements for Director

- Contact state and local regulatory agencies as needed.
- Determine that health, safety, and licensing regulations are met.
- Handle all problems related to the administration of the school.
- Keep records that pertain to the administration of the school and personnel.
- Plan and implement a program for professional growth.
- Keep abreast of research and new developments in the field of early childhood.
- Maintain a library and share resources for adults containing books, articles, websites, etc. dealing with child development, parenting, and education.
- Plan a yearly calendar with teachers.
- Supervise the teaching staff.
- Become familiar with each child through classroom observation.
- Coordinate and equip outdoor and indoor areas.
- Serve as an ex-officio member of the Beehive Board of Directors.
- Prepare regular reports to the Board on the state of the school.
- Prepare an annual budget with the Board's Treasurer.
- Operate the school within the budget.
- Arrange for repairs and maintenance.
- Recruit and select (with Board approval) staff members.
- Conduct regularly scheduled staff meetings.
- Recommend, plan, and implement training for teachers and parents.

2018-2019 BEEHIVE STAFF

Lisa Gale (Director) grew up in rural Fort Bend County. She received a BA in Economics and Early Childhood Education from The University of Texas and completed her post-graduate work in Elementary and Early Childhood Education at Sam Houston State University. After teaching in public and private schools, homeschooling her own children and co-creating a variety of both traditional and non-traditional, holistic learning environments for children at home and abroad, she made her way to Beehive. She loves its community spirit and family engagement!

Elizabeth Jammer (Preschool Class Teacher) grew up in England and has lived in Houston for eighteen years. As a teenager, she volunteered with the YMCA youth corp and in classrooms helping teachers. After starting her family, she went to work in HISD at Red Elementary with special needs children. Later, she transferred to Kolter Elementary to work as an assistant in the early childhood program. Eight years later, she made her way to Beehive to begin a new adventure!

Julie Miller (Pre-K Class Teacher) was a Navy brat. She grew up all over the US and overseas. She studied food systems management and business at Appalachian State University in Boone, North Carolina. After spending a year in New Mexico, she moved to Boulder, Colorado, and completed her Elementary Education certification. She then moved to Austin, Texas, and spent eight years working with preschoolers before making her way to Beehive.