



HILLTOP PRESCHOOL HANDBOOK

FOR THE SCHOOL YEAR OF 2018/2019

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Hilltop is a non-profit, non-sectarian preschool. It is administered and operated by the parents under the guidance of a Director. It is incorporated under the laws of the State of California and licensed by the State Department of Social Services Community Care Licensing Facility and the City of Fountain Valley. Community Care Licensing has the authority to interview children, or staff, and to inspect and audit child or facility records without prior consent.

1. WELCOME TO HILLTOP

1.1 INTRODUCTION

We welcome each of you and look forward to a happy, active, and rewarding association together. We hope that our co-operative nursery school experience will benefit your entire family, since each family is an important part of our school. The total result will depend on each member's contribution to the group, and every family's continued interest and cooperation in providing a rich and meaningful program for every child at Hilltop.

1.2 HILLTOP HISTORY

Our preschool was started in 1957 by a group of mothers from Costa Mesa who were interested in a co-operative nursery school experience for their children. The school opened on April 8th in the Victoria Church of Christ under the name of "Costa Mesa Co-operative Nursery School." In the fall of 1957, the school became incorporated and the name was changed to the "Community Nursery School of Costa Mesa." By fall of 1958, the enrollment had grown to 28 children, and the school was looking for larger quarters.

In April 1960, the school moved to the newly constructed Universalist Church on Victoria Street. Because of the larger facility, the enrollment was expanded to 24 children in each group. In the Spring of 1967, the membership voted to change the school's name to "Hilltop Nursery School."

In April 1986, due to expansion plans by the Universalist Church, Hilltop left its home of 26 years and relocated at Harper School in Fountain Valley. In September of that same year, the enrollment was increased to 30 children in the 3-Day program and 26 children in the 2-Day program. Hilltop also started an afternoon non-participation

Pre-Kindergarten program, which was a 5-day-a-week program designed to provide an easy transition for entrance into kindergarten.

When the Fountain Valley School District sold Harper School in 1989, the district invited Hilltop to relocate to Plavan School for the purpose of mainstreaming with their disabled preschoolers. At this time, Hilltop was licensed for 24 children per day in each morning program and 24 children in the Pre-K program.

In 1993, Hilltop moved to the Nieblas School site due to the district's need for more classroom space at Plavan. At this time, Hilltop was licensed for 48 children overall per day.

On May 15, 2007, Hilltop relocated back to Plavan School, but this time in a portable building adjacent to Plavan Park. This was due to the Nieblas School being sold for residential development.

1.3 HILLTOP PHILOSOPHY

Hilltop's philosophy of early childhood education begins with a school environment of unqualified love, warmth, acceptance, and understanding that each child is a unique individual.

The philosophy at Hilltop is based on the belief that self-esteem is the foundation upon which all learning rests. Young children develop it naturally when they believe in themselves, their abilities, and their worth. It happens in an environment where they are allowed to make choices, decisions, and sometimes mistakes. Learning always involves feelings. Young children must be allowed to freely express their emotions in a safe and validating environment if they are to learn and grow emotionally, as well as develop a healthy sense of self. If children feel safe, they can take risks, ask questions, make mistakes, and learn to trust and share their feelings. If they are taken seriously, they will develop the ability to respect others. If their emotional needs are met, they will have the ability to develop empathy.

The environment Hilltop strives to create is one that encourages children to explore, discover new ideas, and make choices and decisions to develop independence and autonomy. Hilltop provides freedom for maximum physical, mental, social and emotional growth. We help each child to fit individual needs into group experience by imposing gentle, flexible limits.

Because children learn best through hands-on experiences, we provide opportunities to explore by tasting, touching, smelling, hearing, seeing and doing in the areas of science, literature, art, music, and dramatic play.

We want each child to feel that Hilltop is another place besides home where they feel cared for and protected, where adults there are helpful, loving, and fair people, who are informed and interested in children as important people with worthwhile ideas, legitimate feelings, and capabilities.

We hope that each child will become aware of his/her inner feelings and learn how to express and act on them in acceptable ways. We strive to foster an environment, which will encourage creativity, respect for all individuals, friendships, and self-esteem.

Our goals are for each parent to become more knowledgeable of child development, behavior patterns, and positive guidance techniques and basic needs that parents and children have in common. Through observing, assisting and conferencing with the Director and teachers, and experiencing each other's successes and failures, we will become more effective parents and teachers assistants.

Parent involvement and family interest in a co-operative nursery school are crucial links in the educational process. By enhancing the parent-child relationship, providing continuity between school and home, offering education, better perspective, and personal growth for the parents, and assuring the best possible individualized program for your child, we will create a school in which both child and adult can thrive.

1.4 BENEFITS OF PRESCHOOL PROGRAM

Recent studies show many important benefits for children, their families, and society at large when children participate in a high quality preschool program. In the majority of cases we find that children are more socially and emotionally competent, and have greater success when entering into primary schools.

The following excerpt is from “Gesell Institute's Parents Ask“, by Frances L. Ilg, M.D. and Louise Bates Ames, Ph.D.

.....preschool school can benefit the average child in so many ways.

Among them:

- The child learns to play with other children.
- Children learn to share, take turns, to adapt to a group.
- It helps children learn how to get rid of aggressions in an acceptable manner.
- It often provides physical play equipment, which the usual household cannot provide.
- It provides a situation where the child is less the center of the world than at home.
- It provides a different social and emotional situation from the one prevailing at home, and thus broadens the child's experience.
- It gets the child used to the idea of being away from the family.
- It gives children a life of their own.
- It gives the child a chance to develop a close relationship with an adult other than parents and relatives.
- It exposes children to art, music and story experiences sometimes broader or different from the ones at home.
- It gives the parents a trained person with whom to discuss problems at home, i.e., eating, sleeping, toilet training, and discipline.
- If there is a home situation which bothers a child; a new baby or too competitive a sibling - school provides a break away from this situation and allows for a fresh outlook on life.

1.5 VALUES TO YOU AND YOUR CHILD

For you:

- To learn what to expect of two to six year old children.
- To talk about your child's growth with a trained person as well as with other parents.
- To learn by observing a trained teacher working with children.
- To learn by participating in group activities with other parents and children.
- To achieve OBJECTIVITY concerning your child.
- To be able to observe your child in relation to a group of youngsters of approximately the same age.
- To work creatively with a group on a plan of mutual interest.
- To work with others democratically for the good of all.
- To carry over into the home the ideals, techniques and skills we accomplish in preschool.

For your child:

- To learn to get along with others.
- To share equipment and adult attention.
- To explore creative material such as clay, paint, water.
- To develop some interest in living things.
- To show some growth in expressing her/himself verbally.
- To take responsibility for her/his personal care.
- To learn some acceptable ways of expressing aggression.
- To make a happy transition from home to school.
- To feel secure with adults other than her/his parents.
- To help clean up after s/he has played.
- To improve in her/his ability to finish what is begun.

1.6 GOALS FOR CHILDREN

At Hilltop we strive to create and maintain an environment where children can acquire knowledge and skills to become fully functioning human beings and:

- Grow in all areas: socially, emotionally, physically, and cognitively.
- Develop self-awareness and acceptance about their own physical, social, and emotional selves.
- Develop creative problem-solving skills.
- Grow in self-confidence and willingness to try new things.

- Become inner-directed.
- Become responsible.
- Be creative thinkers, aware of choices.
- Acquire a sense of unity, connectedness, and belonging.
- Receive an anti-bias education, which includes an appreciation for individual differences and cultural diversity.

1.7 CHILDREN LEARN WHAT THEY LIVE

Children Learn What They Live

If a child lives with criticism; he learns to condemn.

If a child lives with hostility; he learns to fight.

If a child lives with fear; he learns to be apprehensive.

If a child lives with pity; he learns to feel sorry for himself.

If a child lives with ridicule; he learns to be shy.

If a child lives with jealousy; he learns to feel guilty.

If a child lives with tolerance; he learns to be patient.

If a child lives with encouragement; he learns to be confident.

If a child lives with praise; he learns to be appreciative.

If a child lives with acceptance; he learns to love.

If a child lives with approval; he learns to like himself.

If a child lives with recognition; he learns it's good to have a goal.

If a child lives with honesty; he learns what truth is.

If a child lives with fairness; he learns justice.

If a child lives with security; he learns to have faith.

If a child lives with friendliness; he learns the world is a nice place in which to live.

1.8 A LETTER TO PARENTS ABOUT MEDIA VIOLENCE, RELATED TOYS AND COMPUTER GAMES/GRAPHICS, AND CHILDREN

Dear Parents:

At Hilltop, we are concerned about how media violence, certain computer games/graphics, and toys marketed with violent TV shows are teaching violence to children. We feel this is a vital issue on which we all need to work together.

Media violence teaches children that...

- Fighting is an acceptable way to solve conflicts.
- Violence is a common, normal part of everyday life.
- Violence is fun and exciting.
- The world is a dangerous place, so fighting is necessary.

Let's work together to reduce the harm media violence is doing to our children.

- Work out limits in the amount of TV viewing.
- Select programs designed to promote children's positive social development.
- Watch TV together as a family when you can.
- Talk about what your child sees on TV, including such topics as what is real and what is not, distinguishing between ads and shows, solving conflicts without using violence, what you and your child liked and did not like about a show.
- Try not to buy products directly linked to violent TV shows.
- Choose toys that promote creativity and open-ended thinking.
- De-emphasize superheroes and cut down on children's exposure to them.
- Avoid clothing, toys or accessories that promote the violent superhero image.

Acknowledge that superheroes are fun and exciting but they also hurt others.

Young children are learning how to get along with others. They are learning how to express their feelings and desires with words rather than by hitting and pushing. These characters demonstrate that violence solves problems and that victims are not really hurt.

Help children understand the true meaning of the word "hero."

Real heroes are people who work hard to make the world a better place through peaceful means. Parents are heroes; teachers are heroes; doctors, firefighters, and religious leaders are heroes. A power sword or gun doesn't make a person a hero!

Thank you for your support.

1.9 A QUOTE FROM FRED ROGERS

“Although children’s ‘outsides’ may change a lot in the next decade, their inner needs will remain very much the same. Society seems to be pushing children to grow faster, but their developmental tasks have remained the same. No matter what lies ahead, children will always need to know that they are loved and are capable of loving. Anything that adults can do to help in this discovery will be our greatest gift to the future.”

**Fred Rogers,
Host of Mr. Rogers’ Neighborhood**

1.10 “UNCONDITIONAL POSITIVE REGARD” ...CARL ROGERS

All children are encouraged to express their feelings while teachers help them to find safe outlets for anger, fear, jealousy, and sadness. A “problem” between children represents a teachable moment where tolerance and conflict resolution skills can be learned, and limits are set without blame or judgment. We honor a child’s own inner pace of development and trust his or her own choices.

We believe in freedom, not license. This means in our program, we allow a very wide range of choices and behaviors, but are very active as adult role models in setting limits of respect and limits for safety. Children get an extraordinary amount of practice in living with the consequences of their choices, as well as experience in challenging limits, discussing limits, so they can deeply understand the responsibilities that go along with freedom.

1.11 A CHINESE POEM

A Chinese Poem

Go to the children

Learn from them

Love them

Start with what they know

Build on what they have

But of the best teachers

When their task is accomplished

Their work is done

The children will remark:

“We have done it ourselves”

*2000 year old Chinese poem
(Adapted)*

1.12 WHEN I PLAY I LEARN

A child learns through play - in all ways, a truth that adults do not always understand.

David Elkind psychologist and author, says of play:

Young children learn best by playing and following their own curiosities, by solving real problems, such as how to balance a stack of blocks, or how to negotiate a zipper, put together a picture puzzle, and, most of all, by making mistakes and trying again.

When I easel paint I learn:

- to develop my imagination and creativity (intelligence)
- to develop eye-hand coordination (writing skill)
- to distinguish and purposely create shapes (math and writing skills)
- to express my feelings and ideas (language)
- that my ideas have value (self-esteem)
- relationships of space and size (math and science)
- concepts of symmetry, balance and design (intelligence)

When I finger paint I learn:

- to exercise my imagination and creativity
- about how colors mix to make new colors (science)
- concepts of shape, size and location (math and writing)
- eye-hand coordination
- an acceptable way to make a mess and have fun sharing ideas with others (self-esteem)

When I scribble and draw I learn:

- to hold a pencil or other drawing implement and to control the pressure (writing skill)
- eye-hand coordination
- to exercise my creativity and imagination
- that my ideas have value
- concepts of color, shape, size and location
- to express myself with words when describing my drawing (language)
- the basic strokes of the printed language (writing)

When I glue and collage I learn:

- to exercise my imagination and creativity
- concepts of shape, size, location, and design, which are relevant to reading
- about different textures (intelligence)
- how to create patterns and designs (math)

- to distinguish patterns from a background (reading skill)

When I look at objects at a nature table I learn:

- new vocabulary (language, intelligence)
- concepts of texture, color, weight, and size (intelligence)
- to group objects into categories (math)
- to observe likenesses and differences (math)
- to appreciate nature and develop a sense of wonder (intelligence)

When I look at books and listen to stories I learn:

- that books are important and enjoyable
- that print is written-down words
- to express my own thoughts, feelings, and ideas
- to exercise my imagination
- that pictures tell something just like words
- to make up my own stories
- to handle books with care
- to recognize certain words when I see them in print
- to use more complex language patterns in my own speech
- to follow the development of thoughts and ideas in the plot of a story
- that I like books and someday I would like to be able to read them, too, when I am ready (language, intelligence, love of reading)

When I play with blocks, cars, and trucks I learn:

- concepts of shape, size, length, and location (math and reading)
- to create and repeat patterns (math)
- to exercise imagination (intelligence)
- to express ideas (language, intelligence)
- to cooperate with others (social)
- to solve problems (intelligence)
- about the properties of wood (science)
- to see myself from a different perspective (self-concept)

When I play on climbing equipment I learn:

- physical strength, coordination, and balance
- to use my imagination
- to cooperate with others when involved in group play
- to solve problems
- self-confidence as I develop new skills

When I play with sand I learn:

- to exercise my imagination
- concepts of size, shape, and volume (math)
- how to use tools (writing)

- to solve problems (intelligence)
- concepts of warm and cool, wet, damp, dry, heavy, light (intelligence)
- how to play socially with others
- to create systems for classifying, ordering and arranging (math)
- to observe changes (science)

When I sort things I learn:

- to notice details, likenesses, differences, and to form categories (reading and math)
- concepts of color, size, and shape (math)
- numeral concepts of more and less (math)
- logical reasoning (intelligence)

When I string beads I learn:

- eye-hand coordination
- concepts of color, shape, and location
- number concepts like more, less, longer and shorter
- to create and reproduce patterns (math)
- pride in accomplishment (self-esteem)

When I play with pegboards I learn:

- one to one correspondence (math)
- to make and repeat patterns (math)
- possible left to right progression (reading and writing)
- concepts of addition, as I add one peg at a time
- colors
- symmetry, shapes, order, and design (reading, writing, math)
- eye-hand coordination

When I participate in group time I learn:

- to listen, sit still, and understand spoken words
- that my ideas have value to the other children and the teacher (self-concept)
- to wait my turn when others are talking
- new vocabulary words
- to remember the words of songs and poems I have learned and to put things in proper order
- the names of others in the group
- to cooperate and be considerate of the needs of others
- to help plan what we will do and when we will need to do it

When I do cooking projects I learn:

- about nutrition, tastes, and food groups (intelligence)
- how heat and cold change things (science)
- whole-part relationships and concepts of volume and measures (math)

- vocabulary
- awareness of my own and other cultures (intelligence)

When I play in the family living area I learn:

- to be flexible in my thinking (intelligence)
- to express myself with my words (language)
- to try on different adult roles (self-concept)
- to solve social problems through negotiation with friends (intelligence)
- to sort and organize play things (math)
- to make decisions (intelligence)
- to improvise and use things in a symbolic way (intelligence)
- to have an object represent something else (intelligence)
- to carry out my ideas, with the cooperation of others (intelligence, self-esteem, social skills)
- to exercise my imagination and creativity

When I play with riding toys I learn:

- strength, balance, and large muscle coordination
- to use my energy in a constructive way
- concepts of speed, direction, and location (math)
- to use my imagination
- to negotiate and take turns (social skill)
- to solve problems (intelligence)
- self-confidence, as I master new skills

When I dance I learn:

- balance and coordination
- to be conscious of moods and rhythms of music
- to express myself physically in an appropriate way
- about the space around me and the space of others

When I play with rhythm instruments I learn:

- to be conscious of rhythms in music (reading skill)
- concepts of fast, slow, loud, soft, high, low (reading and math)
- to express myself in new and different ways
- listening skills
- auditory discrimination - recognizing different sounds (reading)
- to interpret and understand signals and cues

When I sing songs I learn:

- principles of music and rhythm
- vocabulary
- memory skills and sequencing (reading, math)
- to be conscious of others

- various concepts emphasized in songs
- phonics or auditory discrimination (reading)
- awareness and identification with my culture and other cultures

When I cut with scissors I learn:

- to control the small muscles in my hand (writing)
- concepts of shape, size, color, and location (math)
- to exercise my imagination and creativity

When I play I learn:

- that I am me - a small child who is valued, cherished, and loved
- I count in the world

2. STANDING RULES

2.1 HANDBOOK

- All currently enrolled Hilltop families shall have access to the handbook and be given a copy either on disk or as a paper copy. To view the handbook online visit our website, www.hilltoppreschool.com, and click on “Handbook.” A paper copy is also located on the cart near the sign in sheets. The handbook contains all the rules and regulations and standing rules governing Hilltop.
- Each member is responsible for making a thorough study of the entire handbook.

2.2 SCHOOL HOURS AND DAYS

- School sessions are 9:30 a.m. to 1:00 p.m., Monday through Friday, excluding holidays and other days of school closure.
- Seeds-Thursday, Friday
Sprouts-Monday, Tuesday, Wednesday
Blooms- Monday thru Thursday
Blossoms-Tuesday thru Friday
 - Note: 5-day option available on year by year basis.
- School hours may be changed at the discretion of the Director, Staff and Board.
- Only the enrolled children of working parents may be on school premises prior to or after regular school hours.

2.3 PROMPTNESS

- It is very important that children arrive at school on time and are picked up from school on time.

- B. Ten minutes will be allowed after school for the collecting of children.
- C. After the 10-minute pick-up allowance, a fee of \$ 5 will be assessed for each succeeding 10-minute period until the child is picked up from school.

2.4 WORKDAY PROCEDURES AND REQUIREMENTS (for classroom workday participation)

A. Standard Workdays

Standard monthly work responsibilities at 100% classroom participation - for each child enrolled

<u>1. If your child attends</u>	<u>Your number of work days per *period are</u>
2-day	2 workdays
3-day	3 workdays
5-day	5 workdays

For all of the above, no more than 1 alternate workday required. The work schedule will be distributed one week prior to the start of each *period.

*The school year is divided into 10 equal “periods” per year to facilitate the scheduling process, as the varying lengths of calendar months sometimes provides an obstacle to proper scheduling. The number of periods (10) is the same as the number of calendar months during the school year.

- 2. Families with flexible participation schedules are required to fulfill their workdays as outlined on their individual admissions agreement.
- 3. Families who are working in the classroom with multiple children participating are to fulfill 100% of the standard workday commitment for the first child and 50% of the standard workday commitment for every child thereafter.
- 4. The parent is expected to be at school by 9:00 a.m. on their workday and to remain until 1:30 p.m.

B. Alternate

- 1. In addition to the regularly scheduled working parents, an alternate parent is scheduled for each school day, (indicated by an "A" preceding that parent's name on the monthly work schedule). **The alternate is on call until 9:30 a.m. on that particular morning and must assume until that**

time that s/he will be working. Alternates are used only when a problem with one of the regularly scheduled working parents has arisen *that morning*.

2. If scheduled as an alternate, parent should have their Hilltop child dressed, fed, her/his lunch packed, baby-sitting arrangements made for her/his other children, etc. Should the parent be called, s/he is expected to get to Hilltop **no later than 9:30 a.m.** (if called at 9:00 a.m., they should arrive as soon as they can, no later than 9:30 a.m.).

C. Emergency Parent

1. In addition to the alternate and the regularly scheduled working parents, an emergency parent is scheduled for each school day, (indicated by an "E" preceding that parent's name, on the monthly work schedule). The emergency parent is on call up until 9:30 a.m. on that particular morning. Emergency parents are used only when a problem with one of the regularly scheduled working parents and the alternate has arisen *that morning*.
2. Any parent who volunteers to become an emergency parent will be scheduled as emergency parent up to four times per month. As a showing of appreciation to those parents volunteering for this position, emergency parents will never be scheduled as alternates. Emergency parents are paid \$45 for each workday they are utilized as an emergency parent. The workdays are not made up by the person for whom they worked.
3. The emergency parent will be paid directly by Hilltop. The parent s/he is working for will pay Hilltop \$45 by the end of the calendar month.
4. Parents interested in becoming emergency parents need to contact the scheduling parent.

D. Possible extra work days

1. Because of field trip days, the length of some months, parents on Board-approved leave of absence, and/or the number of working parents enrolled, it is possible that parents may have more scheduled workdays or alternate days than usual during a given period. This should not happen very often, however you should be aware of the possibility. The number of days each parent works throughout the school year will always be kept as even as possible. **THANK YOU FOR YOUR UNDERSTANDING AND COOPERATION IN THIS MATTER.**

E. Special requests for scheduling

1. If a parent has an outside job, has made arrangements for baby-sitting with other working Hilltop parents, or will be vacationing during the school year, s/he must inform the scheduling parent 3 weeks prior to the beginning of a scheduling period in order for the request to be accommodated. As for other reasons for requesting special scheduling, the scheduling parent will do her/his very best to accommodate parents, but these requests can't be guaranteed. **THANK YOU FOR YOUR UNDERSTANDING AND COOPERATION IN THIS MATTER.**

F. Trading workdays or alternate days

1. Procedure to trade:
 - When a parent cannot work an upcoming regularly scheduled workday or alternate day due to a personal conflict or illness, it is her/his responsibility to trade with another working parent or alternate *IN ADVANCE* of that workday or alternate day.
 - To ensure that communication is clear on trades, one person is to notify the Scheduler by emailing the Scheduler. The Scheduler will confirm the trade with you via email and will make the change on the Schedule posted in the Seeds and Sprouts classroom. In rare cases of miscommunication, the person originally scheduled for the day will remain responsible to fulfill the day. Our primary responsibility is to deliver the appropriate ratio for the program.

G. Emergency during the night or on the morning of your scheduled workday

1. Emergency procedure prior to 9:00 a.m. the day of the workday
 - If an emergency does occur during the night or on the morning of a parent's scheduled workday, **s/he should call the scheduling parent as soon after 7:00 a.m. as possible (do not call the alternate directly)**, with the reason for needing a substitute.
 - The scheduling parent will then call the alternate to work, if it is not after 9:30 a.m.
 - The alternate will be informed as to the parent for whom s/he is working.
 - The alternate will then contact that parent to let her know that s/he must work the alternate's next scheduled regular workday.

- The person originally scheduled is to notify the Scheduler of the arrangements so the Scheduler may update the classroom copy of the schedule.
2. Emergency procedure after 9:00 a.m. the day of the workday
 - If it is after 9:00 a.m., or if a second parent calls the scheduling parent unable to work that day, the scheduling parent will call the emergency parent to work.
 - The emergency parent will be informed of the parent for whom s/he is working.
 - The emergency parent will be paid directly from Hilltop.
 - It is the responsibility of the parent who called to pay Hilltop the \$45 emergency parent fee by the end of the calendar month.
 3. Procedure for an unavailable alternate
 - If an alternate is needed, but when called is not able to work (or cannot be reached), the Emergency Parent will be called instead.
 - The parent who was originally scheduled for the workday (but called needing an Alternate) must work the Alternates next scheduled regular workday.
 - The parent who was scheduled as an Alternate must pay the \$45 Emergency Parent fee by the end of the calendar month.
 4. In the event an alternate is called in to work for a regularly scheduled parent and that particular alternate has no upcoming regular workdays (end of school year, withdrawing from enrollment, etc.), then the parent who utilized the alternate must pay the alternate the current Emergency Parent fee of **\$45**.
 5. **If it's before 9:00 a.m. and a scheduled parent needs a substitute, but is unable to reach the scheduling parent, s/he should first try to call the President, then if still no luck, try to call other Board members.** The Board member will then make the appropriate calls. However, if it's after 9:00 a.m., the parent who is in need of a substitute should call the school directly, and the Director will make the appropriate calls.

H. Arriving late for your scheduled workday or alternate workday

1. All regularly scheduled working parents are expected to arrive at school absolutely by 9:00 a.m. (**no later than 9:10 a.m.**), and to remain until the

end of her/his workday, approximately 1:30 p.m. If by 9:10 a.m. a parent still has not reported to work or called the Director or Teacher, the Director or Teacher will then call the scheduling parent, who will in turn call the emergency parent to substitute, at the expense of the regularly scheduled parent. The regularly scheduled parent will be recorded with an unexcused absence, and in addition to paying the current fee to the emergency parent. **If the regularly scheduled parent arrives at school after 9:10 a.m., s/he will be informed that the emergency parent has been called in to work, and that s/he is relieved of her/his duties for that day.**

2. If working parents fail to report for duty and no substitutes can be obtained, the Director has the discretion to close the Co-op program for the day. In the unfortunate circumstance this should occur, parents who have already dropped off their children will be called to return. The day will be considered an additional day of school closure and no refunds will be given.

I. Unable to complete your scheduled workday

1. If a working parent must leave school prior to the end of the school day, the Director or Teacher will call the scheduling parent, who will then call an emergency parent to come into work. If an emergency parent cannot be reached the scheduling parent will continue to call parents until someone can come into work and act as a substitute. The scheduled parent who had to leave must pay the substitute the **full** emergency fee of **\$45**. If the absence of a scheduled working parent results in the program being out-of-ratio, the program will be closed for the remainder of the day. If possible, parents will be notified at drop-off of when to pick-up their children. If a working parent must leave school unexpectedly resulting in the program closing for the remainder of the day, parents will be called to pick-up their children immediately.

2.5 JOB OBLIGATIONS AND/OR COMMITTEE

- A. Each member shall hold a position during the entire school year (administrative committee, president, secretary, etc.). Upon payment of the registration fees, each member shall then select a position from the job list.
- B. The Vice-President has job books describing each position that s/he distributes to each member accordingly, they can also be found on our website at

www.hilltoppreschool.com, under contact us and then click on Parent Handbook, then click Job Descriptions. In addition, each member is responsible for keeping this book current and returning it to the Vice-President at the end of the school year. Although some jobs are performed primarily during certain parts of the year (Ways & Means Committee work surrounds events, for example), for the most part, jobs are to be performed on a routine basis. Such jobs are to be maintained on an on-going basis, at least once a month. Your specific area of duty can be completed either at your convenience during the month or during the monthly-scheduled Clean-up Day (but not after). To ensure the proper maintenance of the facility, a \$30 fine will be assessed for applicable jobs not completed before or on the monthly Clean-up Day.

- C. Members may opt to not hold a job or committee position by buying out of this obligation for \$300.

2.6 REGISTRATION FEES

- A. Registration fees are non-refundable, are applicable for each child enrolled and include liability insurance, which covers each of her/his children enrolled in Hilltop.

Registration fees are payable in full at the time of enrollment and are as follows:

New child to any program	\$175.00
Returning child to any program	\$150.00
Materials Fee	\$200.00

2.7 TUITION

- A. June tuition is due by Registration Day. Materials fees is due in August. September tuition is due the first day of school. If you have any questions regarding tuition please call the Treasurer.
- B. Tuition is due and payable on or before the first day of every month, beginning the first day of school in September and continuing through May. **September and June tuition will not be prorated as the total cost of running the program per child is divided into 10 equal installments.**
- C. Tuition will be prorated for members enrolling after the beginning of the school year.
- D. Tuition received after the **5th** of the month will incur a late charge of **\$40**, unless other arrangements are approved in advance by the Board. The General Member is responsible to pay the late fee along with that month's tuition.
- E. 50% Tuition is due each month to hold a spot for your child until he/she starts school when in which full tuition begins.
- F. Your monthly tuition rate shall depend upon your level of participation. We offer flexible classroom workday participation, upon availability. Seeds and Sprouts Co-Op required workdays are valued at \$48. Blooms and Blossoms workdays are considered additional workdays (no co-op obligation) and as such, are valued at \$25.

2018/2019 Monthly Tuition for Families Planning to Work in the Classroom (Co-op)*

Program/Days	Work Requirements	Monthly Tuition	
Seeds/2 days	2 work days; 1 alt day per month	290	
Sprouts/3 days	3 work days; 1 alt day per month	371	
Blooms/Blossoms/4 days			Classroom parent participation not required

Note: Families requiring a 5-day program may enroll concurrently in the Seeds and Sprouts program upon availability. Monthly tuition for concurrent enrollment is \$661 which is the combined monthly tuition of the two programs.

Monthly Tuition for Families NOT Planning to Work in the Classroom (non Co-Op)

Program/Days	Work Requirements	Monthly Tuition
Seeds/2 days	None	409
Sprouts/3 days	None	536
Blooms/Blossoms/4 days	None	575

Note: Families requiring a 5-day program may enroll concurrently in the Seeds and Sprouts program upon availability. Monthly tuition for concurrent enrollment is \$945 which is the combined monthly tuition of the two programs.

G. Responsibilities associated with each program:

1. The family is obligated to the following responsibilities in addition to their classroom work days (if applicable):
 - Maintains a job or committee position for the entire year or opts to buyout of this obligation for \$300..
 - Contribute 5 hours per year to fundraising events or opts to buyout of this obligation for \$300...
 - Each family is required to collect donations worth \$150 or more to be auctioned off at the school’s annual Auction Fundraiser. A buyout for this obligation is available for \$300.
 - Complete 2 maintenance obligations per year, one of which must be a clean-up day or opts to buyout of this obligation for \$300.
 - Attend all monthly general meetings (if participating in the classroom). If not participating in the classroom, attend a minimum of 3 mandatory general meetings per year.

2. Our program requires a certain amount of parent participation in order to sustain itself and maintain an optimal balance, so all participation levels may not be available at all times.

H. Flexible participation (as it impacts tuition).

It is our goal to provide you with the flexibility you may need to allow your child to attend Hilltop. You may choose a reduced number of workdays, an increased number of workdays or no workdays at all. We will make every attempt to accommodate your needs; however, because our program requires a specific number of working parents per day, your request may or may not be available depending on our program's needs. Your number of workdays must remain consistent throughout the year.

1. For each additional classroom co-op day you work, your tuition will be reduced by \$25 per month.
2. For each additional day of alternate duty you provide, your tuition will be reduced by \$15 per month.
3. For each classroom co-op day you do not work, your tuition will be increased by \$48 per month.
4. For each day of alternate duty you do not provide, your tuition will be increased by \$23 per month.

2.8 WAYS AND MEANS (FUNDRAISING)

- A. Several fundraising events are planned each school year to supplement the income of the school. All members are asked to attend and support fundraisers.
- B. In addition, each member shall actively participate in the actual preparation of major fundraisers, a total of 5 hours per year. Such participation will be prearranged and approved by the Ways and Means Chairperson. A buyout for this obligation is available at \$300 (\$60 for each required hour).
- C. Each family is required to collect donations worth \$150 or more to be auctioned off at the school's annual Auction Fundraiser. A buyout for this obligation is available for \$300.

- D. Fundraisers are predetermined by the Ways and Means Chairperson. Fundraisers supporting a Hilltop family's business are considered a conflict of interest and generally not allowed.
- E. Members enrolling late in a semester are still responsible for their ways and means obligations for that semester or they may choose to pay the prorated ways and means fee.

2.9 MAINTENANCE OBLIGATIONS

- A. Each member shall be responsible for two maintenance obligations a year, one of which must be a Clean-up Day. Due to safety concerns, children are not allowed to attend your assigned Clean-up Day. There will be one Clean-up Day scheduled each month. Clean-up Day duty will be available for sign up at registration day or then pre-assigned alphabetically. Your scheduled Clean-up Day is to be treated in the same manner as a parent working in the classroom workday. If you are unable to attend your family's pre-assigned Clean-up Day, it is your responsibility to facilitate a trade. The Maintenance Chair must be made aware of the trade. Failure to fulfill your Clean-up Day assigned will result in a fine of \$150. A buyout for this obligation is available for \$300 (\$150 for each of the two items). We appreciate your understanding in this manner, as it is our goal to have complete participation and issue no fines at all.
- B. The other Maintenance obligation must involve the actual improvement, repair or maintenance of school grounds or inventory, as prearranged and approved by the Maintenance chairperson.
- C. Failure to complete a maintenance obligation will result in a fee of **\$150** (for a maximum total of \$300). A buyout for this obligation is available for \$300 (\$150 for each of the two items).
- D. Members enrolling late in a semester are still responsible for their maintenance obligations for that semester or they may choose to pay the prorated maintenance fee.
- E. As a showing of appreciation to the Board, any person holding and maintaining the regular duties of a Board Member shall be exempt from all Maintenance obligations.

2.10 GENERAL MEETING ATTENDANCE

(applies to all parents working in the classroom)

A. General meetings are held at Hilltop on the 3rd Wednesday of every month from 7:00 – 9:00 p.m. Members must be present for the entire meeting to receive attendance credit. The following is the Hilltop policy on missing General Meetings as it applies to parents working in the classroom:

- One missed non-mandatory meeting per year is allowed.
- The second missed meeting results in a \$35.00 fine and a “Shadowing Day.” This is to occur ASAP after the missed meeting (no longer than two weeks). The person is required to spend an extra day in the classroom by “shadowing” a working person (follow, listen, observe) the entire day, paying particular attention to the interactions with children.
- Upon the third missed meeting, the “Shadowing Day” is to be performed ASAP, prior to resuming any scheduled classroom workdays. There is a \$70 fine.
- The fourth missed meeting and beyond are to be reviewed case-by-case by the Director and Board.
- There are 3 mandatory general meetings per year. Missed mandatory meetings result in fines of \$35.00 per meeting and for parents working in the classroom, the “Shadowing Day” policy as previously outlined still applies.
- Parents not working in the classroom are required to attend a minimum of 3 mandatory general meetings and philosophy day per year. Failure to attend the mandatory general meetings will result in a fine of \$35 per meeting. Failure to attend the philosophy day will result in a fine of \$35. The general meetings are valuable and regular attendance is highly encouraged.

2.11 ORIENTATION DAYS

(mandatory for all new and returning families)

- A. Orientation Day and Philosophy Day are scheduled prior to the first day of school in September. Failure to attend the Orientation day and Philosophy day will result in a fine of \$35 each day missed. Both days are required for parents working in the classroom and Philosophy Day is required for all families regardless if you are working or non-working in the classroom, alumni, or a returning family.
- B. Any member unable to attend both the Orientation Day and Philosophy Day will be required, at the discretion of the Director prior to their first workday, to spend

two (2) observation/orientation days at school during the hours of 9:00 a.m. to 1:30 p.m. If you are unable to fulfill your workdays due to having missed Orientation Day, your tuition will be adjusted (an additional \$48) for each workday that is missed. **This day will not be counted as a workday and is to be arranged with the appropriate chairperson of parents.**

2.12 PARENT IN-SERVICE

- A. At Hilltop, parent/staff in-service serves many purposes. We strive to create a growth-oriented environment for children as well as adults.
- B. The majority of our parent in-service will be integrated into monthly general meetings in the form of workshops and speakers, with the exception of the first parent in-service which will be scheduled prior to the first day of school. It will cover such topics as Active Listening, Limit Setting, Problem Solving and the Reggio approach. Our program is based on the book, **Parent Effectiveness Training** (PET), by Dr. Thomas Gordon.
- C. We believe by providing ongoing in-service on various topics, our program will be providing a more consistent environment for children as well as parents.
- D. Parent in-service is mandatory for all parents participating in the classroom. Families enrolled under a not working in the classroom status are to attend a minimum of 3 mandatory general meetings per year. *However, regular meeting attendance is highly valuable and encouraged for all families.*

2.13 PAYMENT OF FEES AND/OR CHARGES

- A. When a member incurs a fee and/or charge (late fee, missed general meeting fee, emergency parent fee, etc.), that member shall satisfy said fee and/or charge within no more than one month or by the end of the school year in June, whichever occurs first. Failure to pay within the allotted time will result in your child being disenrolled from Hilltop. **However, our goal at Hilltop is to have active participation and not to assess fees.**

2.14 EXPENSES

- A. School expenses over \$10 must be approved by the Director, Treasurer or President. Failure to obtain this approval could result in non-reimbursement for

expenditures. Reimbursement forms and receipts are to be submitted to the Treasurer in a timely manner.

2.15 EXCUSED LEAVES OF ABSENCE

- A. A pregnant or new adoptive parent may be excused from alternate and regular workdays (without making them up) for a period of 6 weeks after the date of birth or adoption. The parent is still responsible for all other obligations. The parent must inform the scheduling parent as to the date their leave will begin as far in advance as possible, so that appropriate scheduling adjustments can be made.
- B. Parents who have undergone major surgery or who have sustained serious injury or illness may also be exempt from certain obligations and responsibilities for a 6-week period, upon approval of the Board. The Board will determine exemptions. If possible, parent must inform the scheduling parent as to the date their leave will begin, as far in advance as possible, so the appropriate scheduling adjustments can be made.
- C. In an emergency, a child may keep her/his place in the group but be temporarily withdrawn by her/his parents for a period of one but no more than two months, by payment of half the regular tuition. During the child's absence, the parent will be excused from alternate days and regular workdays (without making them up). Also, the parent is exempt from all Hilltop responsibilities during this time. **This arrangement must be approved by the Board.**

2.16 REGISTRATION PACKAGE

- A. The registration package shall consist of the following:
 - Parent Responsibilities and Obligations (Admissions Agreement)
 - Parent Information Receipts (Child Abuse Prevention Pamphlet and Parents' Rights Notice)
 - Scheduling Questionnaire
 - Family and Social History
 - Parent Information & Interests
 - Driver's Certificate of Safety and Insurance
 - Field Trip Permission Slip & Car Seat Form
 - Authorization to Consent to Treatment of Minor
 - Identification and Emergency Information
 - Child's Pre-admission Health History - Parents' Report
 - California School Immunization Record
 - Physician's Report - Child's Pre-admission Health Evaluation

- Health Screening Report - Facility Personnel
- Social Security Form
- Permission for Roster/Advertising
- “What Is Scrip?”/Earthquake Preparedness Kit Handout
- Parking Regulations

2.17 THE HILLTOP COMMUNICATION CENTER

- A. Each family will be assigned a file to be used for Hilltop communication. Please check your file regularly and limit its usage to Hilltop business. The Hilltop files are not to be used for personal, non-Hilltop correspondence such as birthday invitations.
- B. The entrance to the school in general is another communication center and is used to post information regarding Hilltop events. Please take notice of this information on a regular basis. Please limit the use of all communication centers for Hilltop business only.

2.18 WITHDRAWING FROM ENROLLMENT

- A. Written notice of intention to withdraw from school shall be given to the Director, **no less than 30 days in advance. If less than 30 days notice is given, the family is responsible for the tuition through the 30th day.**
- B. Members withdrawing from school prior to the end of the school year are responsible for the following:
 1. Immediate payment of all unpaid fees and charges incurred.
 2. Tuition through and including 30 days from date of notice.
 3. Completing that semester's maintenance obligation or paying the prorated fee.
 4. Completing the prorated ways and means obligation or paying the prorated fee.
 5. Working or getting substitutes through thirty days from date of notice. Trading days if necessary.
 6. Personally returning the job book to the Vice-President or appropriate chairperson of parents.
 7. Personally returning the handbook to the Secretary or appropriate chairperson of parents.
- C. If notice of withdrawal is received after April 1, June tuition shall be forfeited.

2.19 GRIEVANCE POLICY

A. Grievance Submitting and Receipt Procedure

1. Form—A grievance shall be submitted in writing on an approved Hilltop grievance form.
2. Submit to—The grievance form shall be submitted to the Hilltop Board through the Secretary.
3. Notification—Upon receipt of the grievance form, the Secretary shall notify all members of the Hilltop Board.
4. Documentation—The Secretary shall maintain a written record of receipt of all grievances and all notifications made.
5. Action—A grievance received by the Hilltop Board will be acted upon within 14 calendar days of its receipt.
6. Fines—Any grievance pertaining to fines must be received by the Hilltop Board within 14 days of assessment to put the fine on hold and prevent doubling.

B. Hilltop Board Action

1. Findings—The Hilltop Board may find that the grievance is: 1) Justified; 2) Justified in Part; 3) Not Justified.
2. Remedy—If the grievance is determined to be justified in whole or in part, the Hilltop Board shall take action as deemed appropriate to remedy the grievance.
3. Response—The Hilltop Board shall respond to the grievant in writing, outlining their findings and if appropriate, proposed action.

C. Right of Appeal

1. Appeal—If the grievant is dissatisfied with the action of the Hilltop Board, the grievant may request a “Board of Appeal” within 14 calendar days of receipt of the Board of Directors written response.
2. Form—The request for a “Board of Appeal” shall be made in writing, using the space provided on the grievance form.
3. Submit to—The request shall be submitted to the Moderator Chairperson (see

Standing Rules, section 2.20.D.1)

D. Board of Appeal Consists of:

1. Non Voting Member, Moderator Chairperson

- a) Selection—The Moderator Chairperson and two alternates shall be selected by the Vice President from member families at the beginning of the school year. The people selected shall not work in the classroom, be on the Board, or be the spouse of a Board Member.
- b) Duties—The Moderator shall facilitate smooth and orderly discussion during the meetings of the “Board of Appeal.”
- c) Conflict—If a conflict arises in which the Moderator is directly involved prior to or during the Board of Appeal process, an alternate Moderator may be requested by either the grievant or the Hilltop Board.

2. Primary Voting Members:

- a) One representative from the Orange County Council of Parent Participation Nursery Schools.
- b) Two individuals selected by the Hilltop Board who are members of Hilltop in good standing, are not members of the Hilltop Board, and are not directly involved in the Grievance.
- c) Two individuals selected by the grievant who are members of Hilltop in good standing and are not directly involved in the grievance.

3. Alternate

- a) If either of the individuals chosen by the grievant is unable to serve, an alternate must be chosen by the grievant.
- b) If either of the individuals chosen by the Hilltop Board is unable to serve, an alternate must be chosen by the Hilltop Board.
- c) If either party is unable to select a qualified individual to serve on the “Board of Appeal,” the Moderator Chairperson shall appoint an individual from member families who is in good standing, who does not work in the classroom, who is not on the Board or a spouse of a Board Member, who is not directly involved in the grievance, and is willing to serve on the Board of Appeals.

E. Board of Appeals Procedures

1. Schedule—The Moderator Chairperson shall schedule the Board of Appeal hearing within 14 calendar days of the receipt of the properly completed grievance form.
2. Contact—The Moderator Chairperson shall contact all parties required to attend.
3. Documentation—The Moderator Chairperson shall maintain a written record of all grievance forms received and all notifications made. The Moderator Chairperson is responsible to keep minutes of the hearing of the Board of Appeal, but may appoint a member of Hilltop to serve as secretary for the meeting.
4. Hearing—The members of the Board of Appeal shall listen to the points of view of both sides of the grievance.
5. Review—The members of the Board of Appeal shall deliberate and form an appropriate response to the grievance.
6. Vote—Votes of the Board of Appeal shall be carried by a simple majority vote of the voting members of the board.
7. Binding—The decision of the Board of Appeal shall be binding.

3. SCHOOLDAY

3.1 YOU AND YOUR CHILD AT SCHOOL

A. How to Dress for School:

1. Children should be simply and comfortably dressed in washable play clothing that they enjoy wearing. Rubber soled shoes are safer unless corrective shoes are required. Remember the children will be active and experimenting in all areas at school. They should not feel restricted by the good clothes they are wearing. As children spend time outside, sunscreen is recommended. Your child's bucket or bag should include at least one complete change of clothes, underwear and shoes that are season appropriate.
2. Teacher assistants and parents, please remember you, too, are active and experimenting, so dress comfortably.

B. Sharing

Sharing important finds, toys, and events is an invaluable experience for the preschool child. It helps to develop language skills, self-confidence, and listening skills. A specific share time will be designated. Please encourage your child to bring meaningful share toys or ideas (i.e. noncommercial toys, postcards, nature items, books, games, and souvenirs). In accordance with our philosophy, Hilltop does not allow CANDY, GUM, or WEAPONS. Children are asked to save share items for the specifically designated sharing times only and asked to refrain from bringing toys each day.

C. Maintain an Unhurried Schedule

In order that your child arrives at school in a relaxed and happy mood, avoid upsetting her/him with last-minute rushes. The arrival of an unduly upset child and mother may disturb the routine of the whole school. Get up early enough for her/him to dress, wash, and eat breakfast normally. A good breakfast is an important foundation for a happy day at school.

D. Promptness

It is each parent's responsibility to see that their child arrives promptly at 9:30 a.m. for school. Before 9:30 a.m., the Director, Teachers, and working parents will be preparing for the morning and cannot supervise your child. If your child arrives late s/he has missed an important part of the program. It is difficult for

her/him to become a member of the group, and it is disruptive to the other children and teachers. Let it be your duty to teach your child responsibility and the good habit of being on time by bringing her/him to school at 9:30 a.m.

E. Siblings

If you bring a sibling to Hilltop during drop-off or pick-up, please keep her/him under your direct care and supervision. Supervising them, in addition to our enrolled children, may put us out of ratio. **Children are not allowed to linger or loiter by the entrance gate fence without their own parent. It is alright for a working parent and/or Teacher to lead the child into the classroom (for purposes of waving good-bye or watching parent leave).**

3.2 HEALTH

A. Health of Child

For the protection of your own child and other children, please keep your child at home if s/he has any of the following conditions:

- Has had a fever within the past 24 hours.
- Has a dry, hacking cough.
- Has a red or sore throat.
- Cold is less than 7 days old.
- Has nasal discharge.
- Has any skin condition.
- Must be on antibiotics for at least 48 hours before returning to school.
- Must be fever-free for 24 hours.
- Must be vomit-free for 24 hours.
- Must be diarrhea-free for 24 hours.

Additional Reminders:

- Do not send an overtired child even though you may be overtired of caring for her/him.
- Do not send a child who appears fussy, cranky, or anything other than her/his normal morning behavior. Even though there may be an absence of fever, this can be the beginning of an illness or an open invitation to any bug or virus the child might come up against during the school day.
- While your child is taking an antibiotic s/he is more susceptible to viral diseases.
- Remember, if you are in any doubt whether or not to send your child to school, it is best to keep her/him home. Sickness is most easily

transmitted in the early stages, before the most obvious symptoms appear.

- Report to the Director if your child or you have been exposed to or has come down with a communicable disease.

The above are recommendations by two pediatricians and have been adopted by several nursery schools for the protection of everyone.

B. Health Check

Our Director/Teachers conducts a health check of each child before s/he is admitted to school each morning. In case you have overlooked any of the above symptoms in your child, s/he will be returned home. Please remain at the gate until your child's health check is complete and s/he has been admitted into the classroom.

If you arrive after 9:40 a.m. or do an early drop off, bring your child to the Director or Teachers for a health check before you leave the school.

C. Emergency Health Form

Please make sure this form, that you filled out when your child entered school, has the name and phone number of someone who can pick up your child if you cannot be reached. If you are going to be away from home while your child is in school, let the Director know where you can be reached, or if this is not possible, make sure the person on your emergency form will be able to pick up your child.

D. Health of Parent

Even though we have no daily check of the working parents, your health is expected to be able to pass the same medical requirements as those set up for the children.

E. Childhood Illness Guidelines

Due to the presence of immunocompromised adults, pregnant women, and newborn children in our community, Hilltop recommends the following guidelines for childhood illness and the chicken pox.

- If your child has the Chickenpox virus, your child may not return to school until all sores have healed over.

Also, due to the nature and incubation period of chickenpox;

- If you wish to expose your child to the virus and have taken measures to do so, OR if your child was possibly exposed to chickenpox, they may

attend school for 10 days following exposure AND THEN stay home for 1 week to see if symptoms appear.

- For any live virus vaccine (Varicella/MMR), please plan accordingly with your healthcare provider to receive over the summer(outside of school attendance time) as shedding can occur for up to 6 weeks following vaccination.
- If you are unsure or have any questions related to exposure or vaccination, please speak to your child's teacher.

3.3 IMPLEMENTATION OF MEDICAL SERVICES RELATED TO THE USE OF AN EPI-PEN

If a child has severe allergic reactions and will require the administering of an Epi-pen, the following procedures will be necessary:

- Let the classroom chairperson, teacher and director know what is the allergy is. We would like to know the subtle differences of whether this is an intolerance or an allergy that requires immediate attention. Known history is also helpful please share with us some of the things you have noticed when your child was exposed to the allergen. For example, clearing the throat changes in the voice, rapid breathing, red lips or blue lips, scratching or itching, etc. And what you have done in the past to help your child, for example used Benadryl, iced an area, rest, went to the ER, etc.
- Bring the medication to school with written instructions by your child's physician on when to administer and how to administer it, how much to administer and how often to administer. If we need to call 911 Please indicate that as well.
- Please give these items to the director and she will inform your child's teacher along with all the Hilltop teachers that you child has an epi-pen with specific instructions and that it will be stored in the medicine cabinet of the adult bathroom.

4. WORKDAY (Parent's working in the classroom)

4.1 SUMMARY OF WORKDAY PROCEDURES

Remember you are a very important member of the Hilltop Family. By trying the best you can to work your own workdays, to be prompt, and by being considerate and

thoughtful of other members, you will be doing your part in making Hilltop the happy and smooth running school that we all want and expect.

WHAT TO DO IF...

A. Scheduled to Work

1. On the morning of your workday, you are expected to arrive at school at 9:00 a.m. and to remain until approximately 1:30 p.m.
2. Other than your own Hilltop child, do not bring any other children to school with you and **DO NOT** offer to take any other Hilltop children home with you.

B. Personal Conflict or Illness

(prior to your workday or alternate workday)

1. Trade with another parent as far **IN ADVANCE** of your workday, alternate day, or alternate field trip driver day, as possible. **Do not** wait until the last minute to try and find someone to trade with you. **Do not** call the scheduling parent until you have actually made the trade with another parent.
2. Both parties involved in the trade are to complete the “Scheduling Trade Form” as previously outlined.

C. Emergency Immediately Prior

(during the night before or on the morning of a workday or alternate workday)

1. Call the scheduling parent that morning as soon after 7:00 a.m. as possible. **Do not** call the scheduling parent before the morning of your workday, s/he will be unable to help you until then. **NEVER call the alternate or the emergency parent yourself.**
2. You will be working the alternate’s next scheduled workday or you will need to pay the emergency parent the current fee.

*Note**** If it’s before 9:00 a.m. and you are unable to reach the scheduling parent, you should first try to call the President, then if no luck, continue to call other Board members. When reached, the board member will then make the appropriate calls. However, if it’s after 9:00 a.m., call the school directly and the Director or Teacher will make the appropriate calls.

D. Scheduled as an Alternate and Called in to Work

1. After that workday, contact the parent you worked for and have her/him work your next scheduled workday.
2. Both parties are to inform the scheduling parent of the arrangement by completing the “Scheduling Trade Form.”
3. If that day is not convenient for the parent you substituted for, **it is her/his responsibility to trade with someone else**. As a last resort, if the parent can't find a person to trade within the same block, they are to schedule an extra day the following block.

E. Arriving Late on Workday (after 9:10 a.m.)

1. If something unavoidable happens, as you are about to leave for Hilltop or on your way to Hilltop, which will delay your arrival time **SLIGHTLY**, call the Director or Teacher at school as soon after 8:30 a.m. as possible but definitely before 9:00 a.m. The Director will then determine if they can wait for you or if the emergency parent needs to be called.

F. A Note about Cell Phones

We are asking that you limit the use of your mobile phone to occasional calls for emergency purposes only. If this privilege becomes excessive we will instill a mobile free policy.

4.2 DAILY GENERAL SCHOOL ROUTINE

A. Parents Working in the Classroom

These workday guidelines are intended to help make each child's day the best it can be. Safety should be uppermost in our minds throughout the day. So use the following as a guideline, as no two days at Hilltop are the same. A child's need always has priority over prepping or cleaning. Remember to never leave children unattended. As the day's activities ensue, stay where the children are as much as possible, even if that means leaving your designated area.

- 8:50-9:00 Working parents arrive at school with their children. For safety reasons, park in the street directly in front of Hilltop along the fence, except on street-sweeping days (1ST & 3RD Wednesdays of each month, park in the lot on these days). Select work area for the day and begin to set up. Park in the **WEST** parking lot (**the lot farthest from Hilltop**) at Plavan School and walk over to Hilltop. The City of Fountain Valley and the Fountain Valley School District have requested we **do not use the East parking lot: *The East lot is for Plavan staff only.*** Refer to section 4.3 B pg 41
- 9:05-9:30 Conference with the Teacher for lesson plans as they impact set-up. Help others when you're done, if possible, without leaving children unattended.
- 9:30 Director or Teacher will open doors; working parents are in assigned areas. Children are greeted, enter the classroom, place personal belongings in cubby and then transition to morning gathering. Please assist the children and refrain from chatting with other parents. Make sure your area is supervised. If you must leave, have someone cover for you.
- 10:00–10:30 Morning Gathering with Morning Snack (morning greeting, family-style snack, take attendance, discuss daily plans, re-visit previous day's work). Snack. One parent should be stationed at the snack tables once children start gathering there. Once snack is being served, all parents are needed at the snack tables. Encourage socializing, manners, and allowing children to serve and clean up after themselves. The housekeeper (or other designated parent) can clear snack dishes to the in-between sink to be washed later. In the event one child has severe allergies, one parent provides hand wipes to children prior to them leaving the tables.
- 10:30–11:50 Daily activities, inside, outside and ongoing project work (music and movement, art, language and literacy, construction, cooking, science, gardening, fine and gross motor, dramatic play).
- 11:50-12:00 Wash inside tables and help children with hand washing.
- 12:00–12:20 Lunchbox Time. All working parents are needed for the start of lunch to help with drinks and tricky food packaging. Encourage socializing, manners and allowing children to clean up after themselves.
- 12:20–12:45 Free play (inside and outside are available). If there are inside activities, inside parents should remain inside. If all children are outside, all but one working parent should be outside with the children. In this case, the one parent remaining inside can start clean up (clear art activities, wash dishes, set up snack bins for the next day).

- 12:45-12:55 Clean-up environment/outside clean-up. All but one working parent are needed. Encourage children to put away sand toys, wheel in the trikes, clean out the water table contents (but don't drain water yet), and any other items that need putting away. One outside parent should station themselves at the trike shed to make sure everything gets put away. An outside parent should also make sure lunch tables are cleaned prior to snack.
- 12:55-1:00 Goodbye Song outside with all children. All parents (working and otherwise) should join the circle.
- 1:00 Children gather belongings and wait on the deck for pick-up.
- 1:00 - 1:30 Working parents clean-up. This is when the bulk of the cleaning takes place.

As part of the educational process, teachers of Hilltop may at times interview, photograph or videotape students, and use a student's likeness in various media for educational purposes. As parents working in the classroom during these instances, it is possible that your likeness may also be captured and used.

ANY CLEANING REQUIRING CLEANING CHEMICALS SHOULD NOT TAKE PLACE IN THE PRESENCE OF CHILDREN.

The following tasks should always be completed after 1:00 p.m.:

- Trash emptying (so they're empty for the next day)
- Bathroom cleaning (because the cleaning agents are hazardous and the bathrooms often get used)
- Sink/drinking fountain cleaning (because the cleaning agents are hazardous and the sinks and fountains get used)
- Draining the water from the water table (because children can slip in the puddles)

B. Parents Not Working in the Classroom

- 9:30-9:45 Teacher opens doors and children arrive. Children place belongings in cubbies, greet one another, sign-in, and assist with snack preparations.
- 9:45-10:15 Morning Gathering with Morning Snack (morning greeting, family- style snack, take attendance, re-visit previous day's work, discuss daily plans). Our snack menu is posted in the classroom in case you would like to see it. The menus are carefully planned to give your child a well-balanced snack every day.

10:15-11:50 Daily activities, inside, outside and ongoing project work (examples of daily activities might include, but are not limited to: music and movement, creative art, language and literacy, construction, cooking, science, gardening, dramatic play).

Examples of daily activities include, but are not limited to:

- creative art (painting, drawing, collage)
- language and literacy enrichment (journal writing, creative story writing and dictation, “playing” with word recognition and phonemic awareness)
- living center and dramatic play
- science experiments
- blocks and construction
- gardening
- cooking

11:50-12:00 Wash lunch tables. Children wash hands.

12:00-12:30 Lunchbox Time and Daily Reflections or Story. For lunch we encourage the children to find a healthy food to eat before their treats. If you plan to take your child to lunch after school, or prefer your child to eat a cooked meal at home, please send in a light, healthy snack so they are able to join their friends at the lunch table.

12:30-12:45 Outdoor play

12:45-12:50 Clean-up environment

12:55-1:00 Goodbye Song outside with all children. All parents (working and otherwise) should join the circle.

1:00 Children gather belongings and wait on the deck for pick-up.

4.3 SCHOOL RULES AND REGULATIONS

A. General:

- Driving parents must wait until child has health check at the door.
- No child is allowed in the parking area at any time without parent or driver.
Licensing requires the child to be signed in and out, noting the specific time “in” and “out” (making sure signature is legible).

B. Parking:

- Hilltop Preschool is subject to certain parking regulations as a result of our occupancy permit from the City of Fountain Valley. The City would like to minimize potential parking conflicts between Plavan Elementary school parents and Hilltop families. Therefore, our permit requires Hilltop parents to park in the westerly parking lot (farthest away from our school!). This leaves the easterly parking lot (closest to Hilltop) available for Plavan's drop-off and pick-up queuing line. Please refer to the map hand-outs and on-line for specific information regarding parking.

Please adhere to the following parking requirements:

NO PARKING:

- 1. No Hilltop Preschool parking is permitted in the easterly Plavan parking lot, closest to our site.***
- 2. No Hilltop Preschool parking is permitted in the residential neighborhoods surrounding the school.***

PERMITTED PARKING:

1. Hilltop Preschool parking is permitted in the westerly parking lot, closest to Bushard Street.
2. Hilltop Preschool parking is permitted on Warner Avenue, but not encouraged.
3. Other family members or caregivers (relatives, grandparents, friends) dropping off or picking up children must be informed of and follow these regulations.
 - Also, please be aware that Plavan Elementary School is a closed school site. Hilltop Preschool families are not permitted to cross the public school grounds when arriving at or departing from Hilltop. Please park in the west parking lot, walk on the sidewalk along Warner Avenue, and continue on the sidewalk in front of Plavan until you get to the public park. Walk in the public park or at the edge of the blacktop all the way back to Hilltop.

FINE:

A \$35.00 fine will be incurred following a written warning.

C. Inside rules:

- Ask each child where s/he would like her/his name and honor the child's request (even if s/he wants it on the middle of the paper).
- Quiet voices, no running or rough-housing.
- Encourage child to put one thing away before s/he gets out another.
- No building or hollow blocks higher than the child's shoulder.
- Inside toys remain inside (exception: dress-up clothes).

D. Playground rules:

- Gates must remain locked at all times.
- Playhouse - do not toss objects from it.
- Sand area - sand stays inside. Water can be put in sand by outside play area parent.
- Drinking fountain - to be used solely for drinking.
- Tricycles - to be ridden in the direction marked.
- Smocks are always available for a child who chooses to wear one.
- Workbench - When sawing, all wood pieces must be secured by vices. All carpentry tools and wood remain at workbench. Always be alert to pieces of wood with nails, lying on the playground.
- Climbing - A child should be kept from climbing on fences, tables, sheds, etc. Please redirect children to the appropriate places to climb.
- Sticks - talk about safety. "Where is a safe place for your stick?"
- Dress-up clothes - Not to be worn while climbing or sliding, hands must be free to use equipment.
- Accident or injury - no matter how slight, must be reported to the Director or Teachers immediately. "Ouchie" Reports must be filled out in duplicate by the working parent or Teacher who first witnessed or helped the injured child.
- Any equipment needing repair should be reported, with a note in the file, to the Director and/or maintenance chair parent.
- Throwing - designated for "throwing" toys only.

Children are not allowed to linger by the entrance gate fence without their own parent. It is all right for a working parent and/or Director or Teacher to lead child into the classroom (for purposes of waving good-bye or watching the parent leave).

4.4 WORKDAY AREA DESCRIPTIONS

- Workday is from 9:00 am to 1:30 p.m.
- Emergency and Alternate procedure*
- If you are going to be later than 9:00 am, call the school.
- If you know in advance you will be unable to work a scheduled day, call another parent to switch, don't call the scheduler.
- If you have an emergency the night before or the morning of a scheduled workday, call the scheduler. The scheduler will call the Alternate, or if necessary, the Emergency parent. Do not call the alternate yourself. You will then work the Alternate parents next scheduled workday.
- If you are an Alternate, you should plan on working that day. You are on call up

- until 9:30 am. If you are called you need to be in immediately upon notification.
- The Emergency parent is used if the Alternate has already been called or for another emergency. The Emergency parent is on call up until 9:30 am.
 - Sign –in to a workstation
 - Be responsible for the specific tasks on your checklist, check them off. Please stay and help in another area if your list has been completed, communicate with other parents so they know a job has been done. Feel comfortable to ask for help. Teamwork and communication throughout the day are essential and make the day smoother for all.
 - Go where the children are and never leave them unattended. Keep in mind the 1:5 ratio. During outside time, if a child enters the classroom make sure they are not alone.
 - A child's need takes precedence over prepping or cleaning. Safety should be uppermost in our minds throughout the day.
 - Refrain from "chatting" with other parents. Also, please refrain from making or receiving personal phone calls during your working hours. If you need to make a phone call or must receive a personal phone call please use Hilltop's phone (714) 963-9838 and let the teacher know you will be out of the ratio.
 - Report any injury to Director/Teacher and fill out an ouchie report. Cleaning agents should not be used when children are present.
 - The working parents leave as a team at 1:30. Help each other until each of you is done.

General Guidelines That Apply To All Work Stations

Morning gathering: All parents are needed to be present and participate.

Snack time: Remind and help children to wash their hands. Please join the children for snack. Snack is a great time to start encouraging the children to use their social skills and manners and for them to also learn how to serve and clean up after themselves. Spills happen and are treated in a matter of fact manner.

Snack Setup for Seeds and Sprouts class (new)

1. Make 3 trays
2. **Each tray** should have 6-8 cups, bowls or plates, forks or spoons and cloth napkins, water, bowl with snack in it and an absorbent cloth for wiping up spills.
3. Housekeeping parent check with teachers to see if we are ready to serve to the adults at the table. Then please take trays to the tables that are ready, that way the adult at the table doesn't have to leave the table.

At the tables:

4. Please have one adult sit in the middle of the table to help distribute cups, bowls or plates and forks or spoon.
5. Begin assisting children with the serving of the snack; it may be helpful letting them know the limit. Allow children to pour their own water and clean their spills.
6. Depending on the number of working parents, one additional parent can resume cleaning with the teacher's go-ahead.

Art, science activities: All parents are needed to supervise activities and interact with the children.

Free choice indoor/outdoor time: All parents are needed to supervise and interact with children. Keep the ratio safe and as even as possible. For example, if all but 4 children are outside 1 adult remains inside and the rest go where the bulk of the children are. If all children are outside, one working parent can remain inside the classroom to clear activities, if needed.

Lunch box time: Remind and help children to wash their hands. All but one working parent (typically housekeeper) is needed for the start of lunch. Help children to find a seat, get settled and see if they may need any help with opening their lunch items. Please have children wash hands after lunch and show children how to wipe down tables and chairs if peanut butter is eaten. Children may choose to eat freely from their lunch box, if a treat is available they can start with that.

Story time: All parents and laps are needed. Story time offers the opportunity to have the children start learning to sit in a group and to show respect and attention for what is being presented.

Outside clean up: All but one working parent (typically housekeeper) is needed to clean and assist children in doing their part. Children can clean up sand toys, wheel in trikes, empty and put away the contents of the water table (but don't drain the water until after school).

Goodbye song: Seeds class: Meet at the front gate-(new)

Sprouts class: Meet at the front gate

Blooms class: Meet at the front gate

Blossoms class: Tuesday-Thursday meet at the front gate (new)
Also as the year progresses each class teacher may or may not change this routine.

The following tasks should always be completed after 1:00 p.m.

- Trash emptying (so they're empty for the next day).
- Bathroom, sink and drinking fountain cleaning (so they're completely clean for the next day and because cleaning agents can be hazardous and should not be used in the presence of children).
- Draining the water from the water table.

In general, these tasks are also completed between 1:00—1:30 p.m. If the opportunity arises for one working parent to start these tasks prior to 1:00 p.m. without disrupting the flow of the day, by all means take it. But on our usually active days, these things too are left for after school: Dish washing and vacuuming.

Housekeeper

Before School

- Conference with teacher. **(new) check with teacher about allergies**
- Assist with outside set-up, pull out items: bulletin boards, tables, equipment stored inside the classroom overnight.
- Unlock side gate; re-lock the padlock onto the chain link fence.
- Make sure white childproof safety latches are on both gates at front of school.
- Roll out cart with sign-in sheet onto the deck.
- Verify snack menu for both S and S & B and B (if uncertain as to how to prepare, ask Teacher). **Read ingredients to make sure there are not allergens in the food. Prepare snack..** If a cooking activity is planned you will prepare as minimally as possible, allowing children to do as much as they can. They can measure, peel, cut foods, stir, knead and pour.
- No children are allowed in the kitchen at any time unless supervised for an activity.
- Unload the dishwasher and assist art and dramatic play parent with putting away items from the drying rack. Prepare snack trays **(see below)**. Put water in smaller pitchers for easier pouring.
- Water pitchers, cups, plates, bowls and utensils can be found in the cabinet or in the dishwasher from the previous day. Snack bowls are either stored in the cabinet or can be found in the dishwasher.

Snack Setup for Seeds and Sprouts class (new)

- Make 3 trays
- Each tray** should have 6-8 cups, bowls or plates, forks or spoons and cloth napkins, water, bowl with snack in it and an absorbent cloth for wiping up spills.
- Housekeeping parent check with teachers to see if we are ready to serve to the adults at the table. Then please take trays to the tables that are ready, that way the adult at the table doesn't have to leave the table.

At the tables:

- Please have one adult sit in the middle of the table to help distribute cups, bowls or plates and forks or spoon.
- Begin assisting children with the serving of the snack; it may be helpful letting them know the limit. Allow children to pour their own water and clean their spills.
- Depending on the number of working parents, one additional parent can resume cleaning with the teacher's go-ahead.
 -
 - Place snack trays on the kitchen counter and cover with paper towels. Help set-up inside activities, if needed.

During School

- Participate in documentation
- Join children in their activity or help other parents, if needed.

- Teacher and working parents help children transition to Morning Gathering.
- Assist with group time by participating and helping children who need assistance sitting (offer your lap if needed).
- Prepare snack.** If you are facilitating a cooking activity, remind children to wash their hands. Allow children to do as much as possible to help. Provide assistance when needed.
- Once snack is prepared, help others where needed.
- When snack is ready deliver to B and B, along with dish bin and cloth napkins.
- It may also be a good time to start washing and putting away the cooking materials and art tools used during Morning Activities.
- Just before snack, clear snack tables, clean with disinfectant, set tablecloths, clean again and set out chairs.
- Assist with hand washing before snack; help children find a place to sit.
- For S and S at snack time, bring prepared snack trays to a table and sit with the children.
- Set out the dish bin for dirty dishes and basket for cloth napkins.
- Sit and talk with the children, encourage conversation among the children.
- Encourage appropriate table manners.
- After snack, help children clear their dishes into the bin. Take bin to the kitchen sink to be washed later, take soiled napkins to hamper.
- Help supervise children.
- Please take the buckets and dishes from the Blooms and Blossoms class.**
- Before children come in for lunch Box time, clear activities table, clean with disinfectant, set tablecloths, clean again. Set out chairs.
- It may be a good time to start washing and putting away cooking materials and art tools used during morning activities.
- At lunchtime, facilitate hand washing and encourage children to find their own lunch boxes, join children for lunch.
- Please let the children know to hold the toilet handle down for 10 seconds, so that the entire contents can flush.**

After School

- Conference with teacher
- When you're sure all brushes and art tools have been washed, clean the countertops (front and back) and sink.
- Wipe any spills from refrigerator and clean appliances.
- Unplug burners and oven, if necessary.
- Wash snack dishes.
- Mop kitchen floor.
- Vacuum where needed in both rooms.
- Vacuuming is typically done last by the person who is first to complete their other duties, not necessarily the housekeeper.

Art and Dramatic Play

Before School

- Conference with Teacher and set up activities.
- Assist with outside set-up, pull out items: bulletin boards, tables, equipment stored inside the classroom overnight.
- Assist Housekeeper with putting away items in drying rack next to the sink (i.e., brushes and art tools).

During School

- Participate in Documentation
- Supervise inside activities, never leave children unattended.
- Teacher and working parents help children transition to Morning Gathering.
- Assist with group time by participating and helping children who need assistance sitting (offer your lap if needed).
- Assist children with hand washing.
- Help set-up activities and supervise children.
- Observation is important. Children are encouraged to organize their own play. An observant parent can anticipate problems before they happen. Parents need to step in if a child is going to hurt her/himself, hurt someone else or if property is being damaged. If you're unsure about how to handle a situation, call for the Teacher.
- Encourage children to put toys away when finished.
- Inside toys are to remain inside and outside toys are to remain outside.
- Since our program values diversity, do not make any distinction between boys and girls. Boys may wear dress-up clothes, play in the housekeeping area, and pretend to be Mommy, etc. and vice-versa for girls. Girls and boys can be equally active.
- Puzzles and manipulative: encourage independence. Help children with puzzles only if they seem frustrated. Encourage them to put away activity before taking out another. Familiarize yourself with the games, manipulative toys, etc. and take them out for variety.
- Assist children with art activities.
- Children are encouraged to do their own art. Our concern is for the joy, development, cognitive growth and discovery – not the finished product. Remember that the art belongs to the child. Use observational statements like “I see you used red and blue” or “You made green lines.”
- Although adults can consider the Art Area messy, please refrain from using the expression messy, as it may discourage a child from participating. Smocks are always available for a child who chooses to wear one.
- The parent should ask each child where s/he would like her/his name and honor the child's request (even if s/he wants it in the middle of the paper).

Please spell the child's name out loud as you write it. It is very important that the child can see her/his name. For ease in filing artwork, you may write the child's name in pencil on the back.

- Remember that PROCESS is what is important to the children, not the product.
- Before artwork is filed, make sure to ask Teachers what artwork should stay at school and what should go home.
- Clean up activities- encouraging the children to help.
- Prior to lunch, help clean tables with disinfectant cleaner in a spray bottle, place tablecloths. Assist children gather chairs.
- Sit and talk with the children, encourage conversation among the children.
- Encourage appropriate table manners.
- After lunch wipe tables and chairs again with disinfectant.
- If an inside activity continues, assist children in the activity. If no activities are happening inside, go outside to be with the children.
- Help with outside clean up.
- Supervise children.
- Please let the children know to hold the toilet handle down for 10 seconds, so that the entire contents can flush.**

After School

- Conference with teachers.
- Clean art tables, if needed.
- Put away art supplies and clear items to be washed to the sink, if needed.
- Put away dress-up clothes, toys, puzzles, writing center, etc.
- Fill soap dispensers, paper towels and toilet paper.
- Clean all 3 bathrooms. Use tote marked for "Bathrooms".
- Clean inside toilet bowl with AJAX or Comet. Use Lysol wipes (or disinfectant) to clean rim, seat, tank, handles, etc.
- Clean toilet paper dispenser, door handle (adult bathroom) and walls with Lysol wipes (or disinfectant).
- Sweep and mop floor.
- Use disinfectant cleaner for inside drinking fountain and sinks.
- Use disinfectant spray for soap dispensers, towel dispenser, ledge, and trashcan.
- Use Windex on mirror.
- If you are the first to finish, please start vacuuming where needed.

Outside

Before School

- Conference with teacher.
- Assist with outside set-up, pull out items: bulletin boards, tables, equipment stored inside the classroom overnight.
- Sweep deck if necessary.
- Take out trikes, balls, hoop, gas pump and sand toys, trapeze, tire swing etc.
- Set up 2 easels
- The standard set up is easel paper and 4 containers of tempera paint on each side. Sometimes the use of the easels is varied.
- 4 paint cups on each side, different colors, and 1 brush in each. Add small amount of paint to paint cups if there's not enough paint.
- Wash and refill paint cups as needed.
- Put up drying rack for hanging paintings.
- Make a quick check for faulty or wet equipment. If wet, dry with a towel.
- Pick up any litter, especially near front entrance.
- Check for animal droppings.
- Conference with Teacher on contents of water table set up water table and any other outside activity, if needed.
- Sweep bike sheds if there is excessive debris.
- All padlocks need to shut.
- (New) Cob building, parents layout the blue tarp on the grass. Take out the compost sifter, small saw horses, kids shovels, water table colanders, bins for storing dirt and buckets for storing rocks.
- (New) Please provide buckets for rinsing off prior to washing in the sink this will help to minimize clogging up our plumbing. Filling with water should happen after initial drop off to supervise adequately.

CHILDREN TEND TO PLAY OUTSIDE PRIOR TO SCHOOL. MAKE SURE THE OUTSIDE AREA IS ALWAYS SUPERVISED.

During School

- Participate in documentation
- Supervise outside play.
- Make sure one working parent remains outside until all children are in the classroom.
- Come inside when children do to assist with Morning Gathering, art activities and snack and lunch box time.
- Assist with group time by participating and helping children who need assistance sitting (offer your lap if needed).
- Supervise your area.

- Never leave children unattended.
 - Supervise hand washing prior to snack and lunchtime.
 - Sit and talk with the children, encourage conversation among the children.
 - Encourage appropriate table manners.
 - When outdoor activities resume, go out to supervise play and interact with children, trying to have one adult stationed with each cluster of children.
 - Gates are closed and locked at all times.
 - Children may not climb on fences.
 - Sand stays in the sandbox. (New) Sand and dirt need to be kept separate.
 - Remove any objects that are broken or potential hazards.
 - Outside toys to be played with outside, same for inside toys.
 - Riding toys are to be ridden in one direction only. No crashing.
- Encourage children to park riding toys in parking areas when not in use.
- Children must wear shoes when riding bikes.
 - Assist with outdoor clean up. Put easels in shed. Clear brushes to the sink to be washed.
 - One outside parent makes sure everything gets put away in shed.
 - Please let the children know to hold the toilet handle down for 10 seconds, so that the entire contents can flush.

After School

- Return all outside items (tire swing, trapeze, trikes, etc.) to sheds. Lock the sheds.
- Empty trash (baskets in both classrooms and large can outside, small cans at both children's sinks and in adult bathroom) and deposit at front gate. Place new liners in trash cans.
- Sweep outside area, if needed.
- Drain and clean water table.
- Wash, squeegee the deck if necessary.
- If you are the first to finish, please start vacuuming where needed in both rooms.
- Return pullout items to the classroom (bulletin boards, tables, drying racks, etc).

GUARDIAN ANGEL AND FLOATER

Before School (assist with duties of outside parent)

- Conference with teacher.
- Assist with outside set-up, pull out items: bulletin boards, tables, equipment stored inside the classroom overnight.
- Sweep deck if necessary.
- Take out trikes, balls, hoop, gas pump and sand toys, trapeze, tire swing etc.
- Setup 2 easels
- The standard set up is easel paper and 4 containers of tempera paint on each side. Sometimes the use of the easels is varied.
- 4 paint cups on each side, different colors, and 1 brush in each. Add small amount of paint to paint cups if there's not enough paint.
- Wash and refill paint cups as needed.
- Put up drying rack for hanging paintings.
- Make a quick check for faulty or wet equipment. If wet, dry with a towel.
- Pick up any litter, especially near front entrance.
- Check for animal droppings.
- Conference with Teacher on contents of water table set up water table and any other outside activity, if needed.
- Sweep bike sheds if there is excessive debris.
- All padlocks need to shut.

CHILDREN TEND TO PLAY OUTSIDE PRIOR TO SCHOOL. MAKE SURE THE OUTSIDE AREA IS ALWAYS SUPERVISED.

During School

- Participate in documentation
- Supervise outside play.
- Make sure one working parent remains outside until all children are in the classroom.
- Come inside when children do to assist with Morning Gathering, art activities and snack and lunch box time.
- Assist with group time by participating and helping children who need assistance sitting (offer your lap if needed).
- Supervise your area.
- Never leave children unattended.
- Supervise hand washing prior to snack and lunchtime.
- Sit and talk with the children, encourage conversation among the children.
- Encourage appropriate table manners.
- When outdoor activities resume, go out to supervise play and interact with children, trying to have one adult stationed with each cluster of children.
- Gates are closed and locked at all times.
- Children may not climb on fences.

- Sand stays in the sandbox.
 - Remove any objects that are broken or potential hazards.
 - Outside toys to be played with outside, same for inside toys.
 - Riding toys are to be ridden in one direction only. No crashing.
- Encourage children to park riding toys in parking areas when not in use.
- Children must wear shoes when riding bikes.
 - Assist with outdoor clean up. Put easels in shed. Clear brushes to the sink to be washed.
 - One outside parent makes sure everything gets put away in shed.
 - Please let the children know to hold the toilet handle down for 10 seconds, so that the entire contents can flush.**

After School

- Return all outside items (tire swing, trapeze, trikes, etc.) to sheds. Lock the sheds.
- Empty trash (baskets in both classrooms and large can outside, small cans at both children's sinks and in adult bathroom) and deposit at front gate. Place new liners in trash cans.
- Sweep outside area, if needed.
- Drain and clean water table.
- Wash, squeegee the deck if necessary.
- If you are the first to finish, please start vacuuming where needed in both rooms.
- Return pullout items to the classroom (bulletin boards, tables, drying racks, etc).

5. GUIDANCE TECHNIQUES AND SUGGESTIONS

5.1 GUIDANCE TECHNIQUES

THE FOLLOWING GENERAL PRINCIPLES ARE PRESENTED TO ASSIST ADULTS IN THEIR EDUCATIONAL GUIDANCE OF CHILDREN.

- The safety and physical welfare of the children come first.
- Learn the children's names as quickly as possible.
- Giving directions...
 - The adult gets the child's attention before speaking, and states the request or direction as simply and directly as possible at eye level. The adult needs to use a low voice and remain friendly even when behavior is unacceptable.

- Help children by giving positive direction and telling them what to do when no choice is possible. Try to drop the words "NO" and "DON'T" from your vocabulary.
- Give a child a choice whenever possible, a limited choice of two things when needed.
- Only one adult at a time gives directions or handles situations.
- Give warning of changes of activity ahead of time.
- Never plead, threaten, or strike (your own child included).
- Direct children to a new activity when the present activity is finished only if the children are unable to make a choice for themselves or if a new activity is absolutely required. You might ask the children what they intend to do next.
- Invite or announce the opportunity to participate in creative activities, music, dramatic play. Avoid coercing.
- Handling difficult situations...
 - The best help is help that foresees and forestalls trouble rather than help that is limited to straightening out difficulties. Timing of help is important.
 - The adult strives constantly to remain alert to the total situation on the playground or in the building.
 - When in doubt, it is often best to do nothing unless the child's physical safety is involved. Guard against unnecessary interference.
 - Redirect a non-cooperative child to another activity.
 - If necessary, insist that a child shares or takes turns in this way, "I will let you have the shovel for 5 minutes, then it will be Steve's turn." If Tom has built something with blocks and Bill wants to join in the fun, but Tom resists, suggest to Bill, "Why not ask Tom where you can sit, stand, etc."
 - Allow children to work out their own solutions whenever possible. Encourage child to verbalize.
 - Stand by as referee and facilitator. Be ready to ask problem-solving questions: "What could you do about...? How could you let Sue know that you feel...? What do you think would be fair...?"
 - Interpret a child's action to her/him and/or other child when needed. "I think that made you really angry" or "I think John is really angry." People need labels for their feelings to better understand themselves and others.
 - Treat toilet accidents casually. Suggest toileting before putting on a change of clothes.
 - Ignore improper language to an extent.
 - Do not allow a child to strike you. Restrain gently, explain by saying "I'm not going to let you" or "I don't like to be hit."
 - **Feel free to ask the Director 's or Teacher's assistance in a difficult situation, or report the situation so it may be discussed later.**
 - Never discuss a child (including your own) when other children are present.

- If a child is hurt, admit hurt to her/him. "That really did hurt, didn't it?" Comfort her/him first, if first aid is needed, try to get the teacher's attention or take the child to her/him. Report any accident or injury—no matter how slight—to the Director immediately.
- In general, cooperation in routines (storytime, snacktime) is expected of the children but they have free choice as to play materials. Warn children ahead of time, "In a few minutes it will be clean-up time."
- Speak positively. "The sand toys stay in the sand box." Save negatives for the really important situations involving safety and welfare: "Children do NOT go out of the yard."
- State limits impersonally and without value judgments: "People are not for hitting. Let's find a pillow to hit." Avoid statements like, "You know we don't hit" or "Nice children don't hit."
- Use "I" messages (I don't think... I think) rather than "you" messages ("You are"... "You" should be) so that a child's definition of self can remain free of your opinions of her/his behavior.
- Use a quiet voice and physically get down on the child's level when talking to her/him.
- Respect a child's absorption in her/his work; avoid unsolicited praise, but be interested if appealed to. Children are distracted by and sometimes resentful of adult interruption.
- You may prefer to leave the guidance of your own child to another at times.
- Do not, at any time, leave children unsupervised at an activity.
- It is essential to pick up toys continually and keep the space orderly for safety reasons. Encourage the children to help.
- Observe carefully; it increases your ability to understand and guide children. Be aware of the children in various situations. This helps you get the feeling and tone of their play.
- Enjoy yourself. Children benefit from a low adult/child ratio. By entering some conversations and play, you contribute a great deal to language and cognitive skills development.
- Spend all of your time with the children. Refrain from chatting with other parents.

5.2 GUIDES TO GAINING BASIC TEACHING SKILLS

In speech...

- State suggestions or directions in a positive rather than a negative form. ("Keep yourself dry," instead of, "Don't get wet").
- Give the child a choice only when you intend to leave the choice up to her/him. (Don't say, "Do you want to go home now Johnny?" when her/his parent is waiting to pick her/him up. Say, "It's time to go home now.")

- Your voice is a teaching tool. Use words and a tone of voice which will help the child to feel confident and reassured.
- Avoid trying to change behavior by methods which may lead to a loss of "self-respect" such as shaming or labeling behavior "naughty" or "selfish."
- Avoid motivating a child by making comparisons between one child and another or by encouraging competition.
- Re-direct the child in a way that is related to her/his own motives or interests whenever possible.
- The effectiveness of a suggestion may depend largely on its timing.

In action...

- Avoid making models in an art medium for the children to copy.
- Give a child a minimum amount of help in order for her/him to have the maximum chance to grow in independence.
- Make your suggestions effective by REINFORCING them when necessary. (Don't make idle comments or promises.)
- Foreseeing is the most effective way of handling problems. Learn to foresee and prevent rather than mop-up after a difficulty.
- When limits are necessary, they should be clearly defined and consistently held to.
- Be alert to the total situation. Use the most strategic positions for supervising in the classroom and outdoors.
- Observe and take notes.

From "The Nursery School", K.Read, p.188.

5.3 CONFLICT RESOLUTION

1. STOP action: hitting, pulling of toy, screaming, etc.
2. DEFINE the problem: "You both want the _____", "you don't like having sand thrown in your face" etc.
3. SUPPORT the victim (if there is one) WITHOUT shaming the aggressor.

4. GIVE words to help children identify their feeling: “You are very ANGRY.”
“It is very FRUSTRATING when _____.”
5. HELP all parties come to an agreeable solution: Taking turns, finding another toy, playing together, doing something else, etc.
6. Acknowledge all parties for their efforts: “You solved the problem,” “You used your words to let each other know what you wanted!” “What a good friend you are,” “What a great idea!”

5.4 PARENT’S ROLE IN THE ART AREA

A. Do’s...

- Sit back and watch. Stay relatively uninvolved in the project. (You are there for the children, not for your own creative outlet.)
- Your comments need to be open and nonjudgmental. Examples: “Tell me about your picture.” “I noticed you have lots of red and blue in your picture.” “Wow! You’ve been working on that picture for a long time.”
- Just say out loud the things you see the children doing. Let them know you’ve noticed them.
- If a child specifically asks, “Do you like my picture?” try to turn the question around by saying, “What do you think? Do you like it?” Children should feel good about their own creations without relying on approval from adults.

B. Don’t’s...

- Refrain from giving advice such as “Use more red. Don’t use so much black...Put that right there.” (Remember, it is their picture, not yours.)
- Avoid asking, “What is it?” Many times children are creating for the sake of creating, nothing more. They may not have an answer to your question or they may scramble to think of an answer just to please you. Instead, use the open-ended phrases mentioned above.
- Avoid doing things for them. Many times children will ask, “Will you draw me something?” The goal is for the children to create their own art. You can respond by saying, “But then it would be my picture. I’d like it to be something you made.” If the child responds by saying, “But I can’t draw that,” respond by saying, “Well, let’s think of something you can draw.”

- Dittos are out! A blank piece of paper offers far more opportunity for creative expression.
- Don't become absorbed in the art materials yourself and create something the children could never reproduce. Adult skill level is far greater than a child's, and he/she could become too intimidated and reject the art project altogether. Or the children may all want to copy your picture, and you'd end up with 10 pictures all alike.
- Never use models or examples of how you think the project should look. Children are encouraged to do their "own" art. Our concern is for joy, development, cognitive growth and discovery, not the finished "product." Remember that the art belongs to the child. It is the process, not the product!

5.5 LIMITS

A child develops and feels secure when s/he is given freedom within certain limits, and when he understands that there are limits beyond which he cannot go. He needs to know that he can depend upon friendly adults who will protect her/him and not let her/him go beyond those limits when her/his own self-control fails her/him.

A. Why limits?

- Limits help all of us to be comfortable.
- Children need the security of knowing their strong emotions will not lead them to do things they will regret.
- Children need an adult who will take the responsibility to stop them.
- Limits help to teach safety, appreciation of property, good health habits and consideration for others.
- Parent-assistants need to know what is and what is not allowed so that they can feel comfortable in stopping a child from injuring her/himself, others or property.
- In school we try to keep controls at a minimum.
- Except for the necessary limits, we try to allow the children to make as many decisions as possible.
- You may expect a reaction to this at home. Sometimes when children come from a home where there are many controls placed on them, they are not sure of themselves in the much freer climate of nursery school and they often test controls at home.
- Limits should be exercised in a positive, impersonal manner whenever possible. A firm but sympathetic, understanding manner when explaining limits makes them more acceptable and understandable to the children.
- Reasons for a child behaving in an undesirable manner (i.e., hitting, throwing things, knocking things over, sitting alone, not entering into activities) are: fear, anger, fatigue, shyness, curiosity, illness, unhappiness, or the need to fight controls at this point in their development.
- Don't hesitate to seek the Director's or Teacher's help when dealing with a problem situation.

6. EMERGENCY PREPAREDNESS

6.1 FIRST-AID

Please note that the First-Aid kits are kept in the Working Parents' cupboard. Please report any injury no matter how minor to the Director or Teacher.

6.2 FIRE-DRILL PROCEDURE

Monthly fire drills will be coordinated with the elementary school at our location. When the alarm sounds, the adults in each area must escort the children to chain fence located by the swings. Be sure children use "walking feet" and line up along the fence. The housekeeper must remember to take the roll book with her/him. After roll has been taken and sufficient time elapsed, the children will be dismissed by the Director or Teacher and activities resume as usual.

6.3 EARTHQUAKE PROCEDURE

If there is time, try to assemble at the designated assembly place (left corner of the field, at the gate). If not, and earthquake is severe, the parents, Teacher, and Director should become responsible for the most immediate group of children and encourage them to be calm, keep their heads low and necks protected, under tables/chairs if possible.

If possible and safe, one Parent and Director or Teacher should access earthquake kits, which should be distributed to each adult to allocate to their group of children. Calmly, and as soon as possible, the children should be told what is happening and that the adults are taking care of things.

Children of working parents should be reunited with those parents as soon as possible at this stage, assuming no one is hurt.

The Director and teacher will circulate as much as possible to give support, reassurances and to gain as clear a picture as possible.

6.4 FLOOD PROCEDURE

We will evacuate to the main Plavan building and wait for further instructions.

7. HILLTOP EVENT CALENDAR



July	August	September
10 Board Meeting 7-9pm 16 Enrollment Day 10am-12pm 28 Cleanup Day 8am-12pm	7 Board Meeting 7-9pm 18 Maintenance Day 8am-12pm 25 Cleanup Day 8am-12pm	4 Board Meeting 7-9pm 6 Orientation Day 9am-1pm 7 Philosophy Day 9am-1pm 8 Maintenance Day 8am-12pm 10 Blooms & Sprouts First day 11 Blossoms First Day 13 Seeds First Day 19 1st Mandatory General Meeting 7-9pm 22 Picnic Social 4-7pm
October	November	December
2 Board Meeting 7-9pm 13 Maintenance Day 8am-12pm 17 General Meeting 7-9pm 22-26 Blooms & Blossoms Conferences (No School for these classes only) 27 Cleanup Day 8am-12pm 31 Pajama Day For Sprouts, Blooms and Blossoms	6 Board Meeting 7-9pm 10 Fall Festival 12 NO SCHOOL (Veterans Day) 17 Cleanup Day 8am-12pm 19-23 NO SCHOOL 28 *General Meeting 7-9pm	4 Board Meeting 7-9pm 24-31 NO SCHOOL (Winter Break)
January	February	March
1-4 NO SCHOOL (Winter Break) 12 Maintenance Day 8am-12pm 16 2nd Mandatory General Meeting 7-9pm 21 NO SCHOOL (M.L.K Day) 26 Cleanup Day 8am-12pm	5 Board Meeting 7-9pm 4-8 Parent/Teacher Conferences (No SCHOOL) 11 NO SCHOOL (Lincoln's Birthday) 18 NO SCHOOL (President's Day) 20 **General Meeting 7-9pm 23 Cleanup Day 8am-12pm	5 Board meeting 7-9pm 8 Community Preview 2-4pm 15 Registration Day 2-4pm 20 General Meeting 7-9pm 30 Cleanup Day 8am-12pm
April	May	June
2 Board Meeting 7-9pm 17 3rd Mandatory General Meeting 7-9pm 22-26 NO SCHOOL (Spring Break) 13 Trike-A-Thon/Spring Festival 11am-2pm	7 Board Meeting 7-9pm 15 General Meeting 7-9pm 18 Cleanup/Maintenance Day 8-12pm 27 NO SCHOOL (Memorial Day)	4 Board Meeting 7-9pm 14 LAST DAY OF SCHOOL/ Pizza Party 11:30am-1pm 15 Cleanup Day 8am-12pm

* General Meeting moved one week due to Thanksgiving Break

** Priority Registration for next school year

8. HILLTOP BUDGET

	2018-19 Budget
Income	
Fundraising Income	
Total Auction	
Business Directory Contribution	2,000
FV Fun Run/Poker	250
Misc Fundraisers (Amazon, Goodsearch, movie night, concert)	5,000
Safari Night	9,000
Tanaka Farms Produce	1,500
Trikeathon	4,000
Total Fundraising Income	
Tuition & Fees Income	21,750
Snack & Material Fees Income	10,400
Registration	10,000
Blooms	62,000
Blossoms	40,250
Seeds	45,000
Sprouts	66,500
Buyouts	2,000
Summer School Tuition	2,954
Missed Meetings fees	800
Total Tuition & Fees Income	239,904
Capital Contributions / Other	5,000
Investment Income	100
Uncategorized Income	
Total Income	266,754
Gross Profit	266,754

Expense	
Field Trip Income/Expense	150
Administration	1,000
Animals	100
Auction Expenses	0
Council Dues/Licenses	637
Curriculum	4,000
Expenses - Director/Board	500
Expenses - Teachers	1,800
Insurance - Liability	3,326
Insurance - Work Comp	6,000
Maintenance	3,800
Other Miscellaneous Expenses	0
Permits and Fees	400
Publicity	100
Rent	22,200
Snack	4,700
Staff Development	4000
Substitutes	550
Summer School	0
Supplies and Materials	5,000
Telephone	1,500
Trike a thon expense	700
Wages	178,519
Health Insurance Expense	0
Payroll Taxes	23,070
Payroll Expenses	2,300
Bookkeeping Expenses	2,352
Savings	50
Total Expense	266,754
Net Income	0

9. ADMINISTRATION

9.1. BY-LAWS for HILLTOP NURSERY SCHOOL

Article I NAME

The name of the organization shall be Hilltop Nursery School.

Article II PURPOSE AND POLICY

Section A The purpose of this organization shall be to provide a co-operative nursery school program for the children enrolled and to further the education of the parents in the principles of child guidance, matters of child care and child welfare, and to participate in the co-operative nursery school program.

Section B This organization shall be non-profit, non-commercial, non-sectarian, and non-partisan, and shall not discriminate on the basis of race, creed, color, gender, national or ethnic origin in administering its educational policies, admission policies, scholarship program, or other preschool programs.

Section C Any public statements expressing the policy of Hilltop Nursery School shall be presented and approved by the Director and officers before publication.

Section D The property of this non-profit organization is irrevocably dedicated to charitable and educational nursery school purposes, meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private persons.

Section E Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and which has established its tax exempt status under section 501 (c)(3) of the Internal Revenue Code.

Article III MEMBERSHIP

Section A Membership shall be open to any child of two years and nine months to school age, provided the child is toilet trained and does not wear diapers.

No child eligible for kindergarten may be accepted unless approved by the Director.

Section B Membership for Blossoms shall be open to any child four years and eleven months of age by September of the current school year. And membership to the Blooms shall be open to any child four years three months of age by September of the current year. Membership to Seeds or Sprouts shall be open to any child two years and nine months of age thru six years of age by September of the current school year.

Section C The first eight weeks of the child's attendance at school are to be considered a probationary period, during which time the executive board, with the recommendation of the Director, may drop the child from school if, in its opinion, it is deemed in the best interest of the school or of the individual child.

Section D Participation and/or responsibilities vary depending upon each family's participation level and the number of workdays they commit to co-op in the classroom.

As our program requires a certain amount of parent participation in order to sustain itself and maintain an optimal balance. The availability flexible co-op classroom workdays are left to the discretion of the Director and the Board.

The fees associated with the various participation levels are as stated in the Standing Rules.

Section E Membership shall be set by the executive board and governed by licensing regulations.

Section F The executive board shall have power by vote of a majority of its members to expel and terminate the membership of any member for conduct which, in its opinion, disturbs the order, dignity, business, or harmony, or impairs the good name of the organization, or which is likely, in its opinion, to endanger the welfare, interests, or character of the organization, or for any conduct in violation of these By-Laws or of the Standing Rules of the organization which may be made from time-to-time. When terminating a membership, the Board shall notify that particular member in writing, stating the reason for termination, by Registered Mail, return receipt requested.

Section G As vacancies occur, membership quota will be filled as names appear chronologically on the waiting lists. A family wishing to have a child's name placed on the waiting list shall make a deposit to the Treasurer in the

amount stated in the Standing Rules. This deposit is non-refundable. If the child is accepted on the current school year's permanent list, the deposit will be applied towards registration. Current members and alumni shall have preference up until open house, when registering for the following school year, provided they have paid the entire registration fee and one-half of the estimated liability insurance.

Section H Each parent shall have completed or be in the process of completing the required parent education course geared to the development of pre-school children. Exceptions will be approved by the Director.

Article IV FINANCES

Section A Fiscal Year.

The fiscal year of the organization shall be from July 1 through June 30.

Section B Registration Fees

Registration fees are non-refundable and are applicable for each child enrolled. Registration fees are payable in full at the time of enrollment, as stated in the Standing Rules; however, if the child is asked to withdraw during the probationary period, the fee will be refunded. Otherwise, it is nonrefundable after the child starts school.

Section C Tuition Fees

1. The current monthly tuition as set by the executive board with the approval of the general membership, shall be listed in the Standing Rules.
2. Tuition is payable whether the child is present in school or not, if he wishes to continue in the group.
3. The monthly tuition fee is payable to the Treasurer on or before the first of each school month.
4. Parents having financial difficulty should notify the Treasurer immediately. Special arrangements shall be made when deemed necessary by the executive board.
5. Anyone who is delinquent in dues as of the 5th of the month, who is not approved by the Board, will receive a fine as stated in the Standing Rules.
6. Written notice of intention to withdraw from the school shall be given to the Director thirty (30) days in advance; otherwise, the June tuition will be forfeited.
7. In an emergency, a child may keep her/his place in the group but be temporarily withdrawn by her/his parents for a period of one but not more than two months by making payment of one-half the regular tuition. During the child's absence, the

parent will be excused from alternate days and regular workdays (without making them up). Also the parent is exempt from all Hilltop responsibilities during this time. This arrangement must be approved by the Board.

8. Emergency Aid: The scholarship committee composed of the Co-presidents, Treasurer, and Director will consider (and approve if accepted) applications for partial tuition (amount to be determined by this committee), if school funds are available. This aid can only be used for a current member in good standing and applied solely towards tuition. This money should be paid back to Hilltop if possible.

Section D Ways and Means (Fundraising)

1. Several ways and means projects will be planned each year to supplement the income of the school.
2. Each member shall fulfill her/his ways and means obligations as stated in the Standing Rules.

Section E Insurance

1. Liability insurance shall be acquired annually by the membership.
2. Workmen's compensation shall be provided for the Director, Assistant Director and teachers of the school.

Section F Budget

1. The budget committee shall consist of the retiring treasurer, the retiring Co-presidents, and the treasurer-elect, Co-presidents-elect, and shall draw up the budget for the coming year before the end of May.
2. The budget shall be submitted to the board by the budget committee at the next board meeting. A current copy of the budget shall be placed in the handbook before distribution to the members. The budget shall be approved at the first General Meeting by the general membership.

Section G Auditing

The executive board shall be responsible for an annual audit of the Treasurer's books at the termination of her/his term at year-end, or upon resignation.

Article V CONTRACTS

Section A Staff Contract

The retiring Co-Presidents, the retiring Treasurer, the Co-Presidents-elect and the Treasurer-elect shall finalize the contract negotiations with the staff immediately after the budget is drawn up in May.

Section B Housing Contract

Contract with the landlord, if any, shall be negotiated by retiring Co-presidents, Co-presidents-elect, Director and landlord.

Article VI MEETINGS

Section A Business and Workshop Meetings

1. Meetings shall be held regularly. The time and place to be stated in the Standing Rules.
2. All members are required to attend all of the regular meetings. Exceptions are approved by the Board.
3. There shall be annual evaluation for all members to express views pertaining to the previous school year. A report on this evaluation shall be made by the Co-Presidents at the March General Meeting.
4. A majority of the membership shall constitute a quorum at any regular General Membership Meeting.

Section B Board Meetings

1. Each Board shall adopt a meeting night and the membership shall be informed of the date before the next meeting. The President or any three executive board members may call a special meeting of the Board at any time upon giving twenty-four (24) hours notice of the time and place of such meeting.
2. All members are entitled to attend Board meetings. The hostess shall be notified in advance by any non-board member planning to attend. Information on future board meetings will be posted.
3. Any member wishing to have an item placed on the agenda should notify the appropriate Board member not later than ten days before the board meeting if possible.
4. Six (6) Board members shall constitute a quorum. No measure shall be carried with more than three (3) dissenting votes.
5. A non-board member may be asked to attend board meetings to discuss topics pertinent to duties but will have no vote.

Section C School Sessions

1. School hours will be stated in Standing Rules.

2. The school calendar is contained within the handbook. Special dates of school closure not included on this calendar are per the discretion of the Director and executive board.
3. The school is in no way responsible for transportation to and from the school. Driving arrangements are an individual matter.

Article VII HEALTH REQUIREMENTS FOR PARENT AND CHILDREN

Section A

1. Child must be immunized before entering school for the first time for the following: Tetanus, Diphtherias, Whooping Cough, Mumps, Polio, Rubeola, and Rubella.
2. Upon entering school for the first time, each member must have completed a registration package as described in the Standing Rules.
3. Forms shall be provided by the chairperson of parents and shall be kept on file with the health chair parent, Director, or appropriate parent.
4. Children with infectious disease, or signs of colds must remain at home for a reasonable length of time. A child who has been exposed to an infectious disease, but who is not yet infectious her/himself, may attend school until such time as her/his family physician feels he may transmit the disease.
5. A health check shall be made by the Director and Teachers each morning, and if is deemed advisable, the parent will be called to take the child home.
6. Children whose parents adhere to religious faith practicing healing by prayer or other spiritual means may be exempt from immunization shots. Parents are then required to provide a health history and a signed statement accepting full responsibility for the child's health, and indicating that they do not wish the child to have medical care.

Section B Requirements for Working Parents

1. Each working parent must have a chest x-ray or intradermal test (Tine test) every two years. The test must be dated within 12 months preceding entrance or 7 days after the first working day. This must be kept current for as long as s/he is working at school. Each working parent must have proof of immunization towards measles and pertussis or a medical exemption as prescribed by an MD or OD.
2. A physician's report must be completed by a doctor and submitted to the health chair parent before her/his first day of work. This is a requirement of the State Community Care Licensing Board and must be done to meet the licensing requirements of the school. This is only upon entrance to the Co-op. Continuing returning parents need not have a physician's report. This is according to Social Services Department as of 9/03.
3. Each parent at school must be free of colds and in good general health.

Article VIII ELECTED OFFICERS

Section A

The elected officers of this organization can be the two (2) Co-Presidents, Vice President, Classroom Chairperson, Secretary, Treasurer, Ways and Means Chairperson, Maintenance Chairperson, and the Publicity Chairperson.

Section B

1. The executive board shall have power to appoint and remove at their discretion all agents and employees of the organization and shall prescribe their duties and fix their compensation.
2. Contracts for the Director and Teachers for the following year will be signed after finalization of contract negotiations immediately after the budget is drawn up in May. If, for any reason, the Director or assistant Director is not returning, the general membership will select a committee of three to recruit qualified prospects to fill the Director and/or assistant Director positions. The general membership will also appoint five board members to interview those qualified people. It will be mandatory for the remaining six members of the board to attend the interviews. The membership will be advised of the interviews and will be urged to attend.

Section C The immediate past Co-Presidents, when participating members, shall be ex-officio members of the board and act as parliamentarians and may be called upon when needed.

Section D The executive board shall be elected to serve for one fiscal year.

Section E Officers may not be elected to the same Board position for more than two successive terms.

Section F A vacancy created on the executive board, other than that of a Co-President, shall be filled by appointment by the Co-Presidents with the approval of the Board, until such time as the position can be filled by a vote of the simple majority of members attending the next General Meeting. In the event of the resignation of a Co-President, the Vice President shall succeed to the co-presidency for the unexpired term. If the Vice President refuses the appointment, then the other officers are asked in turn, in the order stated, in Art.VII.Sec.A.

Article IX DUTIES OF ELECTED OFFICERS

Section A The Co-Presidents shall coordinate the activities of the school, assist in Back to School Night, Orientation and Open House, preside at all

meetings, be ex-officio members of all committees, except the Nominating Committee, of which they may be a voting member if they meet the requirements of Art.XI,Sec.VB, and act as the official representatives of the school.

- Section B The Vice President shall assume all the duties of a Co-President in, her/his absence. S/he will also be responsible for Orientation, Open House, and school photo day. S/he shall also assist the Co-Presidents in coordinating Back to School Night, Fall Registration Day and all activities of the school. The Vice President is responsible for managing and distributing job books to each member accordingly.
- Section C The Classroom chair person shall assume all the duties of a Co-President in the absence of the Vice President and the Co-Presidents. S/he will be responsible for Fall Registration Day, maintaining full enrollment, and the enforcement of enrollment policies.
- Section D The Secretary shall give fine notices and take minutes of all meetings, maintain school files, and take the responsibility for certain clerical tasks of the school. Also the Secretary is responsible for distributing handbooks to each member and making all the necessary handbook changes for the next school year.
- Section E The Treasurer shall receive and safely keep all school funds, disbursing them with executive board approval, shall keep accurate records, present monthly financial reports, and arrange for annual audits of the books. S/he shall serve as Chairperson of the Budget Committee to present an annual budget to the membership. S/he shall arrange for Workmen's Compensation for the Director and Teachers.
- Section F The Ways and Means Chairperson shall be responsible for all fund raising activities of the school.
- Section G The Maintenance Chairperson shall be responsible for maintaining and improving the school premises and equipment by scheduling work parties as necessary and informing families of their maintenance responsibilities.
- Section H The Publicity Chairperson shall keep the public informed of our school activities. S/he shall advertise for enrollment purposes and publicize fund-raisers. S/he shall file a non-discriminatory statement with a newspaper yearly.

Section I The Board's mission statement is to uphold and protect the best interest of Hilltop. All Board members will be responsible for assisting at Fall Registration Day, Back to School Night, Open Houses and Orientation.

Article X ELECTION PROCEDURES

Section A The membership shall be informed of the election procedure at the February General Meeting.

Section B A Nominating Committee shall be selected at the February General Meeting.

Section C Consent of each candidate is obtained by completion of an intent form handed out at the February General Meeting.

Section D Slate

1. Nominating committee slate is posted at the March General Meeting.
2. Nominations will be accepted from the floor and added to above slate upon acceptance from nominee(s).
3. Each office shall be voted upon independently in secret ballot and the results disclosed before the next office is open to nominations from the floor.

Section E Votes shall be counted by the nominating committee and the results read by the Co-Presidents.

Article XI COMMITTEES

Section A All committees and their chairpersons shall be appointed by the executive board. The executive board may authorize the creation of and may create any such committees as may be found necessary to direct and carry on the activities of the organization.

Section B Nominating Committee

1. Members of the nominating committee shall be non-returning members or shall not seek nor accept nomination. A nomination committee shall consist of 5 members, at least 2 of whom are Board members.
2. The Nominating Committee shall meet not more than 2 weeks prior to the March General Meeting. The committee shall select a slate of nominees from an intent form submitted by each member. The Committee shall disclose the slate only at the March General Meeting.

Article XII GRIEVANCE

- Section A Grievance Defined – A grievance shall be defined as a circumstance or condition thought to be unjust and grounds for complaint or resentment, and which cannot be satisfactorily resolved between the parties involved.
- Section B Grievance Exclusions – The review of staff disciplinary matters is excluded from the Grievance Procedure.
- Section C Grievance Procedure – Any member in good standing, who believes a grievance exists, may initiate the grievance procedure as established in the Standing Rules.
- Section D Right of Appeal – If the grievant is dissatisfied with the Board action, they may request a Board of Appeal, as established in the Standing Rules.

Article XIII AMENDMENTS

These By-laws may be amended by a two-thirds vote at any regular meeting, provided the proposed amendment has been made available to the members at least 2 weeks in advance.

Article XIV RULES OF ORDER

Robert's Rules of Order, Revised, shall govern this organization all; KNOW ALL PERSONS BY THESE PRESENTS:

9.2. SCHOOL MEETINGS

BOARD MEETINGS - Board meetings are held once a month, they are attended by all Board members and are also open to the general membership for discussion of procedures and day-to-day running of Hilltop. After the general part of the meeting, the Board has a closed session where only board members may be present because of confidential matters that are discussed.

GENERAL MEETINGS - All members or the family representative participating in the classroom must attend general meetings. They take place once a month (except Dec and June) and are held on the 3rd Wednesday of the month, at Hilltop. Attendance at the whole meeting (2 hours) is required, and a sign in sheet is posted. A \$35.00 fine will be received if a mandatory General Meeting is missed. Parents participating in the classroom are to make-up non-mandatory General Meetings by fulfilling the

“Shadowing” policy as outlined in the Standing Rules of this handbook. Failure to pay a fine or not make-up a meeting is grounds for disenrolling your child from Hilltop.

CURRICULUM MEETINGS - Meetings are held after school with the Director and the teachers. Anybody may attend a curriculum meeting.

9.3. GENERAL INFORMATION ON PARLIAMENTARY PROCEDURE DURING SCHOOL MEETINGS

EIGHT STEPS NECESSARY TO ADOPT A MOTION.

1. Rise and address the Chair.
2. Receive recognition.
3. Make the motion.
4. Second the motion.
5. State the motion.
6. Discussion.
7. Call for vote.
8. Announce the vote.

TO MAKE A MOTION:

After obtaining the floor, say: "I move to...."

TO WITHDRAW A MOTION:

Before a motion is stated by the Chair, the maker may withdraw it by saying, "I wish to withdraw my motion." After a motion is stated by the Chair it may be withdrawn only with the consent of the assembly. Chair says, "If there is no objection, the motion is withdrawn." If objection is made, the Chair puts question on granting request.

TO POSTPONE MOTION INDEFINITELY:

This motion can be made only when the main motion is the only question before the assembly. If adopted, it kills the main question for that session. Say, "I move to postpone the question indefinitely."

TO AMEND A MOTION - 5 WAYS

1. To insert: "I move to insert the word (or words) after (or before) the word _____."
2. To add: "I move to add the words _____."
3. To strike out: "I move to strike out the words _____."
4. To strike out and insert: "I move to strike out the words _____ and insert words _____."
5. To substitute (nothing less than a paragraph): "I move to substitute _____ for the following _____."

TO ACCEPT AN AMENDMENT;

If an amendment is offered to a motion, the maker of the motion may say, "I accept the amendment."

TO REFER MOTION TO A COMMITTEE:

If you feel the subject requires more investigation or discussion, say, "I move to refer the question to a committee."

MOTION CAN BE POSTPONED DEFINITELY OR INDEFINITELY.

TO LIMIT OR EXTEND DEBATE:

Debate should be limited if time is short and many members wish to speak. Say: "I move that members be allowed only _____ speech of _____ minutes length." Motion extending debate applies only to the question or speech specified.

TO STOP DEBATE: Say, "I move the previous question." Vote will be taken immediately.

9.4. O.C.C.P.P.N.S.

The Orange County Council of Parent Participation Nursery Schools (O.C.C.P.P.N.S.) is an organization composed of 11 parent participating nursery schools in Orange County. There are eleven volunteers who serve on the board. The board endeavors to unite the schools and obtain information to aid the schools. By doing this, the board helps to make each individual school more effective for preschool learning experiences.

What O.C.C.P.P.N.S. does for your school:

1. Encourages schools to share their individual problems and solutions.
2. Offers leadership workshops for new schools and board members in the Fall.
3. Has parenting workshops in the Spring.
4. Conducts a survey of all the schools and passes on information regarding parent education, field trips, children's books, speakers available, etc.
5. Keeps you up to date on health laws and California legislation that may affect your school.
6. Represents your school at 2 statewide meetings.
7. Offers discounted rates for professional services through Consultant Services.

What you can do for O.C.C.P.P.N.S.:

1. Have your school represented at each monthly meeting. The meetings are held the second Monday of each month at 7:30. All family members are welcome!
2. Have your O.C.C.P.P.N.S. representative take information, written and verbal, back to your school president, Director and family members.
3. Participate in fundraimmmjjsers for O.C.C.P.P.N.S.
4. Have your O.C.C.P.P.N.S. representative bring refreshments and 75 newsletters to one meeting per year and give a 5 minute talk about your school.
5. Ask your O.C.C.P.P.N.S. representative to volunteer for one chairmanship or appointed position through the year.
6. Contribute articles to our O.C.C.P.P.N.S. Newsletter, "The County Line", informing us about your school's fundraisers, popular recipes, songs, creative ideas, etc.